

Teacher's Manual | Volume 1

CCC Collaborative Literacy

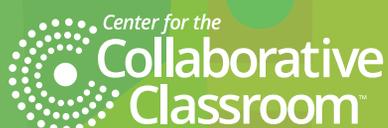
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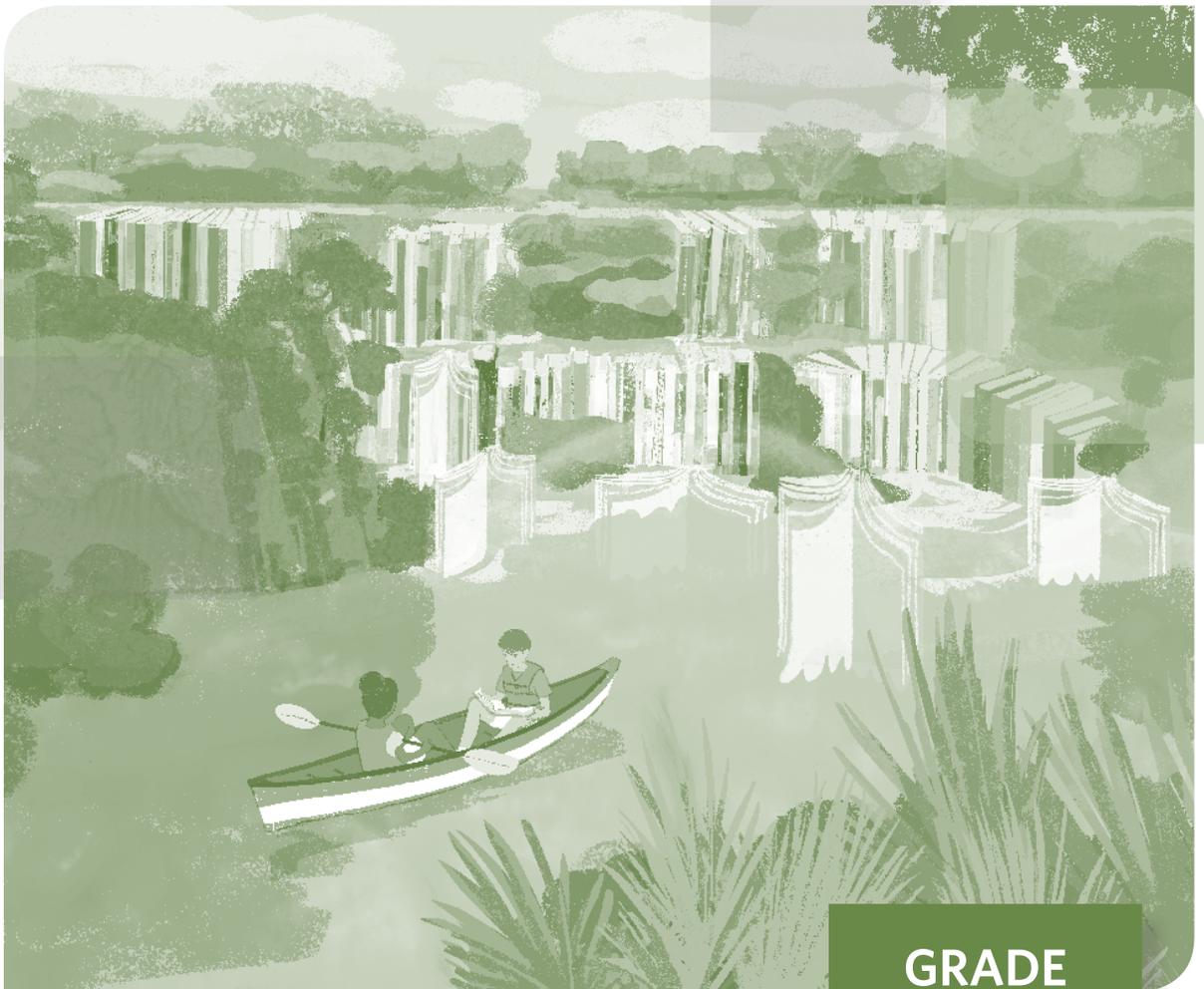
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An isometric illustration of a library or school building. The scene is filled with books of various sizes, some standing upright and others lying flat. In the foreground, a person is sitting on a bench reading a book, and another person is sitting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

Introduction

The Collaborative Classroom

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

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

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

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

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

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

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

Overview of the CCC Collaborative Literacy Suite

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

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

IMPLEMENTATION GUIDE

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

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

Program Overview

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

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

New to the Third Edition

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

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

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

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

Unique Pedagogy

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

RESEARCH BASED/CLASSROOM TESTED

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

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

DUAL FOCUS: ACADEMIC AND SOCIAL/ETHICAL LEARNING

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

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

TEACHER SUPPORT

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

* To read more about the theoretical and research basis for the *Making Meaning* program, please refer to the Bibliography on page 775.

Program at a Glance

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

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

STRATEGY DEVELOPMENT

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

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

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

Development Across the Grades

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

■ formally taught □ informally experienced

PROGRAM COMPONENTS

The *Making Meaning* program includes:

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

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

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



AV37



AV38

ALIGNMENT WITH STANDARDS

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

Understanding the Program

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

Focus on Comprehension

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

THE GRADE 5 COMPREHENSION STRATEGIES

The strategies that follow are formally taught or informally experienced in grade 5 of the program.

- **Using schema/Making connections.** Schema is the prior knowledge a reader brings to a text. Readers construct meaning by making connections between their prior knowledge and new information in a text. In *Making Meaning* grade 5, the students learn to connect what they know from their own experiences to texts before, during, and after a read-aloud. They also make connections between texts.
- **Visualizing.** Visualizing is the process of creating mental images while reading. Mental images can include sights, sounds, smells, tastes, sensations, and emotions. Good readers form mental images to help them understand, remember, and enjoy texts. In *Making Meaning* grade 5, the students visualize to make sense of figurative language and deepen their understanding and enjoyment of poems and stories.
- **Wondering/Questioning.** Proficient readers wonder and ask questions to focus their reading, clarify meaning, and delve deeper into a text. They wonder what a text is about before they read, speculate about what is happening while they read, and ask questions after they read to gauge their understanding. In *Making Meaning* grade 5, the students wonder and ask questions before, during, and after a read-aloud to make sense of a text.
- **Using text features.** Readers who understand that expository texts have common features, such as tables of contents and indexes, headings and subheadings, and

diagrams and charts, use those features to help them unlock a text’s meaning. In *Making Meaning* grade 5, the students identify features of expository texts and use those features to help them understand the texts.

- **Making inferences.** Not everything communicated by a text is directly stated. Good readers use their prior knowledge and the information in a text to understand implied meanings. Making inferences helps readers move beyond the literal to a deeper understanding of texts. In *Making Meaning* grade 5, the students identify features of expository texts and use those features to help them understand the texts.
- **Determining important ideas.** Determining the important ideas in a text helps readers identify information that is essential to know and remember. What is identified as important in a text will vary from reader to reader, depending on the purpose for reading and prior knowledge. In *Making Meaning* grade 5, the students explore which ideas in texts are important and support their thinking with evidence from the texts.
- **Analyzing text structure.** Proficient readers use their knowledge of narrative and expository text structure to approach and comprehend texts. For example, readers who understand that stories have common elements, such as setting, characters, and plot, have a framework for thinking about stories. Readers who understand that authors of expository texts organize information through text structures, such as chronological order, cause and effect, and compare and contrast, use those structures to understand and remember the information. In *Making Meaning* grade 5, the students use story elements to help them think about stories.
- **Summarizing.** Summarizing is the process of identifying and bringing together the essential ideas in a text. Readers summarize as a way of understanding what they have read and communicating it to others. In *Making Meaning* grade 5, the students identify important ideas and use those ideas to develop oral and written summaries.
- **Synthesizing.** Synthesizing is a complex process that requires the reader to visualize, use schema, question, infer, and summarize to develop new ideas and understandings based on information in a text. In *Making Meaning* grade 5, the students synthesize to form opinions and make judgments about texts.

THINKING TOOLS

The students learn various “Thinking Tools” that help them implement the strategies they are learning and delve more deeply into texts. In grade 5, the students learn and use:

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

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

Focus on Social/Ethical Development

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

BUILDING RELATIONSHIPS

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

VALUES AND SOCIAL SKILLS

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

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

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

objectives. (For more information, see “Cooperative Structures” on page xxviii.) Social skills emphasized in grade 5 include listening respectfully to the thinking of others and sharing their own, using prompts to add to one another’s thinking, and working in a responsible way. The lessons also provide opportunities for the students to decide such things as how they will divide the work fairly and how they will report their ideas to the class. Learning how to make these decisions helps the students become responsible group members. A Social Skills Assessment (grades 1–6) is included for use early in the year, mid-year, and at the end of the year to help you assess your students’ progress in meeting the social development objectives of the program.

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

Social Skills Across the Grades

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

(continues)

Social Skills Across the Grades *(continued)*

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

RANDOM PAIRING

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

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

The box at the top of the next page suggests some methods for randomly pairing the students.

Some Random Pairing Methods

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



COOPERATIVE STRUCTURES

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

Cooperative Structures in the Program

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

In grade 5, the students learn "Turn to Your Partner" and "Think, Pair, Share." Other structures are added as developmentally appropriate.

Teaching the Program

How the Grade 5 Program Is Organized

The *Making Meaning* program for grade 5 consists of ten units. The units vary in length from one to five weeks. Each week has four days of instruction and practice. The calendar below provides an overview of the year.

Sample Calendar for Grade 5

	Unit/Read-aloud	Length	Focus
FALL	1. The Reading Community: Fiction <ul style="list-style-type: none"> ▪ <i>The Lotus Seed</i> by Sherry Garland ▪ <i>Something to Remember Me By</i> by Susan V. Bosak ▪ <i>Everybody Cooks Rice</i> by Norah Dooley 	2 weeks	Listen to and discuss stories Learn the procedures for gathering, “Turn to Your Partner,” “Think, Pair, Share,” and Individualized Daily Reading Build the reading community
	2. Using Text Features: Expository Nonfiction <ul style="list-style-type: none"> ▪ <i>Rainforests</i> by James Harrison ▪ “Follow That Ball! Soccer Catching On in the U.S.” ▪ “All Work and No Play: Trends in School Recess” ▪ <i>Great Women of the American Revolution</i> by Brianna Hall 	3 weeks	Use text features to find and understand information Learn the procedure for “Think, Pair, Write”
	3. Questioning: Expository Nonfiction <ul style="list-style-type: none"> ▪ <i>Big Cats</i> by Seymour Simon 	2 weeks	Use questioning to think about expository texts Use schema to think about all they know about a topic Build a body of knowledge about animal life Learn the procedure for “Stop and Ask Questions”
	4. Analyzing Text Structure: Fiction <ul style="list-style-type: none"> ▪ <i>Tuck Everlasting</i> by Natalie Babbitt 	4 weeks	Explore narrative text structure through discussions of plot, setting, character, conflict, and theme Use questioning to think about narrative text

Sample Calendar for Grade 5

WINTER	Unit/Read-aloud	Length	Focus
	<p>5. Making Inferences: Fiction and Poetry</p> <ul style="list-style-type: none"> ▪ <i>The Van Gogh Cafe</i> by Cynthia Rylant ▪ “Speech Class” by Jim Daniels ▪ “October Saturday” by Bobbi Katz ▪ “Eraser and School Clock” by Gary Soto ▪ “back yard” by Valerie Worth 	2 weeks	<p>Make inferences to understand narrative texts</p> <p>Make inferences and visualize to understand poetry</p> <p>Use a double-entry journal</p> <p>Learn the procedure for “Heads Together”</p>
	<p>6. Making Inferences: Fiction and Expository Nonfiction</p> <ul style="list-style-type: none"> ▪ <i>Richard Wright and the Library Card</i> by William Miller ▪ <i>Uncle Jed’s Barbershop</i> by Margaree King Mitchell ▪ <i>Hurricanes</i> by Seymour Simon ▪ <i>Global Warming</i> by Seymour Simon ▪ <i>Rainforests</i> by James Harrison 	3 weeks	<p>Make inferences to understand narrative and expository texts</p> <p>Make inferences to explore causal relationships in narrative and expository texts</p> <p>Learn the procedure for “Group Brainstorming”</p>
	<p>7. Analyzing Text Structure: Expository Nonfiction</p> <ul style="list-style-type: none"> ▪ “Copycats: Why Clone?” ▪ “The Debate on Banning Junk Food Ads” ▪ “All-girls’ and All-boys’ Schools: Better for Kids” ▪ “Do Kids Really Need Cell Phones?” ▪ “How to Make an Origami Cup” ▪ “Ashton Hammerheads Schedule for September 2015” ▪ “Blue Line Train Schedule” ▪ “Frontier Fun Park” ▪ <i>Survival and Loss: Native American Boarding Schools</i> 	5 weeks	<p>Analyze expository text structure</p> <p>Explore ways in which articles and functional texts are organized</p> <p>Explore the use of cause and effect, chronological, and compare and contrast relationships in textbooks</p>
<p>ANSWERING QUESTIONS IN RESPONSE TO TEXT UNIT FROM THE READING ASSESSMENT PREPARATION GUIDE (1 WEEK)</p>			

Sample Calendar for Grade 5

	Unit/Read-aloud	Length	Focus
SPRING	8. Determining Important Ideas and Summarizing: Narrative Nonfiction and Fiction <ul style="list-style-type: none"> ▪ <i>A River Ran Wild</i> by Lynne Cherry ▪ <i>Harry Houdini: Master of Magic</i> by Robert Kraske ▪ “Mrs. Buell” from <i>Hey World, Here I Am!</i> by Jean Little 	4 weeks	Determine important ideas in texts Distinguish between important and supporting ideas in texts Use important ideas to summarize
	9. Synthesizing: Fiction and Expository Nonfiction <ul style="list-style-type: none"> ▪ “Review of ‘Mrs. Buell’ ” ▪ “Zoo” by Edward D. Hoch ▪ “12 seconds from death” by Paul Dowswell ▪ “The Pros and Cons of Year-round Schools” ▪ “Year-round School: I’m for It” ▪ “Year-round School: I’m Against It” ▪ “Review of <i>The Legend of Sleepy Hollow</i>” by Jennifer B. (age 12) 	4 weeks	Synthesize by forming opinions and making judgments about texts
	10. Revisiting the Reading Community	1 week	Prepare book recommendations and generate summer reading lists Reflect on the students’ growth as readers Reflect on the reading community

Planning and Teaching the Lessons

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

TEACHING THE UNITS IN ORDER

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

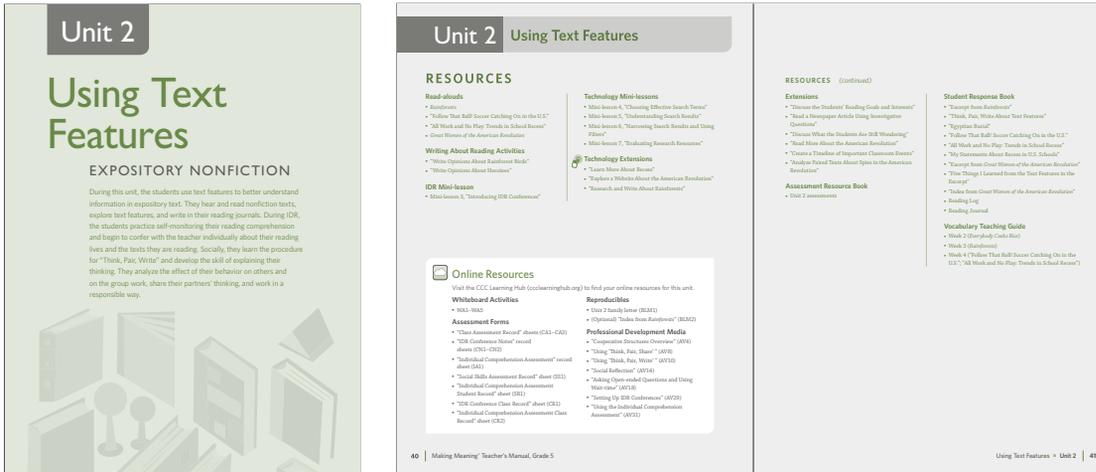
- Instruction in comprehension strategies builds systematically across the year. In Unit 2, for example, the students use text features to help them make sense of expository nonfiction texts, while in Unit 3, they use questioning to explore the

genre in more depth. In Unit 4, the students analyze narrative text structure to help them make sense of fiction before doing the challenging work of making inferences in fiction, poetry, and expository nonfiction in Units 5 and 6. In the final units of the year, the students hear and read increasingly complex texts. Determining important ideas and summarizing—skills necessary for synthesizing information—are taught in Unit 8 before synthesizing is itself introduced in Unit 9.

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

UNIT AND WEEK OVERVIEWS

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



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

Unit 2 Using Text Features		DEVELOPMENT ACROSS THE GRADES						
Reading Strategy		K	1	2	3	4	5	6
Using Schema/Making Connections		■	■	■	□	□	□	□
Skimming		■	■	■	□	□	□	□
Understanding/Questioning		■	■	■	■	■	■	■
Using Text Features		■	■	■	■	■	■	■
Making Inferences		□	□	■	■	■	■	■
Determining Important Ideas		□	□	■	■	■	■	■
Analyzing Text Structures		□	□	■	■	■	■	■
Summarizing		□	□	■	■	■	■	■
Summarizing		□	□	■	■	■	■	■

Unit 2 Using Text Features		GRADE 5 OVERVIEW			
		Day 1	Day 2	Day 3	Day 4
Week 1	Read-aloud Text: "The Bull-Seven-Clothing-On-the-U.S."	Reading Focus: • Analyzing text structure to understand the author's purpose and audience.	Writing Focus: • Writing an explanatory text.	Social Strategy Practice: • Analyzing text features, such as the title, to understand the author's purpose and audience.	Independent Strategy Practice: • Analyzing text features, such as the title, to understand the author's purpose and audience.
Week 2	Read-aloud Text: "The Bull-Seven-Clothing-On-the-U.S."	Reading Focus: • Analyzing text structure to understand the author's purpose and audience.	Writing Focus: • Writing an explanatory text.	Social Strategy Practice: • Analyzing text features, such as the title, to understand the author's purpose and audience.	Independent Strategy Practice: • Analyzing text features, such as the title, to understand the author's purpose and audience.
Week 3	Read-aloud Text: "The Bull-Seven-Clothing-On-the-U.S."	Reading Focus: • Analyzing text structure to understand the author's purpose and audience.	Writing Focus: • Writing an explanatory text.	Social Strategy Practice: • Analyzing text features, such as the title, to understand the author's purpose and audience.	Independent Strategy Practice: • Analyzing text features, such as the title, to understand the author's purpose and audience.

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

Week 1

OVERVIEW



Readalouds
by James Harrison
Photographic illustrations, and well-organized text provide an introduction to a fragile ecosystem.

Online Resources
Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- W1A1-W1A2

Assessment Forms

- "Class Assessment Review" sheet (CA1)
- "2BR Conference Notes" sheet (CN2)
- "2BR Conference Class Review" sheet (CR2)

Professional Development Media

- "Cooperative Structures Overview" (AR9)
- "Using 'Think, Pair, Share'" (AR10)
- "Using 'Think, Pair, Write'" (AR11)
- "Social Reflection" (AR12-14)
- "Using Open-ended Questions and Using 'What does'" (AR15-18)
- "Setting Up 2BR Conferences" (AR19)

Comprehension Focus

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

Social Development Focus

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

DO AHEAD

- ✓ Consider reading this unit's read-aloud selections with your English Language Learners before you read them in the whole class. Stop during the reading to discuss vocabulary and to check for understanding. Take time to share and discuss the text features.
- ✓ Make available expository nonfiction and functional texts at a variety of levels that the students can use to explore text features during 2BR and Independent Strategy Practice throughout the unit. For more information, see "About Expository Text" at the beginning of Unit 2.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see "Randomizing," "Considerations for Pairing ELLs," and "Cooperative Structures" in the Introduction. For more information, view "Cooperative Structures Overview" (AR6).
- ✓ Prior to Day 2, prepare a sheet of chart paper with the title "Text Features."

(continued)

DO AHEAD (continued)

- ✓ Prior to Day 2, make a class set of "2BR Conference Notes" record sheets (CN2), see page 24 of the Assessment Resources Book. This week, you will begin conferencing with individual students during 2BR and documenting your observations and suggestions for each student. You might expect the student you confer with each student using the "2BR Conference Class Review" sheet (CR2), see page 157 of the Assessment Resources Book.
- ✓ Prior to Day 3, make a copy of the "Class Assessment Review" sheet (CA1), see page 8 of the Assessment Resources Book.
- ✓ Prior to Day 3, prepare a sheet of chart paper with the title "Reading Comprehension Strategies."
- ✓ Prior to Day 4, prepare to model completing a reading journal entry using one of the students you familiar with (see Day 3).

Vocabulary Note
Even as you use the vocabulary lessons, teach the Word 2 boxes this week.

(continued)

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PREPARING THE DAILY LESSONS

Read-aloud Lessons

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

To Prepare for a Read-aloud:

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

- Optional extension activities appear at the end of some lessons. Review any extension activities and decide if and when you want to do the activities with your class. Some may require additional materials or preparation.

Read-aloud Lessons with Alternative Texts

You may want to substitute another text for the provided read-aloud text to teach the comprehension focus of the week or to repeat a week of instruction. For this purpose, a list of “Grade 5 Alternative Texts” is provided in the General Resources section of the CCC Learning Hub. The trade books suggested in the list of alternative texts are offered in Center for the Collaborative Classroom’s Comprehension Strategies Libraries. These grade-level libraries are designed to support instruction of the specific strategies used in the lessons. Visit Center for the Collaborative Classroom’s website (collaborativeclassroom.org) for more information.

Strategy Lessons

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

To Prepare for a Strategy Lesson:

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

Guided Strategy Practice Lessons and Independent Strategy Practice Lessons

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

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

To Prepare for a Guided or Independent Strategy Practice Lesson:

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

LESSON LENGTH AND PACING

Grade 5 lessons take, on average, 20–40 minutes. Lessons in the first few weeks of the program may take longer as you introduce and practice cooperative structures (“Turn to Your Partner” and “Think, Pair, Share”). A few of the read-alouds will require additional time. A Teacher Note at the beginning of these lessons alerts you to the need for more time and suggests how you might break the reading into two parts, if necessary.

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

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

EXTENDING THE INSTRUCTION

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

- **Writing About Reading.** These optional activities provide a reading/writing connection within the *Making Meaning* program by asking the students to write opinions about and make connections to the texts they hear and discuss during read-aloud lessons.

The activities build in complexity across the grades, with students at all levels encouraged to refer to the texts to support their thinking. Support for modeling writing is included in these activities. The activities can be done at the end of a lesson or at another time.

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

STUDENT RESPONSE BOOKS

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

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

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

PROFESSIONAL DEVELOPMENT MEDIA

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

HELPFUL LESSON FEATURES

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

Helpful Lesson Features

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

Helpful Lesson Features *(continued)*

- **IDR Conference Notes.** These notes support you as you confer with individual students during IDR. (See “IDR Conferences” on the next page.)
- **Class Assessment Notes.** These notes help you observe and assess the whole class as they demonstrate their use of a strategy during a lesson. (See “Assessments” on page xlvi.)
- **End-of-unit Considerations.** This feature provides information on wrapping up a unit and conducting end-of-unit assessments.

Individualized Daily Reading (IDR)

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

INDEPENDENT READING IN GRADE 5

During Individualized Daily Reading in grade 5, the students spend up to 30 minutes a day reading books independently at their appropriate reading levels. An IDR section appears at the end of each lesson, except for independent strategy practice lessons. IDR can follow the day’s lesson, or you can schedule it during another time of the school day.

IDR begins in Unit 1 (Week 1) of the grade 5 program. In Unit 1, the students learn the procedures for IDR and how to identify books that are at the appropriate level for them. They also learn procedures for using the classroom library and begin tracking the books they are reading in their Reading Logs within their *Student Response Books*. In Unit 2, the students learn questions they can ask themselves to monitor their comprehension. They also begin conferring with the teacher about their reading lives. In Unit 3, they discuss strategies they can use to “fix” comprehension problems. In this unit and in subsequent units, the students apply the reading comprehension strategies they are learning to various types of texts and reflect on their use of the strategies during conferences.

THE TEACHER’S ROLE

Individualized Daily Reading in the *Making Meaning* program is different from other types of independent reading, such as free reading, SSR (Sustained Silent Reading), and DEAR (Drop Everything and Read). In those programs, students select their own books, which may or may

not be at their appropriate reading levels, and the teacher plays a largely neutral role. In IDR, the students read texts at their appropriate reading levels for a specified period of time. You, the teacher, are actively involved, conferring with individual students, helping them select appropriate books, and assessing and supporting their reading.

IDR CONFERENCES

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

Beginning in Unit 2 of grade 5, you will use a unit-specific "Resource Sheet for IDR Conferences" to guide you as you confer. This resource sheet outlines a process you can use when conferring with individual students about their independent reading. It includes questions you can ask to probe each student's thinking about what he or she is reading and to assess the student's comprehension of the text. It also includes suggestions for supporting the student's reading growth. You will document your IDR conferences using the "IDR Conference Notes" record sheet. We recommend that you document at least one IDR conference per student per unit. These notes are an important source of information for each student's Individual Comprehension Assessment (see "Assessments" on page xlvi).

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

READING APPROPRIATELY LEVELED TEXTS

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

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

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

DETERMINING INDEPENDENT READING LEVELS

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

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

SETTING UP A CLASSROOM LIBRARY

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

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

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

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

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

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

LEVELING TEXTS

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

The Fountas & Pinnell Leveling System

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

The Lexile® Framework for Reading

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

BUILDING STAMINA

Building stamina for reading independently is critical if the students are to develop and grow as readers. In the grade 5 program, the students begin IDR by reading independently for up to 15 minutes a day. By Unit 4, the expectation is that the students will be reading independently for up to 30 minutes each day. The time allotments suggested in the IDR lesson steps, however, are goals, not requirements, and IDR times should be adjusted as necessary to meet your students' particular needs and their capacities to remain engaged and attentive. You might consider increasing the time allotted to IDR gradually, for example, one to two minutes every two weeks.

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

Building Stamina for Independent Reading

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

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

IDR MINI-LESSONS

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

- “Choosing and Handling Books” (K–1)
- “Selecting ‘Just-right’ Books” (K–2)
- “Introducing IDR Conferences” (K–6)

- “Self-monitoring” (1–2)
- “Reading Punctuation” (1–2)
- “Reading Typography” (1–2)
- “Reading with Expression” (1–6)
- “Using Word-analysis Strategies” (1–6)
- “Selecting Appropriately Leveled Texts” (3–6)
- “Self-monitoring and Using ‘Fix-up’ Strategies” (3–6)
- “Reading in Meaningful Phrases” (3–6)

TIPS FOR MANAGING IDR

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

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

Vocabulary Teaching Guide

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

Development Across the Grades

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

■ formally taught □ informally explored or reviewed

At grades K–2, there are three days of vocabulary instruction each week. At grades 3–6, there are five days of instruction. Each week includes Ongoing Review activities that review previously learned words. Vocabulary words are taught and reviewed using engaging activities that require the students to use the words in partner and class conversations. For

more information about the vocabulary lessons, including how the lessons are structured, suggestions for teaching the vocabulary lessons with the *Making Meaning* lessons, and the vocabulary assessments, see the Introduction in the *Vocabulary Teaching Guide*.

Assessments

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

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

FORMATIVE ASSESSMENTS

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

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

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

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

SUMMATIVE ASSESSMENTS

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

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

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

Using the Technology Features

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

Digital Teacher Resources

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

DIGITAL TEACHER'S SET

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

CCC LEARNING HUB

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

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

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



CCC CLASSVIEW APP

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

Hub (ccclearninghub.org). For more information about this assessment tool, view the “Using the CCC ClassView App” tutorial (AV41).



Additional Technology Features

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

TECHNOLOGY TIPS

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

TECHNOLOGY EXTENSIONS

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

TECHNOLOGY TUTORIALS

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

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

TECHNOLOGY MINI-LESSONS

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

These lessons include:

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

Special Considerations

Teaching the Program in Multi-age Classrooms

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



Support for English Language Learners (ELLs)

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

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

ABOUT TEACHING READING COMPREHENSION TO ELLs

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

STAGES OF SECOND LANGUAGE ACQUISITION

Learning a new language is a developmental process. The table on the next page outlines the generally accepted stages of acquiring a language and the characteristics of students in an immersion classroom at each stage. In an immersion classroom, the students are instructed

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

Stages of Second Language Acquisition

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

CONSIDERATIONS FOR PAIRING ELLs

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

HOW THE MAKING MEANING PROGRAM SUPPORTS ELLs

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

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

Creating a respectful, safe learning community	<ul style="list-style-type: none"> Active, responsible learning High expectations for classroom interactions Explicit classroom procedures and routines Explicit social skills instruction Regular discussions to reflect on classroom values and community
Cooperative learning	<ul style="list-style-type: none"> Cooperative structures (“Turn to Your Partner” and “Think, Pair, Share”) Ongoing peer partnerships Opportunities to express thinking orally and listen to others’ thinking Discussing reading with partners Sharing work and reflecting
Authentic communication	<ul style="list-style-type: none"> Whole-class and partner discussions about interesting and important texts and topics Opportunities to respond to or engage with a text in a variety of modalities (discussion, writing, drawing)
Vocabulary development	<ul style="list-style-type: none"> Opportunities to preview and discuss read-aloud texts before lessons Building academic vocabulary
Language-rich environment	<ul style="list-style-type: none"> Rich, meaningful literature Engaging texts and book art Daily opportunities for listening, speaking, reading, and writing

(continues)

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

(continued)

Scaffolded instruction	Explicit teacher modeling Rereading text Prompts to begin responses Drawing on prior knowledge and experience Building background knowledge
Critical thinking	Questions that prompt higher-order thinking Exploring and responding to different viewpoints Generating independent thinking

ADDITIONAL STRATEGIES FOR SUPPORTING ELLs

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

- **Speaking slowly.** Beginning English speakers can miss a great deal when the language goes by too quickly. Modifying your rate of speech can make a big difference in helping them to understand you.
- **Using visual aids and technology.** Photographs, realia (real objects), diagrams, and even quick sketches can help to increase a student's comprehension. When giving directions, physically modeling the steps and writing them where the students can see them while saying them aloud are effective ways to boost comprehension. Audiovisual resources, such as recordings of texts read aloud, author interviews, and interactive versions of read-alouds can also be helpful.
- **Inviting expression through movement and art.** Having students express their thinking through movement and art can be enormously powerful. Drawing, painting, dancing, mimicking, role-playing, acting, singing, and chanting rhymes are effective ways for students to increase comprehension, build vocabulary, and convey understanding. The Total Physical Response (TPR) method developed by James Asher helps children build concepts and vocabulary by giving them increasingly complex verbal prompts (stand, sit, jump, etc.) that they act out physically and nonverbally (see the Bibliography on page 775).
- **Building vocabulary.** ELL vocabulary is highlighted for most read-alouds in the program, and we recommend that you introduce this vocabulary (discuss it, act it out, draw it, etc.) and define it before and during the reading. In addition, you might brainstorm words related to particular read-alouds or themes. The students can then

illustrate each word and post the illustrations next to the printed words, creating a visual chart to refer to as they read or listen to the read-aloud.

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

Suggestions for Simplifying Questions

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

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

ADDITIONAL MODIFICATIONS FOR ELLs

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

Read-aloud Lessons

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

Strategy Lessons

- **Use multiple modalities.** Encourage ELLs to use drama, drawing, realia, and writing to practice comprehension strategies.
- **Create visual aids.** Use chart paper or otherwise visually record the important parts of class discussions.

- **Review vocabulary.** Emphasize vocabulary and story language to help ELLs make sense of a text and use vocabulary meaningfully.

Guided Strategy Practice Lessons

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

Independent Strategy Practice Lessons

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

Individualized Daily Reading (IDR)

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

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

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

Building the Home–School Connection

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



FAMILY LETTERS

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

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

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

BASAL PROGRAMS

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

- The *Making Meaning* grade 5 program is designed in four-day weeks. This allows you to read the week’s basal anthology selection on Monday, so the week’s spelling, writing, grammar, and other language arts skills instruction can be linked to that reading. *Making Meaning* lessons can then be used to replace the basal’s comprehension lessons during the rest of the week.

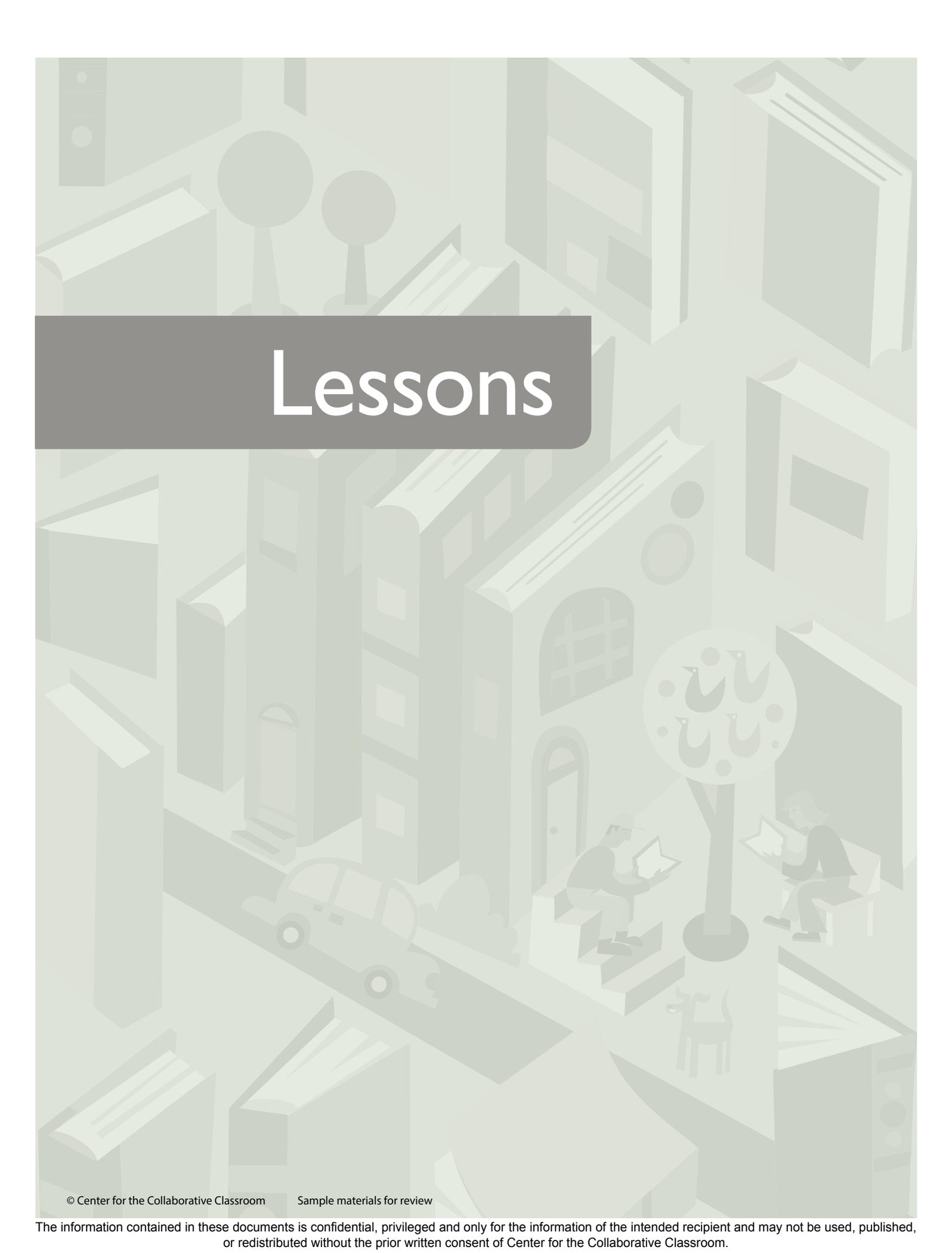
- In addition to other reading materials, basal anthologies can be used as independent reading material during Individualized Daily Reading (IDR).
- The basal anthology selection can be used as an alternative read-aloud text if you decide to repeat a week of instruction in the *Making Meaning* program.

LITERATURE CIRCLES

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

GUIDED READING

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

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

Lessons

Unit 1

The Reading Community

FICTION

During this unit, the students begin the important work of building their reading community. They hear and discuss stories, make text-to-self connections, and make text-to-text connections as they compare two stories in the same genre. They also explore the use of first- and third-person points of view in fiction. They begin Individualized Daily Reading (IDR) and learn how to select books at their independent reading levels, self-monitor their reading, and use a reading log. Socially, they learn the procedures for gathering for a read-aloud, “Turn to Your Partner,” “Think, Pair, Share,” and IDR. As they build the reading community, they practice listening to the thinking of others, sharing their own thinking, and working in a responsible way.

Unit 1

The Reading Community

RESOURCES

Read-alouds

- *The Lotus Seed*
- *Something to Remember Me By*
- *Everybody Cooks Rice*

Writing About Reading Activities

- “Write About Ways That *The Lotus Seed* and *Something to Remember Me By* Are Alike and Different”
- “Write About Text-to-self Connections to *Everybody Cooks Rice*”

IDR Mini-lessons

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



Technology Extensions

- “Explore a Website About Vietnam”
- “Investigate Family History”
- “Explore Recipes and How-to Cooking Videos Online”

Extensions

- “Read Works of Historical Fiction and Act Out Characters”
- “Compare Stories in a Series and Discuss Text-to-text Connections”

Assessment Resource Book

- Unit 1 assessments

Student Response Book

- Reading Log

Vocabulary Teaching Guide

- Week 1 (*The Lotus Seed*; *Something to Remember Me By*)



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA3

Assessment Forms

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

Reproducible

- Unit 1 family letter (BLM1)

Professional Development Media

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

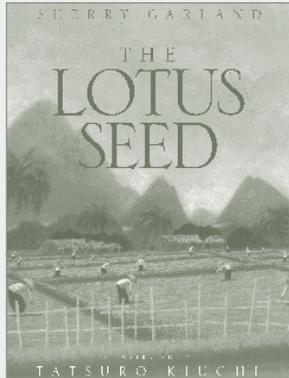
- “Cooperative Structures Overview” (AV4)
- “Using “Turn to Your Partner”” (AV6)
- “Using “Think, Pair, Share”” (AV8)
- “Planning a Lesson” (AV12)
- “Adapting Lessons for English Language Learners” (AV13)
- “Turning and Looking at the Speaker” (AV16)
- “Getting Started with IDR” (AV27)
- “Using the CCC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

OVERVIEW

	Day 1	Day 2	Day 3	Day 4
Week 1	<p>Read-aloud: <i>The Lotus Seed</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Learning the procedure for gathering ▪ Hearing and discussing a story 	<p>Listening Practice: <i>The Lotus Seed</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Learning the procedure for “Turn to Your Partner” ▪ Hearing a story again to increase comprehension 	<p>Read-aloud: <i>Something to Remember Me By</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Hearing and discussing a story ▪ Making text-to-self connections ▪ Learning the procedure for Individualized Daily Reading (IDR) 	<p>Listening Practice: <i>Something to Remember Me By</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Hearing a story again to increase comprehension ▪ Making text-to-text connections ▪ Comparing two stories ▪ Learning a procedure for selecting texts at their independent reading levels
Week 2	<p>Read-aloud: <i>Everybody Cooks Rice</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Learning the procedure for “Think, Pair, Share” ▪ Hearing and discussing a story ▪ Making text-to-self connections 	<p>Strategy Lesson: <i>Everybody Cooks Rice</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Hearing part of a story again to increase comprehension ▪ Making text-to-text connections ▪ Exploring the use of first- and third-person points of view 	<p>Individualized Daily Reading</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Learning a procedure for self-monitoring ▪ Reading independently 	<p>Individualized Daily Reading</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Learning how to use a reading log ▪ Reading independently

Week 1

OVERVIEW



The Lotus Seed

by Sherry Garland, illustrated by Tatsuro Kiuchi

A young girl learns about her grandmother's hardships and the land she left behind.



Something to Remember Me By

by Susan V. Bosak, illustrated by Laurie McGaw

A grandmother and her granddaughter share special memories.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

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

Professional Development Media

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

Comprehension Focus

- Students make text-to-self connections.
- Students make text-to-text connections.
- Students compare how similar themes and topics are explored in two stories of the same genre.
- Students begin Individualized Daily Reading (IDR) and read independently.

Social Development Focus

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

DO AHEAD

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



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

ELPS 4.D.i
last "Do Ahead" suggestion on
page 5

(continues)

1 DO AHEAD *(continued)*

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



Vocabulary Note

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

In this lesson, the students:

- Learn the procedure for gathering for a read-aloud
- Hear and discuss a story
- Gather in a responsible way
- Listen carefully

1 Introduce the Reading Community

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

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

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

2 Learn the Procedure for Gathering

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

You might say:

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

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

You might say:

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

Materials

- *The Lotus Seed*

Teacher Note

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

**Technology Tip**

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

Teacher Note

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

Teacher Note

You might point out Vietnam on a world map.

Teacher Note

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



Facilitation Tip

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



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

3 Introduce *The Lotus Seed*

Show the cover of *The Lotus Seed* and read the names of the author and the illustrator aloud. Explain that a lotus is a kind of flower that grows in water or wet earth, and tell the students that this story follows a single lotus seed as a young girl carries it from her homeland to the United States. Explain that the girl is from the country of Vietnam. Ask:

Q *What other stories have you read about immigrants coming to the United States?*

Have a few volunteers share their thinking. Then ask:

Q *Are you sitting in a way that will help you listen? If not, what can you do?*

4 Read Aloud

Read the story aloud slowly and clearly, showing the illustrations as you read. Clarify vocabulary as you encounter it in the text by reading the word, briefly defining it, rereading it in context, and continuing (for example, “‘She hid the seed in a special place under the family altar’—an *altar* is a ‘table in a house to honor a family’s ancestors’—‘under the family altar, wrapped in a piece . . .’”).

Suggested Vocabulary

altar: table in a house to honor a family’s ancestors (p. 8; refer to the illustration on p. 9)

ao dai: (Vietnamese; pronounced *ow yai*) traditional Vietnamese dress (p. 8)

Bà: (Vietnamese) Grandmother (p. 14)

unfurling: opening up (p. 24; refer to the illustration on p. 25)

dormant: alive but not growing (p. 24)

ELL Vocabulary

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

clamored: made lots of noise (p. 12)

scrambled: moved quickly, bumping into other people (p. 14)

towering: very tall (p. 16; refer to the illustration)

5 Discuss the Story

Facilitate a whole-class discussion using questions such as:

Q *Why is the lotus seed so important to Bà? What in the story makes you think that?*

- Q** *Why is it surprising that the lotus seed blooms again after all those years?*
- Q** *How do you think the girl will explain the importance of the lotus seed when it's time for her to give the seeds to her own children? Why do you think that?*

Students might say:

"I think the lotus seed is important to Bà because it reminds her of the emperor. I think that because the story says she wanted something to remember him by."

"I think that after Bà leaves Vietnam, the seed is also important to her because it reminds her of Vietnam. I think that because she says 'It is the flower of my country.'"

"It's surprising that the lotus seed blooms again because you wouldn't think a seed could bloom after it was dormant for so many years."

"I think the girl will tell her kids about the country their family came from and about the war, because that's what her grandmother told her about the seed."

"The girl will tell them how her grandmother brought the seed from far away and that it bloomed after being dormant for so long."

Explain that the students will revisit *The Lotus Seed* in the next lesson.

6 Reflect on Working Together

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

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

You might say:

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

Ask and briefly discuss:

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

Encourage the students to continue to think about ways they can take responsibility for their learning and behavior. Explain how you expect the students to return to their desks or transition to the next activity. If necessary, practice the procedure until the students are able to move in an orderly way.

Teacher Note

If the students have difficulty answering these questions, offer some examples like those in the "Students might say" note. The "Students might say" notes help you anticipate possible student responses as you plan your lessons.

Teacher Note

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

Teacher Note

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



Technology Tip

Prior to doing this activity, locate and preview age-appropriate websites about Vietnam using the keywords “Vietnam kids website.”



TECHNOLOGY EXTENSION

Explore a Website About Vietnam

Remind the students that *The Lotus Seed* is about a girl who was born in Vietnam and came to the United States as a young woman. Explain that you will reread the story and ask the students to think about questions they have about Vietnam as they read. Read the story aloud slowly and clearly. Then ask:

Q *What questions do you have about Vietnam?*

Tell the students that today they will explore a website about Vietnam and then discuss what they learned.

Display your browser page and go to one of the websites you previewed. Model navigating the website, and read aloud any information you think the students may find interesting. Afterward, discuss questions such as:

Q *Did you find out more about something you had a question about? What did you find out?*

Q *What did you learn about Vietnam that helped you to better understand the story *The Lotus Seed*?*

Day 2

Listening Practice

Materials

- *The Lotus Seed*

Teacher Note

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

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

In this lesson, the students:

- Practice the procedure for gathering for a read-aloud
- Learn the procedure for “Turn to Your Partner”
- Hear a story read aloud again
- Listen carefully

1 Pair Students and Introduce “Turn to Your Partner”

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

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

Explain the “Turn to Your Partner” procedure.

You might say:

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

2 Model “Turn to Your Partner”

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



Q *What is your most prized possession—something that belongs to you and is very important to you? Why is it important to you? Turn to your partner.*

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

Explain that you will read a story aloud, stopping during the reading for the students to use “Turn to Your Partner” to discuss a question.

3 Review *The Lotus Seed* and Explain the Purpose of Rereading

Show the cover of *The Lotus Seed* and ask:



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

Scan the class as partners talk, without intervening. When most pairs have finished talking, signal for the students’ attention and have one or two volunteers share their thinking with the class. Provide additional background information by reading or paraphrasing the historical information in the author’s note on page 30 of *The Lotus Seed*.

Explain that today you will reread *The Lotus Seed* aloud, and ask the students to listen carefully for any details they missed during the first reading. Explain that rereading is a technique that helps readers understand what they read at a deeper level. This year you will often reread books or passages and ask the students to practice a reading comprehension strategy or think more deeply about the reading.

Teacher Note

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

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



Teacher Note

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

Teacher Note

Notice that you ask the question *before* saying “Turn to your partner.” This gives all of the students a chance to hear and consider the question before moving to face their partners.

TEKS 6.A.i
Student/Teacher Narrative
Steps 3 and 4

Teacher Note

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

ELL Note

After discussing the story, you might invite your English Language Learners to share memories of their homelands or their experiences coming to a new country, if they feel comfortable doing so.

4 Reread *The Lotus Seed*

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

p. 10 “When her husband marched off to war, she raised her children alone.”

Ask:

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

Scan the class as partners talk, without intervening. When most pairs have finished talking, signal for the students’ attention and have one or two volunteers share their thinking with the class. Reread the last sentence on page 10 and continue reading. Stop after:

p. 22 “She didn’t eat, she didn’t sleep, and my silly brother forgot what spot of earth held the seed.”

Ask:

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

Have partners discuss the question. When most pairs have finished talking, signal for the students’ attention. Have one or two volunteers share their thinking with the class. Reread the last sentence on page 22 and continue reading to the end of the story.

5 Discuss the Story

Facilitate a whole-class discussion of the story by asking:

Q *What did you hear during the second reading of this story that you missed during the first reading?*

Explain that tomorrow the students will hear and discuss another story.

6 Reflect on Partner Work

Help the students reflect on their work together by asking:

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

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

Share some of the positive partner interactions you observed. Explain that these are examples of behaviors that all of the students can practice.

Tell the students how you expect them to return to their desks or transition to the next activity.

EXTENSION

Read Works of Historical Fiction and Act Out Characters

Sherry Garland, the author of *The Lotus Seed*, has written a series of picture books that present historical events through the voices of realistic characters. These include *Voices of Gettysburg*, *Voices of the Alamo*, *Voices of the Dust Bowl*, and *Voices of Pearl Harbor*. You might read some of these and discuss them with the students. You might talk about the nature of historical fiction—the way it combines historical information with invention—and compare it to books the students have read or heard that are either purely fictional or purely historical. You might also have the students act out the voices of the characters Garland creates.

TEKS 9.A.i
Student/Teacher Narrative
Extension

Read-aloud

Day 3

In this lesson, the students:

- Practice the procedure for “Turn to Your Partner”
- Hear and discuss a story
- Make text-to-self connections
- Learn the procedure for Individualized Daily Reading
- Read independently for up to 15 minutes
- Listen carefully and work in a responsible way
- Share their reading lives

ABOUT INDIVIDUALIZED DAILY READING IN FIFTH GRADE

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

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

Materials

- *Something to Remember Me By*
- “Class Assessment Record” sheet (CA1)

Teacher Note

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



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

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

2 Discuss the Students’ Reading Lives

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

You might say:

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

Ask and briefly discuss:

 **Q** *What kinds of books do you like to read? Why? Turn to your partner.*

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

 **Q** *Where is your favorite place to read? Turn to your partner.*

Q *What kinds of books do you want to read this year? Turn to your partner.*

Tell the students that this year they will have lots of chances to read and listen to many different types of books. Explain that today you will read aloud a story and the students will discuss it.

ELL Note

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

ELL Note

Questions like these help the students get to know one another, which in turn creates a sense of community that benefits everyone. English Language Learners in particular rely on having a supportive environment in which they can take the necessary risks to practice and grow in their new language.

3 Introduce *Something to Remember Me By* and Make Text-to-self Connections

Show the cover of *Something to Remember Me By* and read the names of the author and the illustrator aloud. Explain that this is a story about a grandmother who gives her granddaughter things to remember her by. Ask:

 **Q** *Has anyone ever given you something to remember him or her by? What was it? Turn to your partner.*

Have partners discuss the question. Signal for the students' attention and ask a few volunteers to share with the class what they remember. Then ask:

 **Q** *Have you ever given someone something to remember you by? What was it? Turn to your partner.*

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

Ask the students to keep their experiences in mind as they listen to the story.

4 Read Aloud

Read the story aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you encounter it in the text by reading the word, briefly defining it, rereading it in context, and continuing (for example, “‘She could chatter’—*chatter* means ‘talk a lot’—‘She could chatter about everything . . .’”).

Suggested Vocabulary

paring knife: small, sharp knife (p. 8)

cedar chest: wooden box with a lid (p. 11; refer to the illustration)

rummaged: searched (p. 22)

ELL Vocabulary

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

chatter: talk a lot (p. 4)

by the dozen: (idiom) twelve at a time, or many at a time (p. 4)

long distance call: phone call to a faraway place (p. 16)

stitched: sewn with thread (p. 16)

tattered: old and worn out (p. 26)

TEKS 6.E.i

Student/Teacher Activity Step 3

TEKS 7.A.i

Student/Teacher Narrative

Step 3 and first Teacher Note on p. 15

Teacher Note

If the students have difficulty responding, stimulate their thinking by sharing your own experiences. (You might say, “When I was little and my family moved to another town, my best friend gave me a picture of the two of us together. Every time I look at this picture, I think of all the fun things we did together.”)

Teacher Note

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



ELL Note

English Language Learners may benefit from additional steps to discuss the reading, for example, after pages 9 and 26.

Teacher Note

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



Technology Tip

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



Teacher Note

During this discussion, be ready to reread passages and show illustrations again to help the students remember details.

Skip the introduction on page 3. Start reading on page 4 and stop after:

p. 15 “The girl didn’t quite understand.”

Ask:



Q *What is happening in the story so far? Turn to your partner.*

Have partners discuss the question. Signal for the students’ attention and ask a few volunteers to share their thinking with the class. Then reread the last sentence on page 15 and continue to the next stop:

p. 21 “‘But,’ said the grandmother softly, ‘I’m scared that . . . that I’m going to forget you.’”

Ask:



Q *What is happening in the story now? Turn to your partner.*

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



CLASS ASSESSMENT NOTE

During the read-aloud and discussion, scan the class and ask yourself:

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

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

When most pairs have finished talking, signal for the students’ attention and have one or two volunteers share their thinking with the class. Reread the last sentence before the stop and continue reading to the end of the story.

5 Discuss the Story

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

- Q** *Why was the grandmother afraid she was going to forget her own granddaughter?*
- Q** *What do you think the granddaughter noticed when she looked in the mirror at the end of the story?*

INDIVIDUALIZED DAILY READING

6 Introduce Individualized Daily Reading

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

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

You might say:

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

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

Ask and briefly discuss:

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

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

Teacher Note

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

Teacher Note

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

TEKS 5.A.ii
Student/Teacher Narrative
Step 6

Teacher Note

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



TECHNOLOGY EXTENSION

Investigate Family History

Remind the students that *Something to Remember Me By* is about a relationship between a girl and her grandmother. Read aloud the first two paragraphs on page 3 of the book. Then ask:

Q *What is something you know about your family’s history? For example, where is your family from?*

Q *What is a question you have about your family’s history?*



Technology Tip

Prior to doing this activity, preview the website referred to on page 32 of *Something to Remember Me By*. Alternatively, you might locate and preview other age-appropriate websites about genealogy using the keywords “kids family tree.”

Show page 32 of the book and read aloud the first two sentences on the page. Tell the students that today they will explore a website about genealogy (the study of family history).

Display your browser page and go to one of the websites you previewed. Model navigating the website, and read aloud information about how the students might research stories of interest in their own families and then make family trees. Afterward, discuss questions such as:

Q *Did you find out more about something you had a question about? What did you find out?*

If the students are interested, you might help them create family trees using an online tool on a student-friendly website.

Day 4

Listening Practice

Materials

- *Something to Remember Me By*
- *The Lotus Seed*

In this lesson, the students:

- Hear a story read aloud again
- Make text-to-text connections
- Compare two stories
- Learn a procedure for selecting texts at their independent reading levels
- Read independently for up to 15 minutes
- Listen carefully and work in a responsible way

ABOUT READING LEVELED TEXTS DURING IDR

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

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

TEKS 4.A.ii
Student/Teacher Narrative
"About Reading Leveled Texts During
IDR" Note and Step 5 on pp. 20–21

1 Review *Something to Remember Me By* and Prepare for Rereading

Gather the class with partners sitting together, facing you. Show the cover of *Something to Remember Me By* and remind the students that they heard this story earlier. Ask:

Q *What do you remember about the story?*

Have a few volunteers share their thinking with the class. Explain that today you will reread *Something to Remember Me By* and that you would like the students to listen for any details they missed in the first reading. Tell the students that you have another reason for rereading the story. Show the cover of *The Lotus Seed*, remind them that they heard the story earlier, and tell the students that as they listen to *Something to Remember Me By*, you would also like them to think about how the two stories are alike and how they are different.

2 Reread the Story

Read the story aloud again, slowly and clearly.

3 Discuss the Story and Make Text-to-text Connections

Briefly discuss as a class:

Q *What did you hear during the second reading of this story that you missed during the first reading?*

Show the cover of *The Lotus Seed*. Ask and briefly discuss:

Q *What do you remember about this story?*

Then ask:

 **Q** *In what ways are *Something to Remember Me By* and *The Lotus Seed* similar, or alike? Turn to your partner.*

Have partners discuss the question. Signal for the students' attention and ask a few volunteers to share their thinking with the class. Then ask:

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

Have partners discuss the question. When most pairs have finished talking, signal for the students' attention. Have a few volunteers share their thinking with the class.

TEKS 6.E.ii
Student/Teacher Narrative
Step 1



Facilitation Tip

During class discussions, continue to prompt the students to **turn and look** at the person who is about to speak (for example, "Bruce will speak now. Let's all turn and look at him"). During the discussion, scan the class to ensure that the students are looking at the person who is speaking. If necessary, interrupt the discussion to remind the students of your expectations.

TEKS 6.E.ii
Student/Teacher Activity
Step 3

ELL Note

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

Teacher Note

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

TEKS 1.B.i
Student/Teacher Narrative
Step 5

Students might say:

“Both stories are about a grandmother and a granddaughter.”

“In both stories, the grandmother gives the granddaughter something special.”

“Both stories are about how special objects can remind us of things that happened in the past.”

“In *Something to Remember Me By*, the grandmother loses her memory. *The Lotus Seed* doesn’t say anything about the grandmother losing her memory.”

“In the first story, the grandmother keeps the seed to remind her of her old country, Vietnam. In the second story, the grandmother gives things to the granddaughter because she wants the granddaughter to always remember her.”

Tell the students that when they think about how two stories are alike and different, they are doing something that good readers do—making connections between stories.

4 Reflect on Working Together

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

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

Students might say:

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

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

“I paid attention during the read-aloud.”

INDIVIDUALIZED DAILY READING

5 Introduce Selecting Texts at the Right Levels

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

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

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

TEKS 5.A.i
Student/Teacher Narrative
Step 5
(paragraphs 1–4)

You might say:

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

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

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

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

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

You might say:

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

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

Teacher Note

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

 **ELL Note**

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

Teacher Note

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

Teacher Note

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

Vocabulary Note

Next week you will revisit *The Lotus Seed* and *Something to Remember Me By* to teach the Week 1 vocabulary lessons.

TEKS 5.A.i
Student/Teacher
Activity
Step 5
(paragraph 5)

Materials

- *The Lotus Seed*
- *Something to Remember Me By*

TEKS 7.B.i
Student/Teacher Activity
Writing About Reading

WRITING ABOUT READING

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

Write About Ways That *The Lotus Seed* and *Something to Remember Me By* Are Alike and Different

Show the covers of *The Lotus Seed* and *Something to Remember Me By*. Remind the students that they heard these stories earlier and that they did something that good readers do: they made connections between the stories by thinking about how they are alike and how they are different. Explain that today the students will write about connections between the stories.

Show the cover of *The Lotus Seed*. Page through the book slowly and show the illustrations. Ask:

Q *What happens in this story?*

Have a few volunteers share their thinking. Repeat the same procedure to review the story *Something to Remember Me By*.

Write the heading “How the Stories Are Alike” where everyone can see it. Ask:

 **Q** *In what ways are the two stories alike? Turn to your partner.*

Have a few volunteers share their thinking. As they share, list their ideas below the heading.

Write the heading “How the Stories Are Different” where everyone can see it. Ask:

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

Have a few volunteers share their thinking. As they share, list their ideas below the heading.

Ask the students to watch as you think aloud and model writing about how the stories are alike and different.

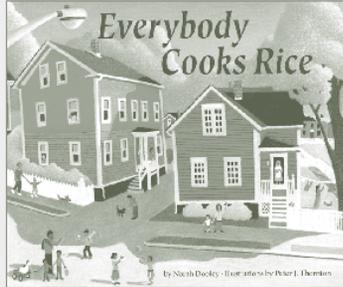
You might say:

"First, I want to describe some of the things that are similar about the two stories. I'll write: *The stories The Lotus Seed by Sherry Garland and Something to Remember Me By by Susan V. Bosak are alike in some ways. For example, both stories are about a girl whose grandmother gives her something special. Now I want to write about some of the things that are different about the two stories. I'll write: *The two stories are also different in some ways. For example, The Lotus Seed tells about the grandmother's life as a girl and young woman. In Something to Remember Me By, we only learn about the grandmother when she is already an older woman.*"*

Have the students write about what is similar and what is different in the two stories. If time permits, ask a few volunteers to share their writing with the class.

Week 2

OVERVIEW



Everybody Cooks Rice

by Norah Dooley, illustrated by Peter J. Thornton

A child sent to find a younger brother at dinnertime is introduced to a variety of cultures through the many different ways rice is prepared in her neighbors' homes.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA3

Assessment Form

- “Class Assessment Record” sheet (CA2)

Reproducible

- Unit 1 family letter (BLM1)

Professional Development Media

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

Comprehension Focus

- Students make text-to-self connections.
- Students explore the use of first- and third-person points of view in stories.
- Students read independently.

Social Development Focus

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

DO AHEAD

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

Vocabulary Note

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

Materials

- *Everybody Cooks Rice*

Teacher Note

If your students are already familiar with the procedure, you do not need to model it. Instead, remind the students of your expectations. To see an example of “Think, Pair, Share” in action, view “Using ‘Think, Pair, Share’” (AV8).



In this lesson, the students:

- Learn the procedure for “Think, Pair, Share”
- Hear and discuss a story
- Make text-to-self connections
- Read independently for up to 15 minutes
- Listen to one another

1 Gather and Introduce “Think, Pair, Share”

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

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



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

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

2 Introduce *Everybody Cooks Rice*

Show the cover of *Everybody Cooks Rice* and read the title and the names of the author and the illustrator aloud. As a class, discuss questions such as:

Q *When have you eaten rice? How was it prepared?*

Q *What are some other rice dishes you have seen or eaten?*

Explain that as the students listen to the story, you would like them to think about the rice dishes they have eaten and heard about.

3 Read Aloud

Read the story aloud slowly and clearly, showing the illustrations and stopping as described below. Clarify vocabulary as you read, using the procedure you used in Week 1, Day 3 (see Step 4).

Suggested Vocabulary

tiffin carrier: type of lunch box (p. 14; refer to the illustration on p. 15)

ELL Vocabulary

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

pipe down: (idiom) be quiet; stop making noise (p. 10)

groceries: food and other things bought at a store (p. 13)

leftovers: food that is not eaten at a meal and is saved to eat later (p. 14)

chopsticks: thin sticks used for eating food (p. 18; refer to the illustration on p. 19)

Stop after:

p. 14 “Rajit said his parents were working at their video and gift shop, so he was bringing them leftovers in a tiffin carrier.”

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



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

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

p. 22 “Adeline said she had seen him with a kitten in his arms, climbing the fence to our yard.”

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



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

Signal for the students’ attention and have one or two volunteers share their thinking. Reread the last sentence before the stop and continue reading to the end of page 25.

ELL Note

English Language Learners may benefit from additional stops to discuss the reading, for example, after pages 9 and 18. You might also want to point out countries on a world map as they are mentioned in the story.

Teacher Note

Hearing from only one or two students helps maintain the flow of the story and keeps the students engaged.

Teacher Note

You might briefly show and discuss the recipes on pages 26–30. To further explore rice-cooking recipes in various media, you might do the technology extension “Explore Recipes and How-to Cooking Videos Online” on page 30.

Facilitation Tip

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

ELL Note

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

To learn more, view "Adapting Lessons for English Language Learners" (AV13).



TEKS 5.A.ii
Student/Teacher Activity
Step 6 (paragraph 2)

Teacher Note

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

Teacher Note

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

4 Discuss the Story and Make Text-to-self Connections

Facilitate a discussion about the story using questions such as:

- Q *What are some of the different ways rice is prepared in this story?*
- Q *What do you think this girl learns about people as she finds out about the rice dishes they eat? Why do you think so?*
- Q *What is your favorite rice dish? What do you like to eat with rice?*

5 Reflect on "Think, Pair, Share"

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

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

INDIVIDUALIZED DAILY READING

6 Read Independently and Share Reading with Partners

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

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

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

You might say:

"I read a book called *The Lotus Seed* by Sherry Garland. It's about a Vietnamese girl who saves a lotus seed as a way to remember the last Vietnamese emperor. When she moves to the United States, she brings the seed with her. She raises a family and works hard for many years. One day, her grandson steals the seed, plants it, and then forgets where it is. That makes the woman very sad. But when she discovers the lotus flower that has blossomed from the seed, she is happy again. She gives each of her grandchildren a seed from the flower."



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

Help the students reflect on their partner work by asking:

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

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

WRITING ABOUT READING

Write About Text-to-self Connections to *Everybody Cooks Rice*

Show the cover of *Everybody Cooks Rice*. Remind the students that they heard this story earlier. Ask:

Q *What do you remember about the story Everybody Cooks Rice?*

Q *How does this story remind you of your own life?*

Students might say:

"It reminds me of the way we make rice in our family. We stir-fry it with tofu and vegetables like the Hua family in the story."

"It reminds me of my neighborhood. There are people from lots of different countries and we're all friendly."

"It reminds me of my little sister. She's like Carrie's younger brother, Anthony. She likes to visit our neighbors and sometimes ends up eating over at their houses."

Tell the students that when they think about how a story reminds them of their own lives, they are making connections to the story. Explain that making connections to stories helps readers enjoy and understand the stories. Ask the students to watch as you think aloud and model writing about a connection between *Everybody Cooks Rice* and your own life.

You might say:

"The book *Everybody Cooks Rice* reminds me of my favorite ways to make rice. I'll write: *The book Everybody Cooks Rice by Norah Dooley reminds me of my favorite ways to make rice. One of my favorites is my grandmother's rice pudding recipe, which she taught me when I visited her in her apartment in Philadelphia when I was very young. You mix cooked white rice with milk, sugar, vanilla, eggs, and raisins, and then you bake it. It's a yummy dessert! I also like to make brown rice and put it in burritos. It's healthy and it tastes great.*"

Have the students write about personal connections to *Everybody Cooks Rice*. If time permits, invite the students to share their writing with the class.

Materials

- *Everybody Cooks Rice*

TEKS 6.E.i

Student/Teacher Narrative

Writing About Reading

(second paragraph and "You might say" example)



Technology Tip

Prior to doing this activity, locate an age-appropriate video that provides clear, simple rice-making instructions. Search for information online using the keywords “make rice video.”



TECHNOLOGY EXTENSION

Explore Recipes and How-to Cooking Videos Online

To further explore rice recipes and rice-making techniques with your students, read aloud the first recipe on page 26 in *Everybody Cooks Rice*. Then display an online instructional video that shows how to make rice. Discuss as a class:

- Q What new information did you learn from watching the video?
- Q Which do you prefer, reading a recipe about making rice or learning how to make rice from watching a video? Why?

If possible, invite a parent or other adult to visit the class and demonstrate cooking rice. Afterward, discuss what was the same and what was different about the video instruction and the live demonstration.

Day 2

Strategy Lesson

Materials

- *Everybody Cooks Rice*
- *Something to Remember Me By*
- “Class Assessment Record” sheet (CA2)
- “Excerpt from *Everybody Cooks Rice*” chart (WA1)
- “Excerpt from *Something to Remember Me By*” chart (WA2)

In this lesson, the students:

- Practice the procedure for “Think, Pair, Share”
- Hear a story read aloud again
- Explore the use of first- and third-person points of view in stories
- Make text-to-text connections
- Read independently for up to 15 minutes
- Work in a responsible way and listen to one another

1 Review Procedure and Get Ready to Listen

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

2 Review the Story

Show the cover of *Everybody Cooks Rice*. Use “Think, Pair, Share” to have partners first think about and then discuss:



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



CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students taking time to think before talking to their partners?
- Are the students able to recall details from the story?

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

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

3 Explore First-person Point of View in *Everybody Cooks Rice*

Remind the students that making connections between stories—for example, thinking about how two stories are alike and different—is something good readers do to better understand stories. Explain that today the students are going to think and talk about an interesting difference in the stories *Everybody Cooks Rice* and *Something to Remember Me By*.

Display the “Excerpt from *Everybody Cooks Rice*” chart (WA1) and explain that it is the text from the beginning of *Everybody Cooks Rice*. Explain that you will read the passage aloud and that as the students listen, you would like them to think about who is telling the story.

Read the passage aloud, slowly and clearly. Then use “Think, Pair, Share” to have partners first think about and then discuss:



Q *Who is telling the story? What in the story makes you think so?* [pause]
Turn to your partner.

After pairs have had a chance to talk, signal for the students’ attention and have one or two volunteers share their thinking with the class. If necessary, show pages 4–5 of the book, point to the girl in the illustration on page 4, and explain that a girl named Carrie is telling the story.

Tell the students that when the person telling the story is a character in the story, we say the story is being told from the *first-person point of view*. Explain that words like *my*, *I*, and *me* are clues that can help the students recognize first-person point of view. Circle these words on the chart.



Technology Tip

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



4 Explore Third-person Point of View in *Something to Remember Me By*

Show the cover of *Something to Remember Me By* and remind the students that they heard this story earlier. Display the “Excerpt from *Something to Remember Me By*” chart (C WA2) and explain that it is the text from the beginning of the story. Explain that you will read the passage aloud and that, as before, you want the students to think about who is telling the story.

Read the passage aloud, slowly and clearly. Then use “Think, Pair, Share” to have partners first think about and then discuss:

 **Q** *Who is telling the story? What in the story makes you think so?* [pause]
Turn to your partner.

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

Students might say:

“It’s hard to tell who’s telling the story because the person telling it doesn’t say anything about herself.”

“I think the narrator could be a woman who’s remembering when she was a little girl and she visited her grandmother. But for some reason she doesn’t want to say ‘I,’ so she says ‘the little girl.’”

Explain that, unlike the narrator in *Everybody Cooks Rice*, the person telling the story in *Something to Remember Me By* is not a character in the story. Explain that when the person telling the story is not a character in the story, we say the story is being told from the *third-person point of view*.

On the chart, point to each of the sentences that follow and explain that if *Something to Remember Me By* were being told from the first-person point of view, it would say, “Every time I visited my grandmother . . .,” “I could have a snack anytime I wanted,” and “I could use the big box of crayons in the kitchen drawer . . .” Ask:

 **Q** *Do you think Something to Remember Me By would be a more interesting story if it were told from the first-person point of view? Why?*
Turn to your partner.

Have a few volunteers share their thinking with the class.

Students might say:

“I think it would be more interesting because if it said *I* and *my* and *me*, it would be more like the character was talking directly to me, and I would care more about what happened.”

“I think it would be more interesting because it would seem like it really happened instead of being make-believe.”

“I think it’s more interesting the way it is. If it said *I*, then I would just think, well, it’s about that girl but it’s not about me. Since the story says *the little girl*, it seems less like it’s about a particular person. It makes me think about when I was that girl’s age.”

Tell the students that they will think and talk more about point of view, or who is telling a story, as they hear and read other stories this year.

5 Reflect on “Think, Pair, Share”

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

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

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

INDIVIDUALIZED DAILY READING

6 Read Independently and Share Reading with Partners

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



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

EXTENSION

Compare Stories in a Series and Discuss Text-to-text Connections

Read aloud another book in Norah Dooley’s series about common foods, such as *Everybody Bakes Bread*, *Everybody Brings Noodles*, or *Everybody Serves Soup*. Invite the students to compare it to the book *Everybody Cooks Rice* by asking questions such as:

- Q *In what ways are the two stories alike?*
- Q *What makes the story Everybody Cooks Rice different from the story [Everybody Serves Soup] besides the fact that they are about different foods?*

ELL Note

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

Teacher Note

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

You might then read another story in the series and compare it to the first two. After reading the stories and discussing how they are alike and different, facilitate a class discussion about traditional or favorite foods the students enjoy at home. You might have the students research and write down their families' favorite recipes and then assemble them in a classroom cookbook.

Day 3

Individualized Daily Reading

Materials

- “Thinking About My Reading” chart, prepared ahead

Teacher Note

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

TEKS 1.B.ii
TEKS 6.I.i
Student/Teacher Narrative
Steps 1 and 2

In this lesson, the students:

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

1 Introduce Self-monitoring

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

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

Thinking About My Reading

What is happening in my book?

Do I understand what I am reading?

Do I know what most of the words mean?

Is this book interesting and fun to read?

Point to and read each question on the chart aloud. Explain that when you stop the students, you would like them to think about each of these questions quietly before continuing to read. Explain that the purpose of this is to help them notice when they understand what they are

reading and when they do not. Tell the students that when they do not understand their books, they should go back and reread. If they still do not understand, they may need to get different books.

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

2 Model Self-monitoring

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

You might say:

“I chose the book *Something to Remember Me By* by Susan V. Bosak to read during IDR. I’m going to read the first few pages silently to myself. Now I’m going to check to see if this book is right for me. I’ll ask myself the first question on the chart: ‘What is happening in my book?’ In this part of the book, I learned that there is a little girl who often visits her grandmother. They always do fun things during these visits. I can retell what’s happening in the part of the book I just read. Next, I’ll ask myself the second question: ‘Do I understand what I am reading?’ Yes, I understand what I am reading. I know that the little girl and her grandmother get along really well and love to spend time together. Next, I’ll ask myself the third question: ‘Do I know what most of the words mean?’ Yes, so far I know what all of the words mean. Finally, I’ll ask myself the last question: ‘Is this book interesting and fun to read?’ Yes, I’m enjoying the story. Based on my answers to these questions, I think that I can continue reading this book.”

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

3 Read Independently and Self-monitor

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

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

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

TEKS 5.A.i
TEKS 6.I.i
Student/Teacher Activity
Steps 3 and 4

4 Reflect on Independent Reading

Ask and briefly discuss:

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

Have a few volunteers share their thinking with the class.

Students might say:

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

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

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

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

Teacher Note

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

Day 4

Individualized Daily Reading

Materials

- "Thinking About My Reading" chart
- "Reading Log" chart (WA3)
- *Student Response Book*, Reading Log section
- Copy of this unit's family letter (BLM1) for each student

In this lesson, the students:

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

1 Review Self-monitoring

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

2 Read Independently and Practice Self-monitoring

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

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

3 Discuss the Independent Reading and Reflect on Self-monitoring



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

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

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

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

4 Model Completing an Entry in the Reading Log

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

You might say:

"I'm going to write an entry for the book *Everybody Cooks Rice*. In the first column I'll write today's date. In the next column I'll write the title of the book and then underline it to show that this is the title of a book. In the next column I'll write the author's name, Norah Dooley. In the last column I'm going to write a comment, or a sentence that tells what I think about the book. I'll write: *I like this book because it reminds me of a time I ate noodle pudding for the first time at my neighbor's house.*"

Reading Log

Date	Title	Author	Comment
9/25/15	<u>Everybody Cooks Rice</u>	Norah Dooley	I like this book because it reminds me of a time I ate noodle pudding for the first time at my neighbor's house.

ELL Note

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

Teacher Note

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

Vocabulary Note

Next week you will revisit *Everybody Cooks Rice* to teach the Week 2 vocabulary lessons.

5 Write an Entry in the Reading Log

Tell the students that now they will each practice writing an entry in the reading logs. Remind the students of another book they are familiar with. Write today's date, the book's title, and the author's name on the "Reading Log" chart ( WA3), and have the students write the same information in their reading logs. Then use "Think, Pair, Share" to have partners first think about and then discuss:



Q *What kind of comment might you write about [The Lotus Seed]? [pause] Turn to your partner.*

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

Students might say:

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

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

"I can write about [the grandmother, Bà]."

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

End-of-unit Considerations

Wrap Up the Unit

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

Unit 2

Using Text Features

EXPOSITORY NONFICTION

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



Unit 2

Using Text Features

RESOURCES

Read-alouds

- *Rainforests*
- “Follow That Ball! Soccer Catching On in the U.S.”
- “All Work and No Play: Trends in School Recess”
- *Great Women of the American Revolution*

Writing About Reading Activities

- “Write Opinions About Rainforest Birds”
- “Write Opinions About Heroines”

IDR Mini-lesson

- Mini-lesson 3, “Introducing IDR Conferences”

Technology Mini-lessons

- Mini-lesson 4, “Choosing Effective Search Terms”
- Mini-lesson 5, “Understanding Search Results”
- Mini-lesson 6, “Narrowing Search Results and Using Filters”
- Mini-lesson 7, “Evaluating Research Resources”



Technology Extensions

- “Learn More About Recess”
- “Explore a Website About the American Revolution”
- “Research and Write About Rainforests”



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA5

Assessment Forms

- “Class Assessment Record” sheets (CA1–CA3)
- “IDR Conference Notes” record sheets (CN1–CN2)
- “Individual Comprehension Assessment” record sheet (IA1)
- “Social Skills Assessment Record” sheet (SS1)
- “Individual Comprehension Assessment Student Record” sheet (SR1)
- “IDR Conference Class Record” sheet (CR1)
- “Individual Comprehension Assessment Class Record” sheet (CR2)

Reproducibles

- Unit 2 family letter (BLM1)
- (Optional) “Index from *Rainforests*” (BLM2)

Professional Development Media

- “Cooperative Structures Overview” (AV4)
- “Using ‘Think, Pair, Share’” (AV8)
- “Using ‘Think, Pair, Write’” (AV10)
- “Social Reflection” (AV14)
- “Asking Open-ended Questions and Using Wait-time” (AV18)
- “Setting Up IDR Conferences” (AV29)
- “Using the Individual Comprehension Assessment” (AV31)

RESOURCES (continued)

Extensions

- “Discuss the Students’ Reading Goals and Interests”
- “Read a Newspaper Article Using Investigative Questions”
- “Discuss What the Students Are Still Wondering”
- “Read More About the American Revolution”
- “Create a Timeline of Important Classroom Events”
- “Analyze Paired Texts About Spies in the American Revolution”

Assessment Resource Book

- Unit 2 assessments

Student Response Book

- “Excerpt from *Rainforests*”
- “Think, Pair, Write About Text Features”
- “Egyptian Burial”
- “Follow That Ball! Soccer Catching On in the U.S.”
- “All Work and No Play: Trends in School Recess”
- “My Statements About Recess in U.S. Schools”
- “Excerpt from *Great Women of the American Revolution*”
- “Five Things I Learned from the Text Features in the Excerpt”
- “Index from *Great Women of the American Revolution*”
- Reading Log
- Reading Journal

Vocabulary Teaching Guide

- Week 2 (*Everybody Cooks Rice*)
- Week 3 (*Rainforests*)
- Week 4 (“Follow That Ball! Soccer Catching On in the U.S.”; “All Work and No Play: Trends in School Recess”)

Unit 2

Using Text Features

DEVELOPMENT ACROSS THE GRADES

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

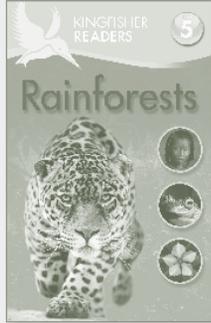
■ formally taught □ informally experienced

GRADE 5 OVERVIEW

	Day 1	Day 2	Day 3	Day 4
Week 1	<p>Read-aloud: <i>Rainforests</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing and discussing part of an expository nonfiction book Using text features, such as the table of contents, to better understand information in the book Exploring an ethical issue in the book 	<p>Strategy Lesson: <i>Rainforests</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Learning the procedure for “Think, Pair, Write” Hearing parts of an expository nonfiction book again to build comprehension Using text features, such as photographs and captions, to better understand information in the book 	<p>Guided Strategy Practice</p> <p>Focus:</p> <ul style="list-style-type: none"> Examining an expository nonfiction article Using text features, such as text columns and diagrams, to better understand information in the article 	<p>Independent Strategy Practice</p> <p>Focus:</p> <ul style="list-style-type: none"> Reading independently Using text features to better understand information texts Learning how to use a reading journal
Week 2	<p>Read-aloud: “Follow That Ball!”</p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing and discussing an expository nonfiction article 	<p>Guided Strategy Practice: “Follow That Ball!”</p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing an expository nonfiction article again to build comprehension Using text features, such as a circle graph, to better understand and locate key information in the article 	<p>Read-aloud: “All Work and No Play”</p> <p>Focus:</p> <ul style="list-style-type: none"> Skimming an expository nonfiction article by reading the title, subtitle, and headings Hearing and discussing the article Using text features, such as the title, subtitle, and headings, to better understand and locate key information in the article 	<p>Guided Strategy Practice: “All Work and No Play”</p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing an expository nonfiction article again to build comprehension Using text features, such as a bar graph, to better understand and locate key information in the article
Week 3	<p>Read-aloud: <i>Great Women of the American Revolution</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing and discussing parts of an expository nonfiction book Using text features, such as the table of contents and front and back covers, to better understand and locate key information in the book 	<p>Guided Strategy Practice: <i>Great Women of the American Revolution</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing part of an expository nonfiction book again to build comprehension Using text features, including a chart, to better understand and locate key information in the book 	<p>Guided Strategy Practice: <i>Great Women of the American Revolution</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Using text features, including an index and a timeline, to better understand and locate key information in an expository nonfiction book 	<p>Independent Strategy Practice</p> <p>Focus:</p> <ul style="list-style-type: none"> Reading independently Using text features to better understand and locate key information in texts Writing in their reading journals

Week 1

OVERVIEW



Rainforests

by James Harrison

Photographs, illustrations, and well-organized text provide an introduction to a fragile ecosystem.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA2

Assessment Forms

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

Professional Development Media

- “Cooperative Structures Overview” (AV4)
- “Using ‘Think, Pair, Share’” (AV8)
- “Using ‘Think, Pair, Write’” (AV10)
- “Social Reflection” (AV14)
- “Asking Open-ended Questions and Using Wait-time” (AV18)
- “Setting Up IDR Conferences” (AV29)

Comprehension Focus

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

Social Development Focus

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

Ⓜ DO AHEAD

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



(continues)

1 DO AHEAD *(continued)*

- ✓ Prior to Day 2, make a class set of “IDR Conference Notes” record sheets (CN1); see page 14 of the *Assessment Resource Book*. This week, you will begin conferring with individual students during IDR and documenting your observations and suggestions for each student. You might record the date(s) you confer with each student using the “IDR Conference Class Record” sheet (CR1); see page 157 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA1); see page 8 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, prepare a sheet of chart paper with the title “Reading Comprehension Strategies.”
- ✓ Prior to Day 4, prepare to model completing a reading journal entry using a text the students are familiar with (see Step 3).

Vocabulary Note

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

In this lesson, the students:

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

ABOUT EXPOSITORY TEXT

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

In this unit, the students will explore text features found in expository nonfiction books and articles. Collect trade books, textbooks, articles, and functional texts at various reading levels that contain examples of a range of features such as tables of contents, chapter titles and subtitles, headings, illustrations, photographs, diagrams, maps, graphs, charts, captions, labels, text boxes, text columns, keywords, glossaries, indexes, and appendices. Your school or local library is a source for books, magazines (e.g., *Ranger Rick*, *National Geographic Kids*, *Kids Discover*, and *Time for Kids*), atlases, and newspapers. Textbooks can also be used, although they are often challenging for students to read. Read textbook passages aloud with the students before having them read them on their own. For more information, see “The Grade 5 Comprehension Strategies” in the Introduction.

1 Pair Students and Get Ready to Work Together

Randomly assign partners (see “Do Ahead”) and make sure they know each other's names. Gather the class with partners sitting together, facing you. During today's lesson, the students will hear a book read aloud and will use “Think, Pair, Share” to help them talk and think about the reading. Explain that you will ask a question that the students will discuss with their partners. Tell them to listen carefully to their partners because they will share their partners' thinking with the class. Then ask:



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

TEKS 1.A.i
Student/Teacher Activity
Step 1

Materials

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

Teacher Note

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

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



Facilitation Tip

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



Teacher Note

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

Teacher Note

You might explain that the title of the table of contents is usually simply “Contents,” as it is in the book *Rainforests*.



ELL Note

You might explain that *climate* is “the usual weather in a place.”

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

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

Students might say:

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

“I thought it was hard because at first, I didn’t really understand what my partner said. I had to ask him to repeat what he said.”

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

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

2 Introduce *Rainforests* and Expository Nonfiction

Show the cover of *Rainforests*, read the title aloud, and explain that you will read from this book. Turn to the title page and read the author’s name aloud. Ask:

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

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

If necessary, explain that this book is a type of nonfiction called *expository nonfiction*. Explain that expository nonfiction texts give *factual*, or true, information and that they are usually about particular topics. They often include features that help the reader locate information in the text and understand the topics better.

ELPS 4.C.iii
Step 3

3 Discuss the Table of Contents

Show the table of contents on page 3 and tell the students that the table of contents is a text feature that lists the sections or chapters in a book, with the page numbers.

Read four or five entries aloud and point out that the first part of the book gives general information about rainforests. Explain that rainforests are found in areas of the world with very wet climates. There are two kinds of rainforests, tropical and temperate. Tropical rainforests are found in hot climates. Temperate rainforests are found in cooler climates. The book *Rainforests* talks about tropical rainforests, such as those found in parts of South America, Africa, Southeast Asia, and Australia. Show the students the map and photograph of tropical rainforests on pages 6–7.

Explain that most of the book describes the great variety of animals found in the tropical rainforests. Show some of the photographs and illustrations on pages 20–35 and read the accompanying captions and

labels. Explain that the last part of the book tells how the rainforests are being destroyed and that you are going to read these pages aloud. Tell the students that you will stop several times during the reading so partners can talk.

4 Read Aloud Part of Rainforests

Read pages 40–45 aloud slowly and clearly, showing the photographs and reading the accompanying captions and stopping as described below.

ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

clear: cut down all the trees (p. 40)

cattle can graze: cows can eat grass (p. 40)

dams: structures that are built to stop water from moving down rivers (p. 40)

plantations: big farms (p. 41)

power plants: buildings that make electricity (p. 42)

fair trade: bought for a fair price (p. 45)

Stop after:

p. 40 “Many local tribes are forced to leave.”

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



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

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

p. 43 “This makes the problem of global warming worse.”

p. 45 “. . . as well as wood and paper sold by companies that do not destroy the forests.”

5 Discuss the Reading

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

Q *What are some ways that rainforests are being threatened? What did you hear in the text that makes you think that?*

Q *What are some ways that people are working to protect the rainforests? Why is it important to do that?*

Teacher Note

Keywords (in bold type) are defined in the glossary on pages 46–47 of the book; you may wish to define these for your students. You will discuss how to use a glossary with the students in Week 3, Day 3 (see Step 3).

Teacher Note

Use self-stick notes to mark stopping places in the book to remind yourself of questions, instructions, or other information you want to convey to the students during the read-aloud.

Teacher Note

After asking the question, pause for 10 seconds to give the students time to think. Then say “Turn to your partner” and have partners discuss the question. To see an example, view “Using ‘Think, Pair, Share’” (AV8).



Teacher Note

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

TEKS 6.E.iii
Student/Teacher Activity
Step 5

ELL Note

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

TEKS 6.I.i
Student/Teacher Activity
Step 7

Teacher Note

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

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

6 Reflect on “Think, Pair, Share”

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

- Q *What worked well for you and your partner during “Think, Pair, Share”?*
What would you like to do differently next time?

INDIVIDUALIZED DAILY READING

7 Read Independently and Practice Self-monitoring

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

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

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

- Q *Is the text you're reading at the right level for you? What questions helped you decide?*
- Q *What did you do to take responsibility for yourself during IDR today?*

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

In this lesson, the students:

- Learn the procedure for “Think, Pair, Write”
- Hear parts of an expository nonfiction book again
- Use text features to better understand information in the book
- Read independently for 15–20 minutes
- Share their partners’ thinking with the class

ABOUT IDR CONFERENCES

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

1 Introduce “Think, Pair, Write”

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

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

Students might say:

- “I’ve learned that I need to do my part of the thinking and sharing.”
- “I need to listen carefully to my partner so I can understand what she’s thinking.”
- “If I don’t understand what my partner says, I should ask him nicely to explain what he means.”

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

Materials

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

Teacher Note

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



Teacher Note

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



ELL Note

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

Teacher Note

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

TEKS 9.D.ii
TEKS 9.F.i
Student/Teacher Narrative
Step 2

ELPS 4.F.ii
Step 2

Teacher Note

You will discuss how to use an index, glossary, and keywords and add these features to the chart in Week 3, Day 3 (see Step 3).

Teacher Note

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

2 Explore Text Features

Review that in the previous lesson the students listened to and discussed part of the book *Rainforests*. Remind them that the book is an example of an expository nonfiction text and that expository nonfiction texts give factual, or true, information about a topic. Show pages 40–41 of the book and read the chapter title aloud. Then ask the students to listen as you reread these two pages. Read aloud the main text first: "Large areas of tropical rainforest are destroyed every day. . . . Many local tribes are forced to leave." When you finish, draw the students' attention to the photographs on pages 40–41 and read the captions aloud. Ask:

Q *How might these photographs and captions help a reader better understand these pages about rainforest destruction?*

Explain that expository text pages often contain photographs and other features to help the reader better understand the topic. Show pages 42–43 of the book, read the chapter title aloud, and point out that the students also heard these pages earlier. Have the students turn to *Student Response Book* pages 4–5, "Excerpt from *Rainforests*," and explain that these are the pages you just showed them. Have the students quietly consider the following question:

Q *What features do you notice on these two pages that might help a reader better understand the topic?*

If partners have difficulty recognizing features, draw their attention to one (for example, the chapter title) and ask:

Q *What information does this feature give you?*

Q *How does that add to your understanding of these pages?*

On a signal from you, have partners turn to face each other and share the features they noticed. Then have them individually record the features on *Student Response Book* page 3, "Think, Pair, Write About Text Features."

3 Share Features as a Class

When the students finish their lists, ask volunteers to share the features they identified. List the features on the "Text Features" chart. Be sure to include the following features: *chapter title*, *photograph*, *illustration*, and *caption*.

Page through *Rainforests*, showing the students other pages and features. In particular, point out these features and add them to the chart: *table of contents* (page 3), *text box* (page 4), *map* (pages 6–7), and *labels* (pages 6–7, 14–15).

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

4 Reflect on “Think, Pair, Write”

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

Q *How did you and your partner do explaining your thinking during “Think, Pair, Write”?*

INDIVIDUALIZED DAILY READING

5 Read Independently and Begin Conferring About the Students’ Reading Lives

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

You might say:

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

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

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

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



IDR CONFERENCE NOTE

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

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

Teacher Note

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



Teacher Note

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

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

Teacher Note

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

Day 3

Guided Strategy Practice

Materials

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

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

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

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

In this lesson, the students:

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

1 Review Text Features

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

Q *What features did we notice on these pages?*

Q *How did these features help us understand the information on these pages?*

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

2 Read an Article and Examine Text Features

Ask the students to turn to *Student Response Book* pages 6–7, “Egyptian Burial.” Read the title of the article aloud. Ask:

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

Have one or two volunteers share their thinking, and then read the headings “Tombs for Kings” and “Making a Mummy” aloud. Ask:

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

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



After the students have had time to read the article, call for their attention. Ask the students to look at the article and make a mental list of the text features they notice. After they have had time to think, have them share with their partners the features they noticed and discuss how the features are used. Then have the students add the features to the list they started yesterday (on *Student Response Book* page 5). Tell the students that they will share their lists with the class later. Circulate among the students as they work, and randomly select students to observe.



CLASS ASSESSMENT NOTE

Ask yourself:

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

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

- If **all or most students** are noticing text features and seem to understand what information they provide, proceed with the lesson and continue on to Day 4.
- If **about half of the students** or **only a few students** are noticing text features and seem to understand what information they provide, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub (ccclearninghub.org) to view the “Grade 5 Alternative Texts” list.

TEKS 9.D.ii
Student/Teacher Activity
Step 3

3 Discuss Text Features

When the students finish, discuss their findings as a class by asking:

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

Teacher Note

Alternatively, you might read the article aloud.

Teacher Note

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

Teacher Note

Additional features include: *heading*, *text column*, and *diagram*.

Teacher Note

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

Teacher Note

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

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

Students might say:

“Photographs and captions are already on the chart. They help you get a better understanding of the world of ancient Egypt and they give some interesting details.”

“The chart already lists chapter titles but it doesn’t list headings for just a part of the text, like ‘Making a Mummy.’ I think that’s used to help you figure out quickly what that section of the article is about.”

“A diagram is something we didn’t see in *Rainforests*. The pictures and numbers give you another way to understand how a mummy is made, besides the paragraphs about that.”

“I noticed that the text on these pages doesn’t go all the way across the page. I think the shorter lines are used to make the information easier to read and think about.”

4 Begin the “Reading Comprehension Strategies” Chart

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

Reading Comprehension Strategies

– using text features

5 Reflect on Working Together

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

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

INDIVIDUALIZED DAILY READING

6 Read Independently and Confer

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

Have the students get their texts and read silently for 15–20 minutes. Ask the students to think as they read about what text features they notice in their texts and what the text features help them learn. Tell the students that at the end of IDR today, you will ask them to share with the class about the text features they notice. After the students have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

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

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

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

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

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

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

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

Teacher Note

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

Day 4

Independent Strategy Practice

Materials

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

Teacher Note

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

- Q *What is the purpose of expository text?*
- Q *What kinds of expository text have we looked at?*
- Q *What features of expository text have we identified?*
- Q *How does noticing features of expository text help us make sense of it?*

In this lesson, the students:

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

1 Review the Week

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

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

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



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

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



Q *What did you do if your partner was not explaining his or her thinking clearly? How did that help? Turn to your partner.*

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

2 Read Independently

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

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

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

Q *What is one feature on this page that helps you learn something? What information does this feature give you?*

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

3 Model Writing About an Expository Text

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

Display the “Reading Journal” chart (📄 WA1) and model writing about an expository text. Using a text the students are familiar with, model thinking aloud about the topic of the text, what you are learning, and what text features you notice, and then model writing a brief journal entry about it.

You might say:

“I read the book *Rainforests* by James Harrison. The book is about tropical rainforests and the animals and people who live in them. It also has information about how the rainforests are in danger. In the part I was just reading, I learned about a rainforest river called the Amazon. A text feature I noticed is labels pointing to illustrations of animals that live in and near the river. First I’ll write my name and the date at the top of the page. Now I’ll write a few sentences telling what my book is about. I’ll write: *The book I am reading is called Rainforests, by James Harrison. It’s about tropical rainforests and the animals, plants, and people who live in them. It also has information about the danger that human activities are bringing to the rainforests.* Now I’m going to write about the part I just read and a text feature I noticed. I’ll write: *I have learned about a rainforest river called the Amazon. It’s the biggest river in the world. A text feature in this part of the book is labels that point to animals that live in and near the river.*”

4 Write About Expository Texts

Display the “Journal Entry” chart (📄 WA2) and explain that you would like each student to write a journal entry about the expository text he read today. Also explain your expectations for what the journal entry should include.

Teacher Note

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

Journal Entry

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

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

ELL Note

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

Teacher Note

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

Vocabulary Note

Next week you will revisit *Rainforests* to teach the Week 3 vocabulary lessons.

Materials

- *Rainforests*

ELPS 5.F.ii
Writing About Reading



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

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

5 Discuss the Students' Journal Entries

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

6 Reflect on Partner Work

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

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

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

WRITING ABOUT READING

Write Opinions About Rainforest Birds

Show the cover of *Rainforests* and remind the students that they heard this book earlier. Show the table of contents and explain that two of the book's chapters are about rainforest birds (“Beautiful Birds” and “Beaky Bird”). Explain that you will read these chapters aloud, and ask the students to think as they listen about what they are learning about various rainforest birds. Read page 22 aloud, slowly and clearly, showing the illustration and reading the caption. Ask:

- Q *What did you learn about hummingbirds?*

Write the students' ideas where everyone can see them, under the heading "Hummingbirds." Then read the main text on page 23, stopping after "... their powerful beaks." Show the illustration and read the accompanying caption. Ask:

Q *What did you learn about scarlet macaws?*

Write the students' ideas where everyone can see them, under the heading "Scarlet Macaws."

Follow the same procedure to help the students learn about harpy eagles (page 23) and toucans (pages 24–25).

Students might say:

"I learned that hummingbirds are the only birds that can fly backward."

"I learned that scarlet macaws have strong beaks that they use to break open fruits and nuts."

"I learned that harpy eagles can snatch monkeys in their claws."

"I learned that a toucan's beak is made of the same material as human fingernails."

Ask and briefly discuss:

Q *Which of these rainforest birds do you think is the most interesting? Why?*

Have a few volunteers share their thinking with the class. Tell the students that when they talk about which one of several things they think is most interesting, they are giving an opinion. Explain that people might have different opinions about the same thing and that this is fine. What matters is that they give reasons to explain their thinking. Then ask the students to watch as you think aloud and model writing about which bird on the list you think is most interesting.

You might say:

"I think the hummingbird is the most interesting. I'll write: *I think the hummingbird is the most interesting of the rainforest birds we've read about.* Now I will give a reason why I think it's the most interesting. I'll write: *I think so because it beats its wings 12,000 times a minute while it hovers and sucks nectar from flowers.* I want to explain what exactly I think is so interesting about that. I'll write: *I think it's interesting that an animal as tiny as a hummingbird can beat its wings hundreds of times faster than we human beings can move our arms.*"

Have the students write their own opinions about which bird is the most interesting and why. If time permits, invite the students to share their writing with the class.

Week 2

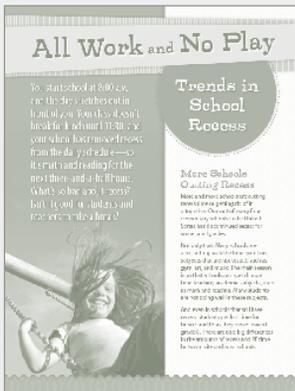
OVERVIEW



“Follow That Ball! Soccer Catching On in the U.S.”

(see pages 80–81)

This article discusses the growing popularity of soccer in the United States.



“All Work and No Play: Trends in School Recess”

(see pages 82–83)

This article discusses the trend toward reducing and eliminating recess time in U.S. schools and highlights some of the benefits of recess.



Online Resources

Visit the CCC Learning Hub (cclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA3

Assessment Forms

- “Class Assessment Record” sheet (CA2)
- “IDR Conference Notes” record sheets (CN1–CN2)

Comprehension Focus

- Students use text features to better understand expository nonfiction articles.
- Students use text features to locate key information.
- Students read independently.

Social Development Focus

- Students work in a responsible way.
- Students develop the skill of explaining their thinking.
- Students share their partners' thinking with the class.

⌚ DO AHEAD

- ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA2); see page 9 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make a class set of “IDR Conference Notes” record sheets (CN2); see page 15 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 3 lessons this week.

Materials

- “Follow That Ball!” (pages 80–81)
- “Reading Comprehension Strategies” chart
- “Text Features” chart from Week 1 and a marker
- *Student Response Book*, Reading Log section



Facilitation Tip

Notice the open-ended questions that you are asking during this discussion. To study the effect of open-ended questions on students’ thinking, experiment by asking a closed question first (such as “Do you read magazines?” or “Does anyone you know read articles?”) and noting the response. Then restate the question as an open-ended question and note the response. Remember to use 10 seconds of wait-time after the question before you invite the students to respond.

In this lesson, the students:

- Hear and discuss an expository nonfiction article
- Read independently for 15–20 minutes
- Explain their thinking
- Share their partners’ thinking

1 Get Ready to Work Together

Gather the students with partners sitting together, facing you. Explain that during today’s lesson the students will talk about a nonfiction article that you will read aloud. Encourage them to focus on explaining their thinking clearly to their partners. Tell them that you will ask them to report on their partner conversations at the end of the lesson.

2 Review Text Features and Introduce “Follow That Ball!”

Review that last week the students explored a kind of nonfiction called *expository nonfiction*. They heard *Rainforests* and used text features to help them understand the text. Refer to the “Reading Comprehension Strategies” chart and review that using text features is a comprehension strategy readers use to help them make sense of expository text.

Explain that this week, the students will use text features to help them understand articles. Articles are short pieces of expository writing that appear in newspapers and magazines and on websites. Ask and briefly discuss:

Q *What newspapers, magazines, or websites have you seen or read?*

Q *Why do people read newspapers, magazines, or websites?*

Explain that the article you will read aloud today is titled “Follow That Ball! Soccer Catching On in the U.S.” Explain that you will ask a question that the students will discuss with their partners. Tell them to listen carefully to their partners because they will share their partners’ thinking with the class. Then ask:



Q *After hearing the title, what do you think this article might be about? Turn to your partner.*

Have one or two volunteers share their partners’ thinking. Remind the students that the purpose of sharing their partners’ thinking is to help them develop their listening skills and be responsible learners in their partnerships.

Explain that the students will hear the article without seeing the text features.

3 Read Aloud

Read “Follow That Ball” aloud slowly and clearly, stopping as described below and clarifying vocabulary as you read.

Suggested Vocabulary

surge: increase (p. 80)

stamina: ability to work or play for a long time without resting (p. 81)

enthusiasts: people who are really interested in something or do it as a hobby (p. 81)

ELL Vocabulary

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

It’s soccer mania: people are very excited about soccer (p. 80)

a shaky start: not being very popular (p. 81)

up-and-coming: getting more popular (p. 81)

have made the game their own: enjoy playing soccer (p. 81)

skill building: getting better at something (p. 81)

injured: hurt (p. 81)

Stop after:

p. 81 “In 2012, the women’s U.S. Olympic team won the gold medal.”

Ask:



Q *What have you found out so far? Turn to your partner.*

Without sharing as a class, reread the last sentence and continue to the end of the article.

4 Discuss the Article

Ask and discuss as a class:

Q *What is this article about?*

Use “Think, Pair, Share” to discuss the following questions. Remind the students to explain their thinking.



Q *Why is soccer becoming more popular in the U.S.? What in the article tells you that? [pause] Turn to your partner.*

Q *Why do you think soccer is so popular among American women? [pause] Turn to your partner.*

Have a few volunteers share their thinking. Explain that tomorrow the students will explore the text features in the article.



ELL Note

English Language Learners may benefit from additional stops to discuss the reading, for example, at the end of each paragraph or section.



ELL Note

You might want to reread parts of the article to help your English Language Learners recall the information.

5 Reflect on How the Students Explained Their Thinking

Ask and briefly discuss questions such as:

- Q *What did you say to your partner to help explain your thinking today?*
- Q *What can you say to your partner next time if you don't understand what he or she said?*

INDIVIDUALIZED DAILY READING

6 Read Independently and Confer

Tell the students that you will continue talking with individual students during IDR today, so it is important that they read silently. Remind the students that they are reading nonfiction texts during IDR. Have them get their texts and read silently for 15–20 minutes. Ask the students to think as they read about what text features they notice in their texts and what the text features help them learn. After the students have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

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

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

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

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

Add any new text features the students mention to the “Text Features” chart and have the students show the features to the class. Briefly discuss each new feature and what information it helped the students learn. Have the students return to their desks and put away their texts.

Give the students time to record their texts in their reading logs.

In this lesson, the students:

- Hear an expository nonfiction article again
- Use text features to better understand and locate key information in the article
- Analyze a text feature
- Read independently for 15–20 minutes
- Explain their thinking

1 Review “Follow That Ball!”

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Review that yesterday the students heard and discussed the article “Follow That Ball! Soccer Catching On in the U.S.” Ask:

Q *What do you remember about the article?*

Have a few volunteers share what they remember.

2 Reread the Article and Discuss Text Features

Ask the students to turn to *Student Response Book* pages 8–9. Explain that this is a copy of the article. Tell the students that you will read the article aloud, and ask them to follow along as you read. Afterward, they will discuss the text features in pairs and then as a class.

Read the article aloud, slowly and clearly. When you finish, draw the students’ attention to the photo on *Student Response Book* page 8 and read the caption aloud.

Remind the students that many articles include photographs with captions and other features to help readers better understand the topics. Have the students think quietly about the following questions as they scan (look over) the article for additional features.

Q *What text features do you notice?*

Q *How might these text features help readers understand the topic?*



After they have had time to think, have partners share with each other the text features they noticed. Then discuss as a class how the features might help readers understand the article. Add any new features the students mention to the “Text Features” chart.

Circulate among the students as they work, and randomly select students to observe.

Materials

- “Follow That Ball!” (pages 80–81)
- *Student Response Book* pages 8–9
- “Text Features” chart from Day 1 and a marker
- “Class Assessment Record” sheet (CA2)

ELL Note

You might provide the prompt “I remember . . .” to your English Language Learners to help them verbalize their answers to this question.

Teacher Note

As an alternative to reading the article aloud, and if appropriate, ask the students to read the article independently. Monitor the students and provide help to struggling readers.

Teacher Note

Additional features include: *subtitle, list, and circle graph.*



CLASS ASSESSMENT NOTE

Ask yourself:

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

Record your observations on the “Class Assessment Record” sheet (CA2); see page 9 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are noticing text features and seem to understand what information they provide, proceed with the lesson and continue on to Day 3.
- If **about half of the students** or **only a few students** are noticing text features and seem to understand what information they provide, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative article before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the “Grade 5 Alternative Texts” list.

3 Examine and Discuss the “Top Seven Team Sports Played by 12- to 17-year-olds (2014)” Circle Graph

Draw the students’ attention to the circle graph titled “Top Seven Team Sports Played by 12- to 17-year-olds (2014)” on *Student Response Book* page 9. Explain that circle graphs and other graphs can help readers understand data, or pieces of information, in a quick and easy way. Point out that this graph helps the reader compare information about the seven most popular team sports played by 12- to 17-year-olds by representing each sport as one section of the circle. Help the students read the graph by asking and briefly discussing questions such as:

- Q Which sports are among the top seven team sports played by 12- to 17-year-olds in the U.S.?
- Q Of the sports listed, what percentage of 12- to 17-year-olds play ice hockey?
- Q Of the sports listed, what percentage of 12- to 17-year-olds play softball?

Use “Think, Pair, Share” to discuss:



- Q Looking at this graph, what statements can you make about the top seven team sports played by 12- to 17-year-olds in the U.S.? [pause] Turn to your partner.

Have a few volunteers share their thinking with the class. Then use “Think, Pair, Share” to discuss:



Q *What does this graph tell you about the popularity of soccer in the U.S.?*
[pause] *Turn to your partner.*

Ask a few volunteers to share their thinking.

Students might say:

“Basketball is the most popular sport.”

“Fifteen percent of the kids who play these sports play soccer. That’s less than a quarter.”

“Soccer is the number three sport played by 12- to 17-year-olds.”

“Soccer has close to the same number of players as sports that are on TV all the time, like football and baseball.”

As volunteers share, ask follow-up questions such as:

Q *[Maura] said that less than a quarter of the 12- to 17-year-olds in the U.S. who play these sports play soccer. Do you agree or disagree? Why?*

Q *Do you agree with [Chris] that soccer is the third most popular sport in the U.S. among 12- to 17-year-olds? Why or why not?*

Q *What questions do you have for [Li] about his thinking?*

Point out that text features such as this circle graph help readers make sense of the information in articles and books. Remind the students to take time to notice text features when they read independently. Explain that over the next two days, the students will explore the text features in another article.

4 Reflect on How the Students Explained Their Thinking

Facilitate a brief discussion about how partners worked together. Ask:

Q *What did you say to your partner if you did not understand his or her thinking? Did that help?*

INDIVIDUALIZED DAILY READING

5 Read Independently and Share Reading with Partners

Have the students get their texts and read silently for 15–20 minutes. Tell the students that at the end of IDR today you will ask them to talk with partners about interesting things they learned from their texts. After the students have settled into their reading, confer with individual students.

Teacher Note

If the students have difficulty making statements, offer some suggestions like those in the “Students might say” note. Then ask what additional statements they can make about the graph.

TEKS 1.A.iii
Student/Teacher Activity
Step 3
(last question)

ELL Note

For your students with limited English proficiency, consider providing books and magazines in their primary languages.

Teacher Note

On Day 3 of this week, you will begin conferring with the students about the nonfiction texts they are reading during IDR. If you have not met with all of your students to discuss their reading lives, you may want to do so before changing the focus of your conferencing.

Teacher Note

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



IDR CONFERENCE NOTE

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

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



Signal to let the students know when it is time to stop reading. Have the students share with partners the titles of their books, the authors' names, and interesting things they learned. Then have the students return to their desks and put away their texts.

EXTENSION

Discuss the Students' Reading Goals and Interests

Remind the students that during IDR conferences over the past few days, you asked them questions about their ideas and feelings about reading. Tell the students that you learned a lot about the kinds of books the class is interested in reading as well as how each student wants to grow as a reader.

You might say:

"Many of you said that you were interested in reading nonfiction books about topics like animals, sports, and earlier periods in history. We'll read some nonfiction books about rainforests, big cats, women who participated in the American Revolution, and the history of Native American boarding schools. Some of you said that you'd like to read fiction stories. We'll also read lots of fiction this year, including a novel (a longer fiction story, usually divided into chapters). I also learned that some students are eager to read poetry this year."

Explain that you will use this information to make sure that everyone has fun reading this year. Ask and briefly discuss:

- Q *What are you excited to read about this year?*
- Q *How do you want to grow as a reader this year?*

Students might say:

"I want to read more books by Avi."
"I want to be able to read books with longer words."
"I want to read more nonfiction books."

In this lesson, the students:

- Skim an expository nonfiction article by reading the title, subtitle, and headings
- Hear and discuss the article
- Use text features to better understand and locate key information in the article
- Read independently for 15–20 minutes
- Work in a responsible way

1 Introduce Skimming a Text Before Reading

Gather the students with partners sitting together, facing you. Remind the students that they heard and read the article “Follow That Ball! Soccer Catching On in the U.S.” and thought about what readers can learn by looking closely at text features. Today they will look at another article and practice *skimming* the article, or quickly looking through it for information, before they read it.

Tell the students that readers often skim an article or a chapter in a book by reading and thinking about the title, subtitle, and headings before they read. Ask:

Q *Why might you want to skim an article or a chapter in a book before you read it?*

Have a few volunteers share their thinking.

Students might say:

“I might want to skim it to find out what it’s about.”

“Maybe if I skim it, I’ll decide I don’t want to read it.”

“Looking at it beforehand might make it easier to read because I’ll know what comes next.”

Display the “Excerpt from ‘All Work and No Play’” chart (WA3) and explain that today the students will skim the headings before they hear the article read aloud. Explain that some of the text and text features have been left out of the excerpt so the students can focus on the title, subtitle, and headings. Point out and read aloud the title, subtitle, and headings. If necessary, take time to explain the purpose of the title, subtitle, and headings in an article.

Materials

- “All Work and No Play” (pages 82–83)
- “Excerpt from ‘All Work and No Play’” chart (WA3)
- Class set of “IDR Conference Notes” record sheets (CN2)
- *Assessment Resource Book* page 11

ELL Note

You might model skimming an article while explaining your thinking. For example, you might skim “Follow That Ball!” and say, “From the title, I think the article is about a type of ballgame. The subtitle tells me it’s about soccer and the fact that a lot of people in the U.S. are finding out they like soccer. The heading ‘Soccer Continues to Grow and Grow . . .’ suggests that the article has information about how more and more people like soccer. Maybe the section titled ‘Five Good Reasons’ will give five reasons people like soccer.”

Teacher Note

If the students have difficulty answering the question, offer some suggestions like those in the “Students might say” note.

TEKS 10.C.i
Student/Teacher Narrative
Step 1

You might say:

"The title is an important feature because it tells the reader the topic of the text. A subtitle provides a little bit more information about the topic. Headings break an article or chapter into smaller sections. They let the reader know what that section of text is about. Headings also help the reader find information in the text."

Ask:

Q *Based on the title, subtitle, and headings, what do you think this article is about?*

Have a few volunteers share their thinking.

Students might say:

"I think it's about recess. The word recess is in the subtitle."

"It might be about how schools have recess."

"One of the headings says 'Recess Restrictions.' Maybe that means only certain schools are allowed to have recess."

 **ELL Note**

English Language Learners may benefit from additional stops to discuss the reading, for example, at the end of each paragraph or section.

2 **Read Aloud**

Read the full text of "All Work and No Play" aloud slowly and clearly, stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

discontinued: stopped allowing; made against the rules (p. 82)

rural: in the country (p. 82)

fatigued: tired (p. 83)

tension: stiffness (p. 83)

recharge: get more energy; feel rested (p. 83)

 **ELL Vocabulary**

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

the day stretches out in front of you: the day is just starting (p. 82)

take a break: stop (p. 82)

concentrating: thinking hard and paying attention (p. 83)

interact and catch up with: talk with (p. 83)

blow off steam: (idiom) use up extra energy (p. 83)

has an accident: gets hurt (p. 83)

Stop after:

p. 82 "Many students are not doing well in these subjects."

Ask:



Q *What have you found out so far? Turn to your partner.*

Without sharing as a class, reread the last sentence and continue to the end of the article.

3 Discuss the Article

Use “Think, Pair, Share” to discuss:



Q *What did you find out from the article? [pause] Turn to your partner.*

Have a few volunteers share their thinking. Discuss as a class:

Q *Did the article include the information you expected, based on what you thought when you skimmed the headings? Explain your thinking.*

Have a few volunteers share their thinking. Explain that tomorrow the students will look closely at text features in the article to find out what more they can learn about trends in recess.

4 Discuss How Partners Acted Responsibly

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

Q *What did you do to be a responsible partner during “Think, Pair, Share” today?*

Q *Why is it important to [listen carefully when your partner is talking to you]?*

INDIVIDUALIZED DAILY READING

5 Read Independently/Introduce Conferring About Books

Remind the students that you have been conferring, or talking with them individually, about their reading lives during IDR. Explain that beginning today, IDR conferences will focus on the nonfiction texts they are reading. Explain that by conferring with them about their reading, you can learn about their strengths as readers and talk with them about how they can become even stronger readers. Remind the students that when you are conferring with individual students, it is important that they read silently.

Have the students get their texts and read silently for 15–20 minutes. Tell the students that at the end of IDR, you will ask the students to share with partners what they are reading and what they like about their texts. After the students have settled into their reading, select a student and have her bring a text she can read to the conference.

Teacher Note

For additional support, you might teach IDR Mini-lesson 3, “Introducing IDR Conferences,” found in Appendix A.



IDR CONFERENCE NOTE

Over the next two weeks, confer individually with the students about what they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 11) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN2); see page 15 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Give the students a few minutes to share what they read with partners. Have partners tell each other the titles of their texts and the authors’ names, what the texts are about, and what they like about their texts. Circulate as the students share, and make note of their conversations. Have the students return to their desks and put away their texts.

Day 4

Guided Strategy Practice

Materials

- “All Work and No Play” (pages 82–83)
- “Text Features” chart from Day 2 and a marker
- *Student Response Book* pages 10–12

In this lesson, the students:

- Hear an expository nonfiction article again
- Use text features to better understand and locate key information in the article
- Analyze a text feature
- Read independently for 15–20 minutes
- Share their partners’ thinking with the class
- Explain their thinking

1 Review “All Work and No Play”

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Review that yesterday the students skimmed the article “All Work and No Play: Trends in School Recess” and heard it read aloud. Explain that you will ask a question that the students will discuss with their partners. Tell them to listen carefully to their partners because they will share their partners’ thinking with the class. Then ask:



Q *What do you remember about the article? Turn to your partner.*

Have a few volunteers share their partners’ thinking.

2 Reread the Article and Discuss Text Features

Ask the students to turn to *Student Response Book* pages 10–11. Explain that this is a copy of the article. Explain that, as before, you will read the article aloud and ask them to follow along as you read. Afterward, they will discuss the text features in pairs and as a class.

Read the article aloud, slowly and clearly. When you finish, have the students think quietly about the following questions as they scan the article for additional features.

Q *What text features do you notice?*

Q *How might these text features help readers understand the topic of the article?*



After they have had time to think, have the students share with their partners the text features they noticed and discuss how the features might be helpful to readers. Then have a few volunteers share their ideas with the class. As they share, add any new text features to the “Text Features” chart.

3 Examine and Discuss the “Minutes of Recess Per Day” Bar Graph

Review that this week the students looked closely at a circle graph to help them learn more about the popularity of soccer in the U.S. Today partners will look at another kind of graph. Draw the students’ attention to the bar graph titled “Minutes of Recess Per Day” on *Student Response Book* page 11. Point out that this graph helps the reader compare information about average minutes of recess in city schools and rural schools. Help the students read the graph by asking questions such as:

Q *How many minutes of recess do fifth-graders in city schools have?*

Q *Where do fourth-graders have more minutes of recess? How do you know?*

Q *How many more minutes of recess a day do third-graders in city schools have than fifth-graders in city schools?*

Ask the students to think quietly to themselves about the following question:

Q *Looking at this graph, what statements can you make about recess in U.S. schools?*

Without discussing as a class, ask the students to turn to *Student Response Book* page 12, “My Statements About Recess in U.S. Schools,” and ask them to write their statements there. Explain that anything they write should be based on information they get from the graph.

After the students have had time to write down their thoughts, ask a few volunteers to each share a statement with the class.

Teacher Note

As an alternative to reading the article aloud, and if appropriate, ask the students to read the article independently. Monitor the students and provide help to struggling readers.

Teacher Note

You might add: *bar graph*.

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit’s Individual Comprehension Assessment.

TEKS 6.B.v
TEKS 6.B.vi
TEKS 10.C.ii
Student/Teacher Narrative
Step 4
(first paragraph)

Teacher Note

You might record the students' questions about recess on a sheet of chart paper. You might use the questions as a starting point for a class research project using the Internet to learn more about recess. For more support with this activity, see the technology extension "Learn More About Recess" on page 78.

Students might say:

- "I wrote, 'Kids in grade 6 have less recess than all the other grades.'"
- "I wrote that in city schools, third-graders have about six minutes less recess than third-graders at rural schools."
- "All the recess times in the graph are less than a half hour."
- "Recess is shorter in city schools than in rural schools."
- "Older kids don't have as much recess as younger kids."

As volunteers share, ask follow-up questions such as:

- Q** *[Bonnie] said that all the recess times are less than a half hour. Do you agree or disagree? Why?*
- Q** *Do you agree with [Alden] that older kids don't have as much recess as younger kids? Why or why not?*
- Q** *What questions do you have for [Jayna] about her thinking?*

4 Discuss What the Students Wonder About the Bar Graph

Explain that even though text features like this bar graph provide extra information about the topic, readers often have more questions about a topic after they read.

Use "Think, Pair, Share" to discuss:

-  **Q** *What are you wondering after looking closely at this bar graph? [pause] Turn to your partner.*

Have a few volunteers share their thinking.

Students might say:

- "I wonder how long recess used to be before they started cutting it."
- "I wonder how many minutes of recess first-graders have."
- "I'm wondering why kids in the city have less recess."
- "I wonder if the kids who get more recess are getting better grades in school."
- "How did scientists figure out that the brain needs breaks to work at its best?"

Point out that text features give readers information to help them understand what they read and to get them thinking more about the topic. Encourage the students to continue to explore text features as they read expository texts independently.

5 Reflect on Partner Work

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

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

Explain that in the coming week the students will continue to work together to understand text features as they hear and read other kinds of expository text.

INDIVIDUALIZED DAILY READING

6 Read Independently and Share Something the Students Learned

Tell the students that today you will continue to confer with individual students about the texts they are reading during IDR. Have the students get their texts and read silently for 15–20 minutes. Tell the students that at the end of IDR, you will ask the students to share what they have learned from their texts or from the text features in their texts. After the students have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 11) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN2); see page 15 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share the titles of their books, the authors’ names, and what they learned from their texts or from text features in their texts. Ask questions such as:

- Q *What is your [magazine] about?*
- Q *What information have you learned from reading the [book]?*
- Q *What did you learn from reading the text features in the [article]?*

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

EXTENSION

Read a Newspaper Article Using Investigative Questions

Tell the students that newspaper reporters often try to answer these six questions when they investigate a story: *Who? What? Where? When? Why? How?* When the students read a newspaper article, they can use the same questions to identify and remember the article’s key

Vocabulary Note

Next week you will revisit “Follow That Ball!” and “All Work and No Play” to teach the Week 4 vocabulary lessons.



Technology Tip

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



TECHNOLOGY EXTENSION

Learn More About Recess

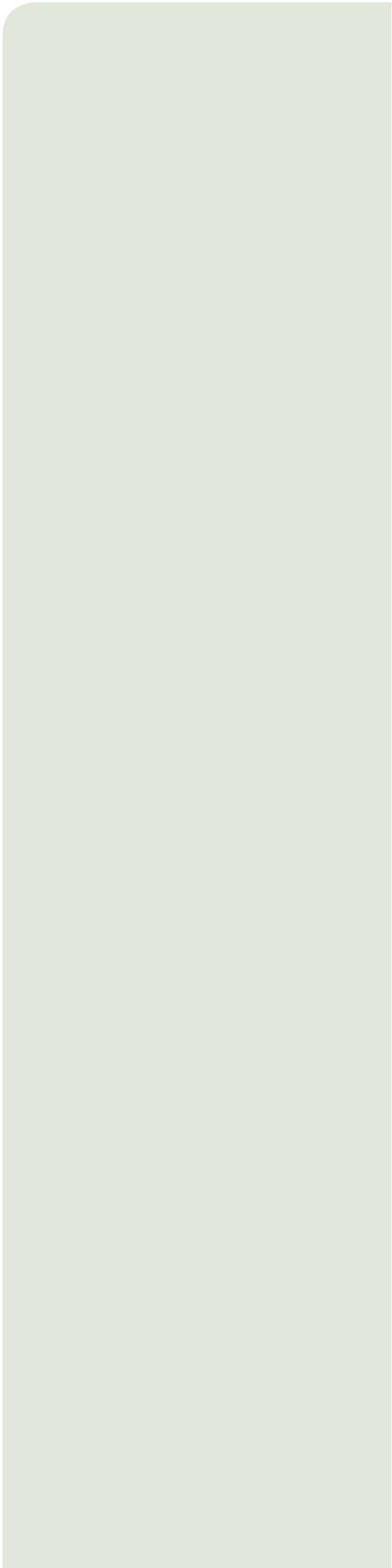
Have the students turn to *Student Response Book* pages 10–11, “All Work and No Play: Trends in School Recess,” and remind the students that they heard this article earlier. Display and read aloud the list of questions the students had about the article’s bar graph (see Day 4, Step 4). Explain that you will reread the article aloud and that you would like the students to think as they listen about any other questions they have about recess. Read the article aloud and then add any further questions the students have to the list.

Explain that the class will look for answers to their questions using the Internet. Briefly discuss what keywords might be useful in an Internet search to answer the students’ questions (for example, “exercise academic performance” or “school recess trends”).

Guide the students in an online search for reputable websites. As a class, browse the websites to find answers to the students’ questions. Afterward, briefly discuss:

Q *What did you learn about [the most popular recess games]?*

You might have the students write paragraphs about what they learned. Ask each student to title his paragraph and use at least one other text feature.



FOLLOW THAT BALL!

SOCCER CATCHING ON IN THE U.S.

Friends and families turn out in the thousands every weekend, spilling out of minivans, sharing snacks at halftime, cheering the players as they chase the black-and-white ball around the field. It's soccer mania out there!



Women are winners:

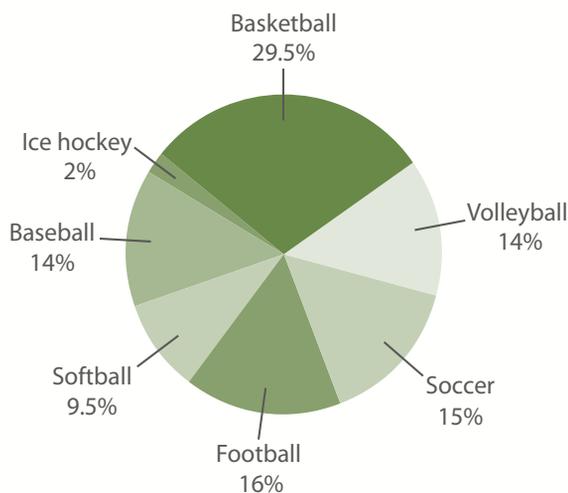
American women have taken to soccer in huge numbers. Their surge in skills and confidence resulted in the U.S. women's team winning the gold medal in the 2012 Olympics.

SOCCER CONTINUES TO GROW AND GROW...

After a shaky start in its first hundred years, soccer in the United States has attracted more and more players each year. In the 12- to 17-year-old age group, one out of seven kids now plays soccer. It's an up-and-coming sport.

It's not only young people who are playing; adults are rushing to play this sport, too. Overall, around 24 million Americans of all ages play soccer. American women, especially, have made the game their own. Close to half of U.S. Youth Soccer's 3 million members are girls. In 2012, the women's U.S. Olympic team won the gold medal.

TOP SEVEN TEAM SPORTS PLAYED BY 12- TO 17-YEAR-OLDS (2014)



Source: National Sporting Goods Association, 2014

Figures show that 12- to 17-year-old kids in the United States play a wide variety of sports.

FIVE GOOD REASONS

Why has interest and participation in soccer grown more than some other sports? There are many reasons why it has become popular.

- In football, a lineman might play several games in a row without even touching the ball. In a single soccer game, each player can touch the ball between 20 and 30 times—that's great for skill building.
- Many other sports rely on brute strength. In soccer, physical size doesn't matter as much. A player's ability has more to do with skill, stamina, and balance.
- It's a family game. Moms, dads, brothers, and sisters can all play at their own level.
- You don't need a lot of expensive equipment to play soccer.
- If soccer is played in the true spirit of the game, few players get seriously injured.

Soccer enthusiasts love the growing popularity of their favorite game. However, they have one complaint: Soccer gets nowhere near the U.S. media coverage of other sports, even the less popular ones. If major television networks decided to give soccer more airtime, who knows? In a few years, it might top the list of the most-played sports in America.

All Work and No Play

You start school at 8:00 A.M. and the day stretches out in front of you. Your class doesn't break for lunch until 11:30, and your school has removed recess from the daily schedule—so it's math and reading for the next three-and-a-half hours. What's so bad about recess? Isn't it good for students and teachers to take a break?

Trends in School Recess

More Schools Cutting Recess

More and more schools are cutting recess time or getting rid of it altogether. One out of every four elementary schools in the United States has discontinued recess for some or all grades.

Not only that: Many schools are also cutting back the time spent on subjects that are not tested, such as gym, art, and music. The main reason is so that schools can spend more time teaching academic subjects, such as math and reading. Many students are not doing well in these subjects.

And even in schools that still have recess, students get less time for breaks and PE as they move toward grade 6. There are also big differences in the amounts of recess and PE time between city and rural schools.



Why Recess Works

Students enjoy recess. They are fatigued after spending long periods of time concentrating. They see recess as important because it's a time to:

- Have a snack and a drink.
- Exercise and get rid of tension or boredom.
- Interact and catch up with their friends.

Schoolwork is hard, and sitting and concentrating puts a strain on your body and your brain. Taking even a short break from class gives your mind a chance to recharge.



Exercise at recess increases the blood supply to the brain, allowing students to concentrate on their work.

Getting some exercise at recess can also help your body make the chemicals your brain needs to help you store information. Research has shown that the brain needs to have a break every hour-and-a-half to two hours to work at its best.

Also, being able to run around and blow off steam means you're less likely to fidget during class time. When you go back to lessons after recess, you can think much more clearly and concentrate better.

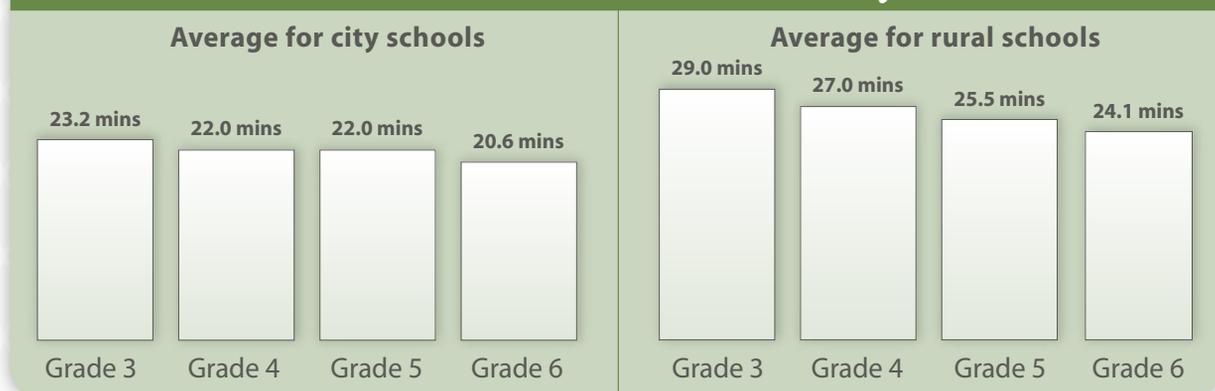
Recess Restrictions

Even when a school has recess, there are often so many rules that it's hard to do more than sit and talk. Schools are worried that if a student has an accident, the school will be blamed.

- Some schools have put up "No Running" signs on playgrounds.
- Tag and ball games have been banned in many schools.
- Play equipment has been removed at some schools.

Experts agree that today, when many children spend their free time in front of the TV or computer screen, the chance to run around at recess—even for a short time—is important. It may be the only exercise a student gets all day.

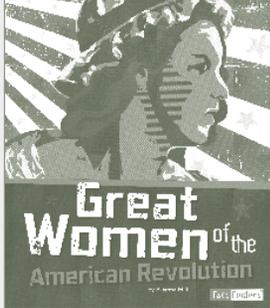
Minutes of Recess Per Day



Source: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Foods and Physical Activity in Public Elementary Schools: 2005," FRSS 87, 2005.

Week 3

OVERVIEW



Great Women of the American Revolution

by Brianna Hall

This book discusses women's important contributions to the Revolutionary War—both behind the scenes and on the front lines.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA4–WA5

Assessment Forms

- “Class Assessment Record” sheet (CA3)
- “IDR Conference Notes” record sheet (CN2)
- “Individual Comprehension Assessment” record sheet (IA1)
- “Social Skills Assessment Record” sheet (SS1)
- “Individual Comprehension Assessment Student Record” sheet (SR1)
- “Individual Comprehension Assessment Class Record” sheet (CR2)

Reproducibles

- Unit 2 family letter (BLM1)
- (Optional) “Index from *Rainforests*” (BLM2)

Professional Development Media

- “Using the Individual Comprehension Assessment” (AV31)

Comprehension Focus

- Students use text features to better understand an expository nonfiction book.
- Students use text features to locate key information in a text.
- Students read independently.

Social Development Focus

- Students work in a responsible way.
- Students develop the skill of explaining their thinking.
- Students analyze the effects of their behavior on others and on the group work.
- Students share their partners' thinking with the class.

DO AHEAD

- ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA3); see page 10 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student. For more information about the family letters, see “Family Letters” in the Introduction.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 4 lessons this week.

Materials

- *Great Women of the American Revolution*
- “Table of Contents from *Great Women of the American Revolution*” chart (WA4)
- *Student Response Book*, Reading Log section



Technology Tip

You might locate a world map online and display it on the whiteboard. You might also search online for a map of the 13 colonies to display on the whiteboard.

In this lesson, the students:

- Hear and discuss parts of an expository nonfiction book
- Use text features to better understand and locate key information in the book
- Read independently for 15–20 minutes
- Share their partners’ thinking with the class
- Work in a responsible way

1 Review and Get Ready to Work Together

Gather the class with partners sitting together, facing you. Review that last week the students explored text features in articles. This week they will continue to work with partners and as a class to explore text features in an expository nonfiction book. Ask and briefly discuss:

Q *What will you do to be responsible when you are working with your partner? When we are working together as a class?*

2 Introduce *Great Women of the American Revolution*

Without showing the cover, tell the students that today they will hear parts of an expository nonfiction book called *Great Women of the American Revolution*. If necessary, explain that the American Revolution, also called the Revolutionary War, was fought by early Americans, or colonists, to win freedom from Great Britain. Explain that the revolution lasted from the year 1775 to the year 1783. Show the students a world map and point out Great Britain and the East Coast of the United States. Explain that this book tells about the important contributions women made during the American Revolution.

3 Discuss the Table of Contents and Front and Back Covers

Display the “Table of Contents from *Great Women of the American Revolution*” chart (WA4) and explain that this is a copy of the table of contents in the book.

Review that the table of contents lists the chapters in the book, with the page numbers. Read one or two chapter titles aloud. Point out that this table of contents also shows examples of a few of the text features included in the book. Give the students a few moments to quietly look over the table of contents chart. Then ask:



Q *Based on the table of contents, what information might you find in this book? Turn to your partner.*

Have a few volunteers share their thinking. Show the front cover and read the title and the author's name aloud; then show the back cover and read the paragraph at the bottom aloud. Explain that readers can often quickly find information about a book by looking at the cover and reading the information on the back cover and in the table of contents.

Explain that today the students will hear parts of the book that discuss a few of the many ways women participated in the Revolutionary War.

4 Read Aloud Parts of *Great Women of the American Revolution*

Read pages 4–6 and 10–13 aloud slowly and clearly, showing but not reading the text features and stopping as described below. Words in red are defined in gold-colored bars at the bottom of the pages on which the words appear, as well as in the glossary on page 30 of the book; you may wish to define these words for your students.

ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

get by: take care of themselves and stay alive (p. 4)

bonnets: hats made of soft cloth (p. 4; refer to the illustration on p. 8)

crossed enemy lines: went into places where the enemy was staying (p. 5)

racked up huge debts: borrowed a lot of money that had to be paid back (p. 6)

grumble: complain in low voices (p. 6)

Women's words about justice, independence, and equality exploded off the page: instead of just writing about the need for revolution, women started openly calling for it (p. 10)

cannons: large guns (p. 11)

poverty-stricken: poor (p. 13)

lodging: a place to stay (p. 13)

Stop after:

p. 5 "They knew that whichever side they chose, their help was needed."

Use "Think, Pair, Share" to discuss:



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

Without sharing as a class, reread the last two sentences before the stop and continue reading aloud to the next stopping point:

p. 6 "The colonists' grumbling grew louder and angrier."

Use "Think, Pair, Share" to discuss:



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

Teacher Note

You will discuss how to use a glossary with the students on Day 3 (see Step 3).

Without sharing as a class, explain that the next few pages describe women who wrote plays, poetry, and letters in support of the revolution and that you will skip these pages for now. Continue reading pages 10–13 aloud, stopping after:

p. 13 “Others opened small shops to sell basic items to soldiers.”

5 Discuss the Reading

Explain that you will ask a question that the students will discuss with their partners. Tell them to listen carefully to their partners because they will share their partners’ thinking with the class. Then ask:



Q *What did you find out about women who participated in the American Revolution? Turn to your partner.*

Ask one or two volunteers to share their partners’ thinking with the class.

Use “Think, Pair, Share” to discuss the following questions, stopping between questions to have volunteers share their partners’ thinking. As the students share, refer to the text to help them remember what they heard.



Q *Why did many women support the revolution? What did you hear that makes you think that? [pause] Turn to your partner.*

Q *What challenges did women of the revolution face? What in the text makes you think that? [pause] Turn to your partner.*

Students might say:

“They saw that there was a lot of work to be done. The book says they knew ‘their help was needed.’”

“According to the book, some of them were mad about the fact that Britain made them pay high taxes.”

“They faced danger by entering enemy territory. I think that because the book says they ‘crossed enemy lines.’”

“Camp followers did hard work. The book says they carried heavy things, fixed cannons, and took care of wounded soldiers.”

“Also, the book says that camp followers weren’t paid and they only got half as much food as soldiers got.”

Explain that tomorrow the students will explore the text features in one of the chapters they heard today.

6 Reflect on How the Students Acted Responsibly

Ask and briefly discuss:

Q *What did you do to be responsible when you were working with your partner today? When we were working together as a class?*

INDIVIDUALIZED DAILY READING

7 Read Independently and Discuss Text Features

Remind the students that you will continue to confer with individual students about the books they are reading during IDR. Explain that the students will continue to read nonfiction texts during IDR this week. Have the students get their texts and read silently for 15–20 minutes. Ask the students to think as they read about what text features they notice in their texts and what the features help them learn. Tell the students that at the end of IDR, you will ask the students to share with their partners about the text features they noticed.

ELPS 4.F.i
Step 7



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 11) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN2); see page 15 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Give the students a few minutes to share what they read with partners. Have each student tell his partner the title of his text and the author’s name, what the text is about, a text feature his text includes, and what information the text feature helped him learn.

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



SOCIAL SKILLS ASSESSMENT NOTE

During the final week of this unit, assess the students’ social skill development using the “Social Skills Assessment Record” sheet (SS1). Access and print the record sheet from the CCC Learning Hub (ccclearninghub.org) or make a copy from page 156 of the *Assessment Resource Book*. You will reassess the students’ social skill development in Units 6 and 10. For more information, see “Social Skills Assessment” in the Assessment Overview of the *Assessment Resource Book*.

Materials

- *Great Women of the American Revolution*
- *Student Response Book* pages 13–15
- “Class Assessment Record” sheet (CA3)

In this lesson, the students:

- Hear part of an expository nonfiction book again
- Use text features to better understand and locate key information in the book
- Read independently for 15–20 minutes
- Explain their thinking

1 Get Ready to Work Together

Have the students get their *Student Response Books* and pencils and sit at desks with partners together. Explain that during today’s lesson the students will take a closer look at part of the book *Great Women of the American Revolution* and discuss what they learn. Encourage them to focus on explaining their thinking clearly to their partners. Tell them that you will ask them to report on their partner conversations at the end of the lesson.

2 Reread “Everyday Heroines” and Write About Text Features

Show the cover of *Great Women of the American Revolution* and ask:



Q *What do you remember about women’s participation in the American Revolution from yesterday’s reading? Turn to your partner.*

Have a few volunteers share what they remember. Have the students turn to *Student Response Book* pages 14–15, “Excerpt from *Great Women of the American Revolution*.” Read the chapter title aloud and explain that this is a copy of one of the chapters of the book they heard yesterday. Explain that you will read the chapter aloud and ask them to follow along as you read. After the reading, partners will write information they learned from the text features in the chapter and then share their findings with the class.

Reread pages 4–5 of the book aloud, slowly and clearly. When you finish, have the students think quietly about the following question as they examine and read the text features in the reprinted chapter:

Q *What information can you find out about women of the American Revolution by reading the text features on these pages?*

Without discussing as a class, have the students turn to *Student Response Book* page 13, “Five Things I Learned from the Text Features in the Excerpt,” and individually record five things they found out from looking at the text features.

Circulate among the students as they work, and randomly select students to observe.



CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to use all the text features?
- Are they able to make sense of the information in the text features?

Record your observations on the “Class Assessment Record” sheet (CA3); see page 10 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to use all the text features and make sense of the information in the text features, proceed with the lesson and the rest of the unit and then continue on to Unit 3.
- If **about half of the students** or **only a few students** are able to use all the text features and make sense of the information in the text features, you might give the class additional instruction by repeating this week’s lessons using an alternative book before continuing on to Unit 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the “Grade 5 Alternative Texts” list.

3 Share What the Students Learned as a Class

When the students have finished recording information from the text features, signal for their attention and ask the following questions. Remind the students to explain their thinking.



Q *What did you find out about women of the revolution? In which text feature did you find that information? Turn to your partner.*

Have a few volunteers share their thinking.

Students might say:

“Colonial women did a lot of housework. I learned that by looking at one of the pictures and reading the small print under it.”

“I found out that the two biggest groups were the Patriots and the Loyalists. That’s what it said in the chart.”

“By looking at the chart I found out that the British army was thought of as the most powerful army in the world in those days.”

“I found out that heroines are strong girls or women. I found that out by reading the definition in the little bar at the bottom of the page.”

Ask follow-up questions such as:

Q *[Grant] said he learned [the names of the major groups active in the war] from looking at [the chart]. What other information did you find in that text feature?*

Q *Why do you think the author included [captions]?*



Facilitation Tip

Reflect on your experience over the past three weeks with **asking open-ended questions** and **using wait-time**. Do these techniques feel comfortable and natural to you? Do you find yourself using them throughout the school day? What effect has their repeated use had on your students' thinking and participation in discussions? Continue to use and reflect on these techniques throughout the year.

Q *[DeShawn] said that heroines are strong girls or women. Why is it important for the reader to know that?*

Q *What can you add to what [Gina] said?*

4 Reflect on How the Students Explained Their Thinking

Facilitate a brief discussion about how partners worked together. Ask:

Q *How did explaining your thinking help you and your partner understand the text?*

Q *If your partner is having trouble explaining his or her thinking, what can you do to help?*

INDIVIDUALIZED DAILY READING

5 Read Independently and Discuss Text Features

Have the students get their texts and read silently for 15–20 minutes. Ask the students to think as they read about what text features they notice in their texts and what the text features help them learn.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 11) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN2); see page 15 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Give the students a few minutes to share what they read with partners. Have each student tell her partner the title of his text and the author's name, what the text is about, a text feature her text includes, and what information the text feature helped her learn. Then have the students return to their desks and put away their texts.

EXTENSION

Discuss What the Students Are Still Wondering

Show the students pages 4–5 of *Great Women of the American Revolution*, and remind the students that earlier they looked at the text features on these pages and wrote about what they learned from the text features. Review that expository texts often leave readers with additional questions. Ask:

Q *What questions do you have after looking closely at the text features on these pages?*

Students might say:

“Did women actually fight in battles?”

“I wonder how many Patriots there were compared to how many Loyalists there were.”

“I wonder what countries the mercenaries who fought for the British came from.”

“I wonder if women wore disguises when they crossed enemy lines.”

Write the heading “What We Are Wondering About the American Revolution” where everyone can see it; under the heading, write what the students are wondering. Have students who are interested do research on one or more of the topics. Ask the students to share the information they find.



TECHNOLOGY EXTENSION

Explore a Website About the American Revolution

Explain that authors of nonfiction sometimes tell readers where they can look to find more information about a topic. Show page 31 of *Great Women of the American Revolution* and explain that this section guides interested readers to a website that, in turn, leads to websites about the Revolutionary War. Tell the students that today they will explore one of the websites and then discuss what they learned.

Display your browser page and go to one of the recommended websites. Model navigating the website, and read aloud any information you think the students may find interesting. Afterward, discuss questions such as:

Q *What did you find out that interested you?*

Q *What did you learn that you’re curious to know more about?*



Technology Tip

Prior to doing this activity, follow the instructions on page 31 of *Great Women of the American Revolution* to locate Internet sites about the Revolutionary War. You might search online for additional age-appropriate websites using the keywords “American Revolution” or “women American Revolution.”

Materials

- *Great Women of the American Revolution*
- *Student Response Book* page 16
- “Text Features” chart from Week 2 and a marker
- “Reading Comprehension Strategies” chart

In this lesson, the students:

- Use text features to better understand and locate key information in an expository nonfiction book
- Read independently for 15–20 minutes
- Work in a responsible way

1 Introduce the Index of *Great Women of the American Revolution*

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Show the cover of *Great Women of the American Revolution* and review that the students looked at the table of contents and front and back covers to quickly get an idea of what information might be in the book. They also looked closely at text features in one chapter and recorded the information they found. Explain that today they will explore text features often found at the ends of expository books.

Show the index on page 32 and explain that many nonfiction books have an index. Explain that readers can use the index of a book to help them find specific information about topics mentioned in the book. Explain that the index is a list of topics related to the subject of the book. Each number after a word in the index is the number of a page where readers can find more information about that topic.

Have the students turn to *Student Response Book* page 16, and explain that this is a copy of the index for *Great Women of the American Revolution*. Use “Think, Pair, Share” to discuss:

 **Q** *What do you notice about the index?* [pause] *Turn to your partner.*

Have a few volunteers share their thinking.

Students might say:

“It has events in it, like battles and boycotts, but it also has the names of people and places, like Margaret Corbin and Fort Stanwix.”

“A person’s last name is first, then there’s a comma, and then there’s the first name, like ‘Bates, Ann.’”

“The list is in alphabetical order.”

“Some words have a lot of page numbers.”

2 Explore the Index in Pairs and as a Class

Tell the students that partners will look at the index in their *Student Response Books* together and circle one or two things they want to learn more about.



Give partners a few moments to look over the index; then have a few pairs share what they circled. Model using the index with topics the students circled by turning to one or two of the listed pages for each topic and locating where the topic is mentioned on the page. Read aloud the sentence containing the topic keyword(s) and, if appropriate, the next sentence or two.

Tell the students that the index in a nonfiction book helps readers quickly find all the places in the book where a topic is mentioned. Explain that readers often use the index if they have a question about a topic or want to find out more about it. Have the students look up “spying” in the index, and explain that you will read some of the referenced pages aloud. Read pages 18–19 and 21 aloud slowly and clearly, taking time to read the text features after you read the main text (do not read the timeline on pages 28–29; you will explore this with the students in Step 3).

Point out that the index in a nonfiction book can be very helpful for readers looking for information.

3 Briefly Explore Other Text Features

Show pages 28–31 of *Great Women of the American Revolution* and explain that these pages contain other text features often found at the ends of expository nonfiction books.

Point out the “Timeline of Women’s Contributions to the American Revolution” on pages 28–29 and explain that this is a timeline showing important events that happened during the revolution, organized in the order in which they happened. Tell the students that nonfiction books sometimes include timelines, charts, and graphs to explain or summarize information in the books.

Draw the students’ attention to the “Read More” section on page 31, and explain that this is a list of books about the American Revolution for readers who still have questions or want to find more information about the topic. Point to the “Internet Sites” section on page 31 and explain that this section guides interested readers to Internet sites that have useful information about the topic. Explain that a section in the back of a book that provides additional information about a subject is often called an *appendix*.

Show the glossary on page 30 and explain that a glossary is a list of words the author thinks readers might need to know to understand the book. Point out that it is organized like a dictionary; it lists the words in alphabetical order and tells what each word means.

Turn to page 22 and point out the word *Quaker*. Explain that it is in red print to let readers know they can look it up in the glossary to find out what it means. Turn back to the glossary and model using it by looking up *Quaker* alphabetically and reading the definition. Explain that sometimes, instead of appearing in red print, words defined in the glossary appear in the text in boldface or in italics (slanted type). Tell the students that such words are called *keywords*. Add *index*, *timeline*, *appendix*, *glossary*, and *keywords* to the “Text Features” chart.

4 Review Text Features

Review that over the past few weeks the students have explored and discussed text features in expository nonfiction books and articles. Refer to the “Reading Comprehension Strategies” chart and review that using text features is a comprehension strategy readers use to help them make sense of expository text. Ask:



Q *How do text features help readers? Turn to your partner.*

Have a few volunteers share their thinking.

Students might say:

“Text features give you more information about the topic.”

“If you have a question about what you’re reading, you might find the answer in a text feature.”

“Text features can help you understand what you are reading.”

Explain that in the coming weeks, the students will hear and read more expository nonfiction. Encourage them to use text features to help them understand what they read.

5 Discuss How Partners Acted Responsibly

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

Q *What did you do to be responsible while you were working with your partner today?*

Q *How did that help you work together?*

INDIVIDUALIZED DAILY READING

6 Read Independently and Discuss Text Features

Have the students get their texts and read silently for 15–20 minutes. Ask the students to think as they read about what text features they notice in their texts and what the text features help them learn.

Teacher Note

In Unit 3, the students are encouraged to read texts from any genre during IDR. If you have not met with all of your students to discuss the questions in this unit’s “IDR Conference Notes” record sheet, you may want to do so before beginning the next unit.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 11) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN2); see page 15 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Give the students a few minutes to share what they read with partners. Have each student tell his partner the title of his text and the author's name, what the text is about, a text feature his text includes, and what information the text feature helped him learn. Then have the students return to their desks and put away their texts.

WRITING ABOUT READING

Write Opinions About Heroines

Show the cover of *Great Women of the American Revolution* and remind the students that they heard this book earlier. Show pages 18–19 and 21 and remind the students that they heard about two women, Elizabeth Burgin and Ann Bates, who worked as spies during the Revolutionary War. Explain that you will reread the sections about these women aloud and also one other section about a third spy. Ask the students to think as they listen about which one is the most heroic and why. Read pages 18–19 aloud slowly and clearly (skipping the illustrations and captions but reading the “Fast Facts”). Then ask:

Q *What did you learn about Elizabeth Burgin?*

Write the students' ideas where everyone can see them, under the heading “Elizabeth Burgin.” Then read the main text on page 21, show the illustration, and read the accompanying caption (skip the “Fast Facts”). Ask:

Q *What did you learn about Ann Bates?*

Write the students' ideas where everyone can see them, under the heading “Ann Bates.”

Follow the same procedure to help the students learn about Lydia Darragh (pages 22–23).

Students might say:

“I learned that Elizabeth Burgin helped more than 200 Patriots escape from prison ships.”

“I learned that Ann Bates wore a disguise to sneak behind enemy lines.”

“I learned that Lydia Darragh figured out the British officers in her house were planning an attack. She listened to their discussion and then took the information to Washington's camp.”

Ask and briefly discuss:

Q *Which of these spies do you think is the most heroic? Why?*

Have a few volunteers share with the class. Tell the students that when they talk about which one of the spies they think is the most heroic, they are giving an opinion. Explain that people might have different opinions

Materials

- *Great Women of the American Revolution*

about the same thing and that this is fine. What matters is that they give reasons to explain their thinking. Then ask the students to watch as you think aloud and model writing about which spy you think is the most heroic.

You might say:

"I think Ann Bates is the most heroic of the three. I'll write: *I think Ann Bates is the most heroic of the spies we've read about. Now I will give a reason why I think she's the most heroic, based on what we've read. I'll write: I think so because she walked around in public wearing a disguise while she was gathering information about the Patriot army. I want to explain what exactly I think is heroic about that. I'll write: If anyone had recognized her, or if she had forgotten for even a moment to pretend she was a camp follower named Mrs. Barnes, she would have found herself in a lot of trouble and might even have put her life in danger.*"

Have the students write their own opinions about which spy is the most heroic and why. If time permits, invite the students to share their writing with the class.

EXTENSION

Read More About the American Revolution

Show the students the cover of *Great Women of the American Revolution* and remind them that they heard parts of this book earlier. Page through the book and have the students help you identify any parts of the book you have not yet read aloud. Read those parts aloud and discuss them.

You might also read aloud and discuss other books about the American Revolution and the roles women played in it. See the books listed in the "Read More" section on page 31 of *Great Women of the American Revolution*. Other titles include *They Called Her Molly Pitcher* by Anne Rockwell, illustrated by Cynthia von Buhler; *If You Lived at the Time of the American Revolution* by Kay Moore, illustrated by Daniel O'Leary; *Let It Begin Here! Lexington & Concord: First Battles of the American Revolution* by Dennis Brindell Fradin, illustrated by Larry Day; *When Washington Crossed the Delaware: A Wintertime Story for Young Patriots* by Lynne Cheney, illustrated by Peter M. Fiore; and *The American Revolution for Kids: A History with 21 Activities* by Janis Herbert.

In this lesson, the students:

- Read independently
- Use text features to better understand and locate key information in texts
- Write in their reading journals
- Analyze the ways they have been interacting
- Examine how they are handling books and materials

1 Review the Week

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

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

2 Read Independently

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

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

Q *What is the topic of this text?*

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

3 Write About Expository Texts

Signal to let the students know when it is time to stop reading. Display the “Journal Entry” chart (WA5) and tell the students that you would like them to each write a journal entry about the expository texts they read today. Explain your expectations for what the journal entry should include.

Materials

- “Text Features” chart from Day 3 and a marker
- “Journal Entry” chart (WA5)
- *Student Response Book*, Reading Journal section
- Copy of this unit’s family letter (BLM1) for each student

Teacher Note

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

Q *What is the purpose of expository texts?*

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

Q *What text features have we identified?*

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

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit’s Individual Comprehension Assessment.

ELPS 5.G.i

Step 3 (including ELL Note and first Teacher Note on page 100)

ELL Note

Consider having your students with limited English proficiency dictate journal entries for you to write down.

Teacher Note

If the students struggle to write, you might wish to model writing a journal entry, as you did in Week 1, Day 4 (Step 3).

Vocabulary Note

Next week you will revisit *Great Women of the American Revolution* to teach the Week 5 vocabulary lessons.

Teacher Note

For information on wrapping up this unit and conducting unit assessments, see “End-of-unit Considerations” on page 103.

Journal Entry

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

- The title and the author’s name
- What the text is about
- What you learned in the part of the text you read today
- Any text features you noticed
- How the text features helped you better understand what you read

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

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

If time permits, have a few volunteers share their journal entries with the class and show the text features they found in their reading. If the students identify text features that haven’t been discussed yet, add the features to the “Text Features” chart.

4 Reflect on the Reading Community

Use “Think, Pair, Share” to discuss:

 **Q** *What have you done to help create a caring and safe classroom community? [pause] Turn to your partner.*

Have a few volunteers share with the class. Probe their thinking with follow-up questions such as:

Q *What is working well during partner and class discussions? During independent reading? What do you think we need to work on?*

Q *How are we handling and sharing the class library books? What do you think we need to work on?*

Students might say:

“I help create a caring community by listening quietly and waiting for people to finish speaking before I say something.”

“Sometimes I let my partner do all the thinking and talking. I need to be more responsible and share my thinking with my partner.”

“Some people keep books for a really long time, which makes it hard if I want to read one of those books.”

 Explain that in the next lesson, the students will be starting a new unit and working with new partners. Give the students time to thank their partners for working with them during this unit. Have the students put away their materials.

EXTENSIONS

Create a Timeline of Important Classroom Events

Show the students the cover of *Great Women of the American Revolution* and remind them that they heard parts of this book earlier. Point out the “Timeline of Women’s Contributions to the American Revolution” on pages 28–29 and review that this is a timeline showing important events that happened during the revolution, organized in the order in which they happened.

Explain that together the class will make a timeline of important events that have happened in the classroom this year. Have the students brainstorm events, both scheduled and unscheduled, that they consider important to the classroom community. Write their ideas where everyone can see them. Have the students add dates to the events. Then, using the timeline in *Great Women of the American Revolution* as a model, invite the students to organize the events chronologically in a timeline.

You might post the timeline in the classroom and have the students add to it periodically during the school year.

Analyze Paired Texts About Spies in the American Revolution

If the students enjoyed learning about women who worked as spies during the American Revolution, you might extend the exploration by reading aloud and discussing a fictional treatment of the subject, *Sophia’s War* by Avi. *Sophia’s War* is a carefully researched work of historical fiction that tells the story of 12-year-old Sophia, who becomes a revolutionary spy against the British.

Show the cover of *Great Women of the American Revolution* and remind the students that they heard parts of this book earlier. Ask and briefly discuss:

Q *What are some facts you learned from this book about women who were spies during the American Revolution?*

Q *What do you still wonder about this topic?*

Tell the students that over the next few weeks they will hear a fictional account of a 12-year-old girl who was a spy during the American Revolution. Show the cover of *Sophia’s War* and read the title and the author’s name aloud. Point out that fiction authors are free to mix facts with invention (things they have made up), which means that works of fiction are not necessarily factually correct. But fiction can help readers understand what people at certain times in history might have felt, thought, and experienced. Fictional accounts of history can offer an

Teacher Note

Alternatively, you might invite the students to make timelines of important events in their lives. If you do this, you might encourage the students to ask their parents to help them identify key dates in their personal timelines.

Teacher Note

The novel *Sophia’s War*, which is suggested for use in this extension, is a lengthy novel. Preview the novel and the extension and plan time over the next several weeks to read the novel aloud to the students. Then follow the instructions in the extension to introduce and read the novel aloud in sections. After you have finished reading the novel, have the students compare it to *Great Women of the American Revolution*.

For support with teaching novels, see Unit 4, “Analyzing Text Structure.”

Teacher Note

You might have the students record what they learned about female spies during the American Revolution in a double-entry journal. You might have them title one column “What I Learned About Female Spies in the American Revolution from a Nonfiction Book” and the other column “What I Learned About Female Spies in the American Revolution from a Fiction Book.”

Teacher Note

Prior to doing this activity, you will need to visit the CCC Learning Hub (cccllearninghub.org) to access and print “Index from *Rainforests*” (BLM2). Make enough copies for each student to have one, and set aside a copy for yourself.

“inside look” into a time and place in a way that expository nonfiction books cannot. Ask and discuss:

Q *Keeping in mind that fiction does not always stick to the facts, what might you learn about female spies during the American Revolution from a fictional account?*

Have volunteers share their thinking.

Read aloud a section of the novel, stopping periodically to ask the students what they are learning about female spies in the American Revolution. Ask questions such as:

Q *What have you learned so far about how it might have felt to be a female spy in the American Revolution?*

Q *What has been especially surprising or interesting so far?*

Repeat this procedure over several weeks to read the entire novel.

After you have finished reading the novel, take some time to review what the students learned from *Sophia’s War* and what they learned from *Great Women of the American Revolution*. Encourage the students to compare the two texts and make text-to-text connections. Ask questions such as:

Q *How are the books *Great Women of the American Revolution* and *Sophia’s War* the same? How are they different?*

Q *How is each book organized?*

Q *Which book did you like better? Why?*



TECHNOLOGY EXTENSION

Research and Write About Rainforests

Show the cover of *Rainforests* and remind the students that they heard this book earlier. Explain that the students will explore things about rainforests that they are curious to know more about. Distribute copies of “Index from *Rainforests*” (BLM2) and ask:

Q *What do you notice about how the information in this index is organized?*

Q *What items in this index are you curious to learn more about?*

Use the students’ suggestions to look up a few items in the book and read about them aloud. Then ask:

Q *What is something you have learned about [rainforest birds]?*

Next, as a class, brainstorm some questions the students still have regarding the items you read about; write the questions where everyone can see them. Briefly discuss what keywords might be useful in an Internet search to answer these questions (for example, “kids save rainforests,” “rainforest birds,” or “rainforest plants”).

Guide the students in an online search for reputable websites with relevant information. As a class, browse the websites to find information and images that answer the students' questions. After the search is finished, briefly discuss:

Q *What is something else you have learned about [rainforest birds]?*

You might have the students work in pairs to create posters or flyers about what they learned, using various text features to help make the information clear and engaging. If time permits, have the students share their writing with the class.

End-of-unit Considerations

Wrap Up the Unit

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

Assessment

- Before continuing on to the next unit, take this opportunity to assess individual students' reading comprehension using the "Individual Comprehension Assessment" record sheet (IA1); see page 16 of the *Assessment Resource Book*. For more information, see "Individual Comprehension Assessment" in the Assessment Overview of the *Assessment Resource Book*.
- You might record your students' progress over the course of the year using the "Individual Comprehension Assessment Class Record" sheet (CR2); see page 159 of the *Assessment Resource Book*.
- You might record each student's progress over the course of the year using the "Individual Comprehension Assessment Student Record" sheet (SR2); see page 158 of the *Assessment Resource Book*.

Teacher Note

For more information, view "Using the Individual Comprehension Assessment" (AV31).



Unit 3

Questioning

EXPOSITORY NONFICTION

During this unit, the students read expository text as they continue an across-grades exploration of animal life. In grade 5, the students focus on big cats and the challenges they face as endangered species. The students use schema to articulate all they know about the topic before they read. They learn the procedure for “Stop and Ask Questions” and use questioning to help them make sense of texts. During IDR, the students practice questioning as they read nonfiction texts independently, write in their reading journals, and continue to confer with the teacher individually about their use of comprehension strategies. They also review self-monitoring and learn “fix-up” strategies (rereading and reading ahead) that they can use when they don’t understand what they have read. Socially, they continue to develop the skill of explaining their thinking and they learn discussion prompts to help them listen and build on one another’s ideas during discussions. They continue to analyze the effect of their behavior on others and to work in a responsible way.

Unit 3

Questioning

RESOURCES

Read-aloud

- *Big Cats*

Writing About Reading Activities

- “Compare Lions and Tigers”
- “Compare Two Texts About Why Big Cats Are Endangered”

IDR Mini-lesson

- Mini-lesson 2, “Self-monitoring and Using ‘Fix-up’ Strategies”



Technology Mini-lessons

- Mini-lesson 4, “Choosing Effective Search Terms”
- Mini-lesson 5, “Understanding Search Results”
- Mini-lesson 6, “Narrowing Search Results and Using Filters”
- Mini-lesson 7, “Evaluating Research Sources”



Technology Extensions

- “Meet the Author: Seymour Simon”
- “Ask an Expert About Big Cats”
- “Research and Write About Leopards”



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA5

Assessment Forms

- “Class Assessment Record” sheets (CA1–CA2)
- “IDR Conference Notes” record sheet (CN1)
- “Individual Comprehension Assessment” record sheet (IA1)

Reproducibles

- Unit 3 family letter (BLM1)
- (Optional) “Excerpt from *Big Cats*” (BLM2)
- (Optional) “Why Are Big Cats Endangered?” (BLM3)

Professional Development Media

- “Adapting Lessons for English Language Learners” (AV13)
- “Asking Questions Once and Using Wait-time” (AV25)
- “Using Blogs in the Classroom” tutorial (AV45)

RESOURCES *(continued)*

Extensions

- “Ask Questions in Content-area Reading”
- “Read About Tigers and Discuss Questions”
- “Read the Rest of *Big Cats* and Practice ‘Stop and Ask Questions’”
- “Read Other Books About Big Cats and Make Text-to-text Connections”

Assessment Resource Book

- Unit 3 assessments

Student Response Book

- “Excerpt from *Big Cats* (1)”
- “Stop and Ask Questions About *Big Cats*”
- “Excerpt from *Big Cats* (2)”
- Reading Log
- Reading Journal

Vocabulary Teaching Guide

- Week 5 (*Great Women of the American Revolution*)
- Week 6 (*Big Cats*)

Unit 3

Questioning

DEVELOPMENT ACROSS THE GRADES

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

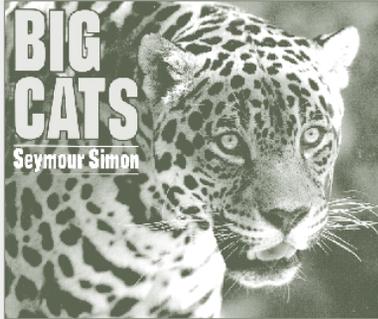
■ formally taught □ informally experienced

GRADE 5 OVERVIEW

	Day 1	Day 2	Day 3	Day 4
Week 1	<p>Read-aloud/Strategy Lesson: <i>Big Cats</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing and discussing part of an expository nonfiction book Using schema to tell what they know about a topic before listening to the book Generating “I wonder” statements about the topic Using wondering to make sense of the book 	<p>Read-aloud/Strategy Lesson: <i>Big Cats</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing and discussing part of an expository nonfiction book Asking questions about the book using <i>who, what, where, when, why, and how</i> Using questioning to make sense of the book 	<p>Read-aloud/Strategy Lesson: <i>Big Cats</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing and discussing part of an expository nonfiction book Using schema to tell what they know about a topic before listening to the book Using questioning to make sense of the book 	<p>Guided Strategy Practice: <i>Big Cats</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Reading and discussing part of an expository nonfiction book Using questioning to make sense of the book Writing in their reading journals
Week 2	<p>Read-aloud/Strategy Lesson: <i>Big Cats</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing and discussing part of an expository nonfiction book Learning the procedure for “Stop and Ask Questions” Using questioning to make sense of the book 	<p>Guided Strategy Practice: <i>Big Cats</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Learning discussion prompts Hearing part of an expository nonfiction book again to build comprehension Using questioning to make sense of the book 	<p>Read-aloud/Guided Strategy Practice: <i>Big Cats</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing, reading, and discussing part of an expository nonfiction book Using questioning to make sense of the book Exploring an ethical issue in the book 	<p>Independent Strategy Practice</p> <p>Focus:</p> <ul style="list-style-type: none"> Reading independently Using questioning to think about texts they read independently Writing in their reading journals

Week 1

OVERVIEW



Big Cats*

by Seymour Simon

Readers learn about the characteristics and habits of the world's largest cats and the challenges big cats face as endangered species.

**This book is also used in Week 2.*



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA3

Assessment Forms

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

Reproducible

- (Optional) “Excerpt from *Big Cats*” (BLM2)

Professional Development Media

- “Asking Questions Once and Using Wait-time” (AV25)

Comprehension Focus

- Students use questioning to help them make sense of texts.
- Students use schema to articulate all they think they know about a topic before they read.
- Students read independently.

Social Development Focus

- Students analyze why it is important to be respectful.
- Students develop the skill of explaining their thinking.

Ⓜ DO AHEAD

- ✓ Consider reading this unit’s read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding. Take time to show and discuss the text features.
- ✓ Make available expository nonfiction and functional texts at a variety of levels so that the students can practice using questioning during IDR and Independent Strategy Practice throughout the unit.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit.
- ✓ Prior to Day 1, make a class set of “IDR Conference Notes” record sheets (CN1); see page 31 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, prepare a sheet of chart paper with the title “Questions About Big Cats” and another sheet of chart paper with the title “Words That Can Begin Questions.”
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA1); see page 26 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 5 lessons this week.

Materials

- *Big Cats* (pages 4–11)
- *Rainforests* from Unit 2
- “What We Wonder About Big Cats” chart (WA1)
- Class set of “IDR Conference Notes” record sheets (CN1)
- *Assessment Resource Book* page 28
- “Thinking About My Reading” chart
- “Reading Comprehension Strategies” chart
- Self-stick notes for each student

In this lesson, the students:

- Begin working with new partners and explain their thinking
- Hear and discuss part of an expository nonfiction book
- Brainstorm what they think they know about a topic
- Generate “I wonder” statements about the topic
- Use wondering to make sense of the book
- Read independently for 20–25 minutes

ABOUT BUILDING A BODY OF KNOWLEDGE ABOUT ANIMAL LIFE

In each grade of the *Making Meaning* program, the students apply the strategy of wondering or questioning to a set of nonfiction texts on the topic of animal life. Exploring a topic within and across grades enables the students to systematically build a body of knowledge about the topic. In kindergarten, the focus of each text is on animal young. In grade 1, the students learn about the wide variety of animal life in the world and are introduced to the concept of habitat, which is then further explored in grades 2 and 3. In grade 4, the focus shifts to animal senses, and in grade 5 the students learn about big cats and the challenges they face as endangered species.

1 Pair Students and Get Ready to Work Together

Randomly assign partners and make sure they know each other’s names. Gather the class with partners sitting together, facing you. Explain that during today’s lesson, partners will talk about a book that you read aloud. Encourage the students to focus on explaining their thinking clearly to their partners. You will ask them to report on their partner conversations at the end of the lesson.

2 Review Expository Nonfiction and Introduce the Topics of Big Cats and Endangered Species

Remind the students that during the past few weeks they have explored a kind of nonfiction called *expository nonfiction*. Review that expository nonfiction texts give factual information and are usually about particular topics. They often include features that help the reader locate information in the texts and understand the topics better. Show the cover of *Rainforests* and review that the students heard part of the

book and explored text features in it and in other expository texts (two articles and the book *Great Women of the American Revolution*).

Point to the leopard on the cover of *Rainforests*. Explain that this is a leopard and that a leopard is one of a group of animals known as “big cats.” In the next two weeks, the students will use an expository nonfiction book to learn about big cats, including the challenges big cats face as endangered species. If necessary, explain that *endangered* means “few in number and in danger of disappearing forever.”

3 Introduce *Big Cats* and List “I Wonder” Statements

Show the cover of *Big Cats* and read the title and the author’s name aloud. Explain that the book tells about seven members of the big cats family: tigers, lions, leopards, jaguars, pumas, cheetahs, and snow leopards. Write the names of the big cats where everyone can see them.

Tell the students that you will read the book in sections, and explain that today you will read about some similarities and differences among the big cats. Ask:

Q *What do you think you know about big cats?*

Have a few volunteers share their thinking. Use “Think, Pair, Share” to discuss:



Q *Based on what you think you know, what do you wonder about big cats?*
[pause] *Turn to your partner.*

Have a few volunteers share their thinking. Display the “What We Wonder About Big Cats” chart (WA1) and list a few of the students’ ideas on the chart as they generate them. Write each response as an “I wonder” statement.

What We Wonder About Big Cats

- I wonder how lions kill their prey.
- I wonder which cat can run the fastest.
- I wonder why big cats are endangered.

WA1

Explain that after you read part of the book today, the students will talk about their “I wonder” statements and what they have learned from the reading.

4 Read Part of *Big Cats* Aloud

Read pages 4–11 aloud slowly and clearly, showing the photographs and stopping as described on the next page. Clarify vocabulary as you read.

TEKS 6.B.iv
Student/Teacher Activity
Steps 4 and 5

TEKS 6.B.ii
Student/Teacher Narrative
Step 3

ELPS 4.D.i
Step 3

Teacher Note

Listing only a few responses will keep the lesson moving. The students will have opportunities during the reading to add “I wonder” statements to the chart.

If the students have difficulty generating “I wonder” statements, suggest some such as those listed on the diagram.

Teacher Note

Listen while partners talk. Check to see whether they are referring to the book and explaining their thinking.

Suggested Vocabulary

grace: beauty of movement (p. 4)

domestic: tame; not wild (p. 6)

temperate climates: mild climates (p. 6)

canine teeth: sharply pointed teeth on either side of the front teeth (p. 8)

retracted: drawn in (p. 8)

sheaths: protective coverings (p. 8)

ELL Vocabulary

It may be helpful to point out to English Language Learners that some words from the reading are defined in the text (for example, the word *carnivores* on p. 8) and that they should listen for these. They also may benefit from hearing additional vocabulary defined, including:

prey: animals hunted by other animals for food (p. 4)

extended: stretched out (p. 4)

stunning force: a lot of power (p. 4)

roar: make a loud sound with the mouth (p. 4)

purr: make a soft, low sound with the mouth (p. 4)

tame: not wild (p. 4)

tropics: areas near the equator that have hot climates (p. 6)

Stop after:

p. 4 "In this book, we'll call all seven kinds 'big cats.'"

Ask:



Q *What have you learned about big cats so far? Turn to your partner.*

Have two or three volunteers share their ideas with the class. Briefly refer to the "What We Wonder About Big Cats" chart and ask the class:

Q *Which "I wonder" statements have been explained in the reading so far?*

Q *What else do you wonder?*

Have a few volunteers share their thinking and quickly record any additional "I wonder" statements on the chart. Reread the last sentence before the stop and continue reading. Follow this same procedure at the next two stops:

p. 6 "Though their sizes and the environments in which they live can be very different, the big cats are alike in many ways."

p. 10 "A cat's senses are very keen, and it can detect its prey at a distance or at night."



Continue reading to the end of page 10. Have partners discuss what they have learned.

5 Discuss the Reading and “I Wonder” Statements

Facilitate a discussion about the reading. Be ready to reread passages and show photographs again to help the students recall what they heard. Ask:

Q *What did you hear about the similarities among big cats? The differences?*

Students might say:

“The cats are excellent hunters.”

“They all have sharp teeth and claws.”

“Only some kinds of cats can roar.”

“Some big cats live in cold climates; others live in rainforests.”

Q *How do big cats’ senses help them hunt prey?*

Students might say:

“They can turn their ears in different directions to help them figure out where their prey is.”

“They have whiskers that help them feel their way in the dark.”

“They see really well in the dark.”

Refer to the “What We Wonder About Big Cats” chart and ask:

Q *Which “I wonder” statements got you thinking today as you listened to the reading? How?*

Explain that learning to wonder and question while reading will help the students think carefully about what they are reading and look for answers to their questions as they read. Tell the students that you will read more from *Big Cats* tomorrow, and the students will have another opportunity to think about their questions about big cats.

6 Reflect on How the Students Explained Their Thinking

Facilitate a discussion about how partners did explaining their thinking. Ask:

Q *Why was it important today to explain your thinking clearly to your partner and during the class discussion?*

Facilitation Tip

During this unit, we invite you to practice **asking questions once** and then **using wait-time**. This means not repeating the question or asking it again in a different way; it means just asking the question once and then using wait-time to give the students time to think before you call on anyone to respond. If the students are confused by a question or need to hear it again, encourage them to ask you to repeat or rephrase the question. This builds student responsibility for focusing on the discussion and helps the students develop the habit of listening the first time. To see this Facilitation Tip in action, view “Asking Questions Once and Using Wait-time” (AV25).



Teacher Note

Save the “What We Wonder About Big Cats” chart (WA1) to use on Day 2.

INDIVIDUALIZED DAILY READING

Teacher Note

During IDR today and tomorrow, the students learn and practice two “fix-up” strategies they can use when they do not understand what they have read: rereading and reading ahead. To provide the students with additional support with using these and other “fix-up” strategies you might teach all or part of IDR Mini-lesson 2, “Self-monitoring and Using ‘Fix-up Strategies’” (found in Appendix A).

ELPS 4.F.i
Step 7



ELL Note

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

TEKS 6.A.ii
Student/Teacher Narrative
Step 7 (first three paragraphs)

Teacher Note

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

7

Introduce “Fix-up” Strategies

Tell the students that for the next two weeks they will continue reading nonfiction texts during IDR.

Direct the students’ attention to the “Thinking About My Reading” chart and remind the students that it is important for them to check their comprehension as they are reading. Tell the students that there may be times when they ask themselves the questions on the chart and realize that they do not understand what they have read. Explain that today they will learn a couple of strategies, or tools, that they can use in these situations. Explain that these strategies are called “fix-up” strategies because using the strategies may help to “fix” the problem.

Tell the students that one thing a student can do when he does not understand something he has read is to reread that part slowly and carefully. Explain that slowing down and carefully rereading a sentence or paragraph that is unclear may “fix” the problem. If it does not, another strategy the student can try is reading ahead and looking for more information. Explain that by reading ahead, the student may come upon facts, descriptions, details, or other information that clears up what was confusing him.

Distribute self-stick notes to each student. Tell the students that as they read today, you want them to pause occasionally and ask themselves if they understand what they are reading. If a student does not understand what she is reading, she should mark the place in the text that she does not understand with a self-stick note and then try one or both of the strategies learned today—rereading and reading ahead—to see if the strategies help her understand what she is reading. Explain that at the end of IDR you will check in with the students to see how they did with using “fix-up” strategies. Then have the students get their books and read silently for 20–25 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Beginning today, and continuing throughout the unit, confer individually with the students about the texts they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 28) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 31 of the *Assessment Resource Book*.

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

Q *Was there any part of your reading that you did not understand today? Tell us about it.*

Q *What “fix-up” strategy did you try? What happened when you [reread/read ahead]?*

If a student has tried both of the “fix-up” strategies and still does not understand the text he is reading, refer him to the “Reading Comprehension Strategies” chart and encourage him to try the strategy listed on it. Alternatively, you might encourage the student to ask you or a classmate for help.

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

Teacher Note

Provide time on a regular basis for the students to record the books they have completed in their reading logs.

Read-aloud/Strategy Lesson

Day 2

In this lesson, the students:

- Hear and discuss part of an expository nonfiction book
- Ask questions about the book using *who, what, where, when, why, and how*
- Use questioning to make sense of the book
- Read independently for 20–25 minutes
- Explain their thinking

ABOUT QUESTIONING

Questioning is an effective comprehension strategy because it helps readers actively engage with text and think about an author’s intent. The students externalize their thinking by discussing their questions in Week 1 and writing them in Week 2. The eventual goal is for the students to internalize the strategy of forming questions and reading for answers and to use the strategy regularly to make sense of their independent reading. For more information, see “The Grade 5 Comprehension Strategies” in the Introduction.

1 Introduce Questioning and Restate “I Wonder” Statements as Questions

Gather the class with partners sitting together, facing you. Display the “What We Wonder About Big Cats” chart (WA1) from Day 1 and remind the students that they have been using “I wonder” statements to

Materials

- *Big Cats* (page 13)
- “What We Wonder About Big Cats” chart (WA1) from Day 1
- “Questions About Big Cats” chart, prepared ahead, and a marker
- “Words That Can Begin Questions” chart, prepared ahead
- “Reading Comprehension Strategies” chart
- “Thinking About My Reading” chart
- Self-stick notes for each student

ELPS 3.F.i

Steps 1–4 and the Teacher Note on page 119

Teacher Note

If the students have difficulty rephrasing their “I wonder” statements as questions, choose several statements from the “What We Wonder About Big Cats” chart (WA1) and model rephrasing them.

Teacher Note

The students may suggest a number of other words, including *if*, *do*, *is*, *are*, and *what if*. Record the students’ suggestions on the “Words That Can Begin Questions” chart.

Teacher Note

Save the “Words That Can Begin Questions” chart to use throughout the unit.

help them think about text. Explain that thinking about the “I wonder” statements has prepared them to learn a strategy that good readers use to make sense of text: *questioning*. Explain that questioning involves asking questions to help you pay close attention to what you are reading.

Point out that some of the statements have already been discussed in the reading. Ask:

Q Which “I wonder” statements are we still curious about?

Q How can we restate those “I wonder” statements as questions?

Have a few volunteers share their thinking. Direct the students’ attention to the “Questions About Big Cats” chart and record their questions on it.

Questions About Big Cats

How do big cats kill their prey?

Where do big cats go at night?

Why are big cats endangered?

After a few volunteers have shared their thinking, point out that the words *who*, *what*, *when*, *where*, *why*, and *how* are commonly used to begin questions. Direct the students’ attention to the “Words That Can Begin Questions” chart and list these question words on it. Ask:

Q What other words can begin questions?

2 Ask Questions About Today’s Reading

Explain that the section of *Big Cats* you will read aloud today is about how big cats raise their young. Ask:

Q Using words on our “Words That Can Begin Questions” chart, what questions can we ask about how big cats raise their young?

Have a few volunteers share their thinking. Add their questions to the “Questions About Big Cats” chart, and tell the students to listen for information about the questions as you read aloud.

3 Read Part of *Big Cats* Aloud

Read page 13 aloud slowly and clearly, showing the photograph on page 12 and stopping as described on the next page. Clarify vocabulary as you read.

Suggested Vocabulary

nuzzle: gently push against one another for comfort (p. 13)

ELL Vocabulary

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

litters: groups of animals born at the same time to one mother (p. 13)

nursing: feeding babies milk from a mother's body (p. 13)

Stop after:

p. 13 "By now, the cubs' eyes have opened and their weight has more than doubled."

Ask:



Q *What have you learned so far about how big cats raise their young? Turn to your partner.*

After a moment, refer to the "Questions About Big Cats" chart and ask:

Q *What questions have been discussed in the reading so far?*

Q *What other questions could we ask at this point?*

Have a few volunteers share their thinking and quickly record additional questions on the chart.

Students might say:

"When do baby pumas lose their spots?"

"How are cubs protected when their mother is out hunting?"

"How long does it take for a baby puma to grow into an adult?"

Without stopping to answer the questions, reread the last sentence before the stop and continue reading to the end of page 13.

4 Discuss the Reading and the Students' Questions

Facilitate a discussion about the reading and the students' questions. Be ready to reread passages and to show photographs again to help the students recall what they heard. Ask:

Q *What is one thing you learned from the reading today?*

Q *What did you learn about big cats' cubs?*

Refer to the "Questions About Big Cats" chart and ask:

Q *Which of these questions were discussed in the reading today? How were they discussed?*

Q *How did asking these questions help you pay close attention to the reading?*

Q *Which questions were not discussed? How do you know?*

Teacher Note

The intent in this part of the lesson is to help the students get in the habit of generating questions. Have them generate *any* questions they can think of related to the reading. Accept their questions without discussion. Hearing others' questions gives the students examples of the kinds of questions that can be asked.

If a student offers an idea that is not in the form of a question, ask the class, "How can we state that idea as a question?"

5 Add *Questioning* to the “Reading Comprehension Strategies” Chart

Point out that questioning can be especially useful when reading expository texts like *Big Cats*, which are full of information that can be hard to understand or remember. Direct the students’ attention to the “Reading Comprehension Strategies” chart and add *questioning* to it.

Reading Comprehension Strategies

- using text features
- questioning

Remind the students that the chart is meant to help them remember the comprehension strategies they have learned so they can practice the strategies in their own reading. Explain that they will continue to explore questioning in the coming weeks, and encourage them to look for opportunities to ask questions as they read independently.

INDIVIDUALIZED DAILY READING

6 Review and Practice Using “Fix-up” Strategies

Direct the students’ attention to the “Thinking About My Reading” chart and remind the students that it is important for them to check their comprehension as they are reading. Remind the students that yesterday they learned a couple of “fix-up” strategies, tools a student can use when he does not understand what he has read. Review that one strategy is to reread the part of the book he does not understand slowly and carefully. Another strategy is to read ahead and look for more information.

Distribute self-stick notes to each student. Tell the students that as they read today, you want them to pause occasionally and ask themselves if they understand what they are reading. If a student does not understand what she is reading, she should mark the place in the text that she does not understand with a self-stick note and then try one or both of the “fix-up” strategies—rereading and reading ahead—to see if the strategies help her understand what she is reading. Explain that at the end of IDR you will check in with the students to see how they did with using “fix-up” strategies. Then have the students get their books and read silently for 20–25 minutes. After they have settled into their reading, confer with individual students.

TEKS 6.A.ii
TEKS 6.I.ii
Student/Teacher Activity
Step 6



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 28) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 31 of the *Assessment Resource Book*.

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

- Q *Was there any part of your reading that you did not understand today? Tell us about it.*
- Q *What “fix-up” strategy did you try? What happened when you [reread/read ahead]?*

If a student has tried both of the “fix-up” strategies and still does not understand the text he is reading, refer him to the “Reading Comprehension Strategies” chart and encourage him to try the strategies listed on it. Alternatively, you might encourage the student to ask you or a classmate for help.

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

EXTENSION

Ask Questions in Content-area Reading

When you read as a class in your social studies, science, or other textbooks, have the students practice asking questions using the words on the “Words That Can Begin Questions” chart. Have partners share their questions with each other; then have them share their questions with the class. Write the questions where everyone can see them, and facilitate a discussion about how those questions are addressed in the reading.

Day 3

Read-aloud/Strategy Lesson

Materials

- *Big Cats* (pages 19–23)
- “Words That Can Begin Questions” chart from Day 2
- “Questions About Lions” chart (WA2)

Teacher Note

In the *Making Meaning* program, showing respect for a range of opinions and ideas is an important part of developing reading comprehension. It allows the students to discuss their reading and their use of comprehension strategies safely and openly, both with partners and with the class. If the students have difficulty offering ideas for ways to show respect for their partners' thinking, give several suggestions yourself.

Teacher Note

If necessary, review the “Words That Can Begin Questions” chart.

In this lesson, the students:

- Hear and discuss part of an expository nonfiction book
- Brainstorm what they think they know about a topic
- Use questioning to make sense of the book
- Read independently for 20–25 minutes
- Explain their thinking
- Act respectfully toward their partners

1 Discuss Showing Respect for Partners

Gather the class with partners sitting together, facing you. Explain that today you will read more from *Big Cats*, and the students will talk about the reading in pairs. Ask:

Q *If your ideas are different from your partner's, how can you show that you respect your partner's thinking?*

Students might say:

“I can say ‘That’s an interesting idea.’”

“I can look at my partner while she’s talking and not get distracted.”

“I can really focus on what he’s saying instead of just waiting for it to be my turn to talk.”

Q *How does not showing respect for your partner's thinking get in the way of partners working together?*

Students might say:

“If my partner doesn’t respect what I’m thinking about, it hurts my feelings.”

“When partners don’t respect each other, they don’t want to work together.”

“Partners who don’t respect each other might not get their work done because they don’t want to help each other.”

Encourage the students to be aware of how they are showing respect for their partners during this lesson.

2 Introduce the Reading and List Questions

Show the cover of *Big Cats* and review that the students practiced asking questions about the first section of the book.

TEKS 6.B.i
TEKS 13.A.iv
Student/Teacher Narrative
Step 2

Explain that today’s reading focuses on lions. Ask:

Q *What do you think you know about lions?*

Have a few volunteers share their thinking. Then ask:



Q *What questions do you have about lions? Turn to your partner.*

Display the “Questions About Lions” chart (WA2) and list a few of the students’ ideas on the chart as they generate them. Do not take time to discuss the questions now.

Questions About Lions

- How big is the biggest lion?
- Where do lions live, besides in zoos?
- How do lions kill their prey?

WA2

Explain that, as in the previous lesson, you will stop during the reading to have partners talk and think of other questions.

3 Read Part of *Big Cats* Aloud and Ask Questions

Read pages 19–23 aloud slowly and clearly, showing the photographs and stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

rival: competing (p. 21)

suckle: feed with milk (p. 21)

lying in wait: (idiom) staying still and quiet in order to attack by surprise (p. 22)

once a kill has been made: once the lions have killed an animal (p. 22)

remains: the parts of the prey that are left over after the stronger lions have eaten (p. 22)

ELL Vocabulary

You might remind English Language Learners that some words from the reading are defined in the text (for example, the word *solitary* on p. 21) and that they should listen for these. They also may benefit from hearing additional vocabulary defined, including:

noble: splendid; wonderful (p. 19)

core: most important part; center (p. 21)

Stop after:

p. 21 “But lions are different because they are sociable—they live in groups called ‘prides.’”

Teacher Note

Notice how well partners are talking and listening to each other. Look for examples of students being respectful of others’ thinking. Share these with the class at the end of the lesson.

Teacher Note

You will not read aloud pages 14–17, which discuss tigers. These pages are featured in the extension “Read About Tigers and Discuss Questions” on page 131.

Ask:



Q *What have you learned in the part you just heard? Turn to your partner.*

After a moment, refer to the “Questions About Lions” chart and ask:

Q *What questions have been discussed in the reading so far?*

Q *What other questions could we ask?*

Quickly write additional questions on the chart. Without answering the questions at this point, reread the last sentence before the stop and continue to the next stopping point. Follow this procedure at the following stop:

p. 22 “While most of the other big cats live in dense forests, swamps, or tropical rainforests, lions usually live in wide-open plains.”

Continue reading to the end of page 22, showing the photograph on page 23.

4 Discuss the Reading and the Students’ Questions

Facilitate a discussion about the reading and the students’ questions. Be ready to reread passages and show photographs again to help the students recall what they heard. Ask:

Q *What was this reading about?*

Refer to the “Questions About Lions” chart, and ask:

Q *What did we find out in the reading about some of our questions?*

Students might say:

“Lions can be up to 10 feet long and can weigh more than 400 pounds.”

“They live in parts of Africa and in a forest in India.”

“They work together to kill their prey. Females do most of the hunting.”

Explain that the students will revisit their list of questions about lions tomorrow.

5 Discuss How Partners Showed Respect for Each Other

Facilitate a brief discussion about how partners worked together. Point out some ways you saw the students being respectful during the lesson.

You might say:

“Some partners did not interrupt each other. They did not criticize each other’s questions. They looked interested in what each other was saying.”

Teacher Note

Save the “Questions About Lions” chart (WA2) to use on Day 4.

Ask questions such as:

- Q *What else did you do today to show that you respect your partner's thinking?*
- Q *How did your partner show that he or she respects your thinking?*
- Q *How was that helpful to your work today?*

INDIVIDUALIZED DAILY READING

6 Read Independently and Ask Questions

Have the students get their texts. Ask them to think quietly about questions they have about the topics of their texts. Ask the students to think as they read about whether their texts discuss their questions. Tell the students that at the end of IDR you will ask them to share their questions with partners. Have them read silently for 20–25 minutes. After the students have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 28) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 31 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Give the students a few minutes to share what they read with partners. Have each student tell her partner the title of her text, the author's name, what the text is about, questions she had about the topic of her text, and whether the text discusses the questions. After partners have had a chance to share, discuss as a class:

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

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

TEKS 6.B.i

Student/Teacher Activity
Step 6

TEKS 6.B.ii

Student/Teacher Activity
Step 6

(first paragraph, second sentence)



Technology Tip

Prior to doing this activity, locate a few age-appropriate sources that provide information about Seymour Simon. Search for information online using the keywords “biography Seymour Simon” or “about Seymour Simon.” You might wish to bookmark the web pages that you will share with your students in your browser.



TECHNOLOGY EXTENSION

Meet the Author: Seymour Simon

The students may be interested in learning more about Seymour Simon, the award-winning author of *Big Cats* and hundreds of other books. Tell the students that Seymour Simon started writing children’s books in 1968, while he was a middle school science teacher in New York City. Ask:

Q *What else would you like to know about Seymour Simon?*

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

Q *What is something you learned about Seymour Simon?*

Day 4

Guided Strategy Practice

Materials

- *Big Cats*
- “Questions About Lions” chart (WA2) from Day 3
- *Student Response Book* pages 17–18
- “Class Assessment Record” sheet (CA1)
- *Student Response Book*, Reading Journal section
- “Journal Entry” chart (WA3)

In this lesson, the students:

- Read and discuss part of an expository nonfiction book
- Use questioning to make sense of the book
- Read independently for 20–25 minutes
- Write in their reading journals
- Explain their thinking
- Act respectfully toward their partners

1 Discuss Respect for Differing Opinions

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Explain that today partners will talk again about questions they have about lions and how those questions are addressed in the text. Point out that partners may have differing opinions about the questions and how they are answered. Remind them that respecting the other person’s thinking, even if they disagree, is part of being a good partner. Tell them that you will ask them how they did at the end of the lesson.

2 Focus on Questions About Lions

Show the cover of *Big Cats* and remind the students that they heard about lions and asked questions before and during the reading to help them better understand the text. Explain that today the students will practice using questions as they read the passage about lions themselves. Display the “Questions About Lions” chart (WA2) and ask:

Q Which of these questions do you remember being discussed in the reading yesterday? Which were not discussed?

Q Which questions are we still curious about?

Circle the questions that the students are still curious about; then add the following two questions to the chart (or if they are already on the chart, circle them):

Why do lions live in groups?

What is a lion's favorite thing to eat?

Explain that you have been thinking about these two questions about lions and that you would like the students to read for information about these questions, as well as others they are still curious about, as they read the passage about lions today.

Have the students turn to *Student Response Book* page 17, “Excerpt from *Big Cats* (1).” Ask them to underline sentences that discuss the two questions and to be ready to share their thinking with their partners and the class.

3 Read for Answers Using an Excerpt

Have the students read the excerpt and underline sentences independently.



After the students have had sufficient time to read the excerpt and underline sentences, have pairs discuss what they found out about the circled questions. Circulate as partners talk. Listen for evidence that they understand the text and that they are looking for information about the questions as they read.



CLASS ASSESSMENT NOTE

Ask yourself:

- Do the students understand the text?
- Are they underlining sentences that address the questions?

(continues)

Teacher Note

The students may not remember many details from the reading after hearing it just once. This question is intended only to stimulate their thinking and prepare them to read the passage on their own.

Teacher Note

The first question you added to the chart is answered in the passage; the second question is not.

ELL Note

Have students who have trouble reading the excerpt independently read it with their partners, or read it aloud yourself as they follow along.

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

CLASS ASSESSMENT NOTE *(continued)*

Record your observations on the “Class Assessment Record” sheet (CA1); see page 26 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are underlining passages that address the questions and show evidence that they understand the text, proceed with the lesson and continue on to Week 2.
- If **about half of the students** are underlining passages that address the questions and show evidence that they understand the text, continue on to Week 2 and plan to monitor the students who are having difficulty during independent reading. You might have a student read a short passage from his book aloud to you and think of a question he could ask at that point in the reading. Then have the student continue reading for a while and check in with him to see if his question was discussed.
- If **only a few students** are underlining passages that address the questions and show evidence that they understand the text, you might do the extension “Read About Tigers and Discuss Questions” on page 131 before continuing on to Week 2. Another option is to repeat this week’s lessons using an alternative book; visit the CCC Learning Hub (ccclearninghub.org) to view the “Grade 5 Alternative Texts” list.

4 Discuss the Reading and the Students’ Questions

Facilitate a discussion about the reading and the students’ questions by asking:

- Q *What information did you find about the question “Why do lions live in groups?” Read a sentence that you underlined aloud.*
- Q *Do others agree that this question is answered in this way? Why or why not?*
- Q *What information did you find about the question “What is a lion’s favorite thing to eat?” What does the excerpt say about a lion’s eating habits?*
- Q *How did thinking about the questions as you read the excerpt help you pay close attention to the text?*

Remind the students that *questioning* is a powerful strategy for helping readers think about and remember what they read. Encourage them to look for opportunities to ask questions when they read independently.

5 Discuss Working Together

Explain that this week the students focused on explaining their thinking and showing respect for one another's thinking. Ask questions such as:

- Q *How have you improved in your ability to explain your thinking clearly? Can you give us an example?*
- Q *When you notice your partner or classmates treating you respectfully, how does that make you feel?*
- Q *Why is it important that we all feel [appreciated] in our reading community?*

INDIVIDUALIZED DAILY READING

6 Read Independently and Write About Questions

Remind the students that they are reading nonfiction texts during IDR. Have the students get their texts. Ask them to think before they read about questions they have about the topics of their texts and to notice as they read whether their texts discuss their questions. Tell the students that at the end of IDR they will write about the questions they had in their reading journals. Have them read silently for 20–25 minutes. After the students have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 28) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 31 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask the students to think quietly about the questions they had about their topics and whether the questions were discussed in their texts.

Have the students return to their desks and open their *Student Response Books* to the next blank page in the Reading Journal section. Remind the students that this is where they can write about what they are reading. Explain that today they will each write a journal entry about the questions they had about their reading.

Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

Teacher Note

If the students have difficulty writing about what they wondered, you might model writing about something you wondered about a nonfiction text. For example, you might write: *I am reading Great Women of the American Revolution by Brianna Hall. This book is about women who participated in the Revolutionary War. I wondered whether women actually fought in the battlefield. I found out that it was against the law for women to join the army, but that some women found ways to enlist anyway.*

Vocabulary Note

Next week you will revisit *Big Cats* to teach the Week 6 vocabulary lessons.

Materials

- *Big Cats*
- *Student Response Book* pages 17–18
- Copy of “Excerpt from *Big Cats*” (BLM2) for each student

Teacher Note

Prior to doing this activity, you may wish to do the extension “Read About Tigers and Discuss Questions” on page 131. If you do so, you might abbreviate the portion of the activity in which you read aloud and discuss the passage on tigers.

Also prior to doing this activity, visit the CCC Learning Hub (cclearninghub.org) to access and print “Excerpt from *Big Cats*” (BLM2). Make enough copies for each student to have one, and set aside a copy for yourself. Preview the excerpt and identify vocabulary that you want to clarify as you read.

Display the “Journal Entry” chart (WA3) and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

Journal Entry

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

- The title and the author’s name
- What the text is about
- A question you had about the topic
- What you learned about the topic

WA3

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

Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class.

WRITING ABOUT READING

Compare Lions and Tigers

Show the cover of *Big Cats* and remind the students that they heard parts of this book earlier. Ask the students to turn to *Student Response Book* page 17 and review that this passage from the book discusses lions. Explain that today the students will compare lions and tigers and then write about how the two animals are alike and how they are different.

Ask the students to follow along as you read pages 19–22 of *Big Cats* aloud and to think as they listen about what information the passage gives about lions. Read pages 19–22 aloud. Then ask:

Q *What information do we learn about lions in this passage?*

Record the students’ ideas where everyone can see them, under the heading “Lions.”

Distribute the copies of “Excerpt from *Big Cats*” (BLM2) and explain that this is the passage from the book that discusses tigers. Ask the students to follow along as you read the excerpt aloud and to think as they listen about what information the passage gives about tigers. Read pages 14–17 aloud, showing the photographs. Then ask:

Q *What information do we learn about tigers in this passage?*

Record the students’ ideas where everyone can see them, under the heading “Tigers.” Then facilitate a discussion about how lions and tigers are alike and different.

Ask the students to watch as you think aloud and model writing about the differences and similarities between lions and tigers.

You might say:

"First I want to describe some ways lions and tigers are similar. I'll write: *Lions and tigers are the same in some ways. Both are large and powerful, and both hunt prey. Asia has been home to both lions and tigers.* Now I want to write about some of the things that are different about the two animals. I'll write: *Lions and tigers are different in many ways. For example, they look very different. Lions are not striped, whereas tigers have stripes. Male lions have manes, but tigers do not have manes. Lions cooperate when they hunt, but tigers hunt alone.*"

Have the students write about how lions and tigers are alike and different. If time permits, ask a few volunteers to share their writing with the class.

EXTENSION

Read About Tigers and Discuss Questions

Show the cover of *Big Cats* and remind the students that they have been listening to and discussing this book. Show pages 14–17 and explain that this part of the book discusses tigers. Ask:

Q *What questions do you have about tigers?*

As the students suggest questions, list the questions where everyone can see them, but do not take the time to discuss them until you have finished reading. Read pages 14–17 aloud slowly and clearly, showing the photographs. Then facilitate a discussion using questions such as:

Q *What was this reading about?*

Q *What did we find out in the reading about some of our questions?*

Q *Which questions are we still curious about?*

Add the following questions to the list (or if you have already written them, circle them):

How does a tiger avoid being noticed?

How do tigers raise their young?

TEKS 13.A.iv
Student/Teacher Activity
Extension
(first question)

Teacher Note

Prior to doing this activity, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Excerpt from *Big Cats*" (BLM2). Make enough copies for each student to have one, and set aside a copy for yourself.

Teacher Note

You might define the following vocabulary words as you read: *elegantly* ("beautifully"), *solitary* ("living alone"), *stalking* ("quietly following while hunting"), *scarce* ("few in number; not common"), *devour* ("eat as though very hungry"), and *gore* ("stab").

Teacher Note

The first of these questions is answered in the passage; the second question is not.

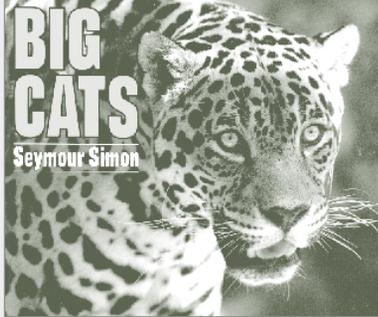
Distribute copies of “Excerpt from *Big Cats*” (BLM2). Explain that, as the students read, you would like them to look for information about these questions, as well as others they are still curious about. Ask them to underline sentences that discuss the questions. Have the students read the excerpt independently. Then discuss:

- Q *What information did you find out about the question [“How does a tiger avoid being noticed?”]? Read a sentence you underlined aloud.*
- Q *Do others agree that this question is answered in this way?*
- Q *What information did you find about the question [“How do tigers raise their young?”]?*
- Q *How did thinking about the questions as you read help you pay close attention to the text?*

Encourage the students to be aware of their questions as they read on their own.

Week 2

OVERVIEW



Big Cats*

by Seymour Simon

Readers learn about the characteristics and habits of the world's largest cats and the challenges big cats face as endangered species.

**This book was also used in Week 1.*



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA4–WA5

Assessment Forms

- “Class Assessment Record” sheet (CA2)
- “IDR Conference Notes” record sheet (CN1)
- “Individual Comprehension Assessment” record sheet (IA1)

Reproducibles

- Unit 3 family letter (BLM1)
- (Optional) “Why Are Big Cats Endangered?” (BLM3)

Professional Development Media

- “Adapting Lessons for English Language Learners” (AV13)
- “Using Blogs in the Classroom” tutorial (AV45)

Comprehension Focus

- Students learn the procedure for “Stop and Ask Questions.”
- Students use questioning to help them make sense of texts.
- Students use schema to articulate all they think they know about a topic before they read.
- Students read independently.

Social Development Focus

- Students analyze why it is important to be responsible.
- Students build on one another’s thinking during class discussions.

Ⓜ DO AHEAD

- ✓ Prior to Day 2, prepare a sheet of chart paper with the title “Discussion Prompts.” Write three discussion prompts (*I agree with _____ because . . . , I disagree with _____ because . . . , and In addition to what _____ said, I think . . .*) on the chart (see the diagram in Step 3).
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA2); see page 27 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, prepare to model “Stop and Ask Questions” using a text the students are familiar with (see Step 2). Have the question you will ask in mind ahead of time so the modeling goes smoothly.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 6 lessons this week.

Materials

- *Big Cats* from Week 1 (pages 33–35)
- “Reading Comprehension Strategies” chart
- *Student Response Book* page 19

Teacher Note

This week the social questions emphasize taking responsibility. The students begin to shift their reliance for monitoring their behavior and solving all their problems from you onto themselves. Building trusting relationships allows the students to take responsibility for solving small problems while feeling safe enough to ask you for help in solving serious problems (such as bullying or excessive teasing).

Teacher Note

You will not read pages 25–31 or 36–37 of *Big Cats* aloud this week. If the students are interested in hearing about leopards, jaguars, pumas, and snow leopards, you might consider doing the extension “Read the Rest of *Big Cats* and Practice ‘Stop and Ask Questions.’”

In this lesson, the students:

- Hear and discuss part of an expository nonfiction book
- Learn the procedure for “Stop and Ask Questions”
- Use questioning to make sense of the book
- Read independently for 20–25 minutes
- Work in a responsible way

1 Discuss Taking Responsibility

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Tell the students that they will be responsible for both thinking on their own and sharing with partners today. Ask:

- Q *What will you do to take responsibility for yourself during “Turn to Your Partner” today?*
- Q *Why is it important for you to take responsibility for yourself?*

2 Introduce “Stop and Ask Questions”

Direct the students’ attention to the “Reading Comprehension Strategies” chart. Remind them that questioning is a powerful strategy for helping readers pay close attention to what they are reading.

Explain that today you will teach the students a thinking tool called “Stop and Ask Questions.” Explain that the students will stop several times during a reading to write questions that come to mind. Have the students turn to *Student Response Book* page 19, “Stop and Ask Questions About *Big Cats*.” Explain that as you read aloud today, you will stop three times for them to think about questions.

Tell the students that you will model writing questions with them at the first stop, and then they will write questions on their own at the next two stops. Explain that the purpose of writing the questions is to help them think about the reading and to use the questions to discuss the text after the reading.

3 Introduce the Reading

Show the cover of *Big Cats*. Remind the students that last week they heard parts of this expository nonfiction book, including the section giving general information about big cats and a section featuring one of the largest types of cats, lions.

Explain that today they will hear a section of the book about cheetahs. Show the photographs on pages 32 and 34 and ask:

Q *What do you think you know about cheetahs?*

Have a few volunteers share their thinking; then ask the class to listen carefully as you read.

4 Read Part of *Big Cats* Aloud with “Stop and Ask Questions”

Read pages 33–35 aloud slowly and clearly, stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

bound: move quickly with leaps or jumps (p. 33)

gazelles: small antelopes found in Africa and Asia (p. 33)

blunted: not pointed or sharp (p. 35)

ELL Vocabulary

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

pursues: runs after (p. 33)

within striking distance: (idiom) close to or near (p. 33)

could hold out: could keep running fast (p. 33)

vultures: large birds that feed on dead animals (p. 33)

endangered: in danger of becoming extinct, or dying off (p. 35)

predators: animals that live by killing and eating other animals (p. 35)

Stop after:

p. 33 “Yet, if the gazelle could hold out for just a few minutes, it would be safe because the cheetah can only maintain its speed for a few hundred yards.”

Ask:

Q *What questions can you ask right now?*

Ask a few volunteers to share their questions with the class. Write the questions exactly as they are stated where everyone can see them. If the students have difficulty generating questions, model writing a few (for example, *Do cheetahs hunt in groups, like lions?* and *Why can a cheetah maintain its speed for only a few hundred yards?*).

Without stopping to discuss the questions, reread the last sentence before the stop and continue reading to the next stopping point:

p. 35 “The cheetah looks different from the other big cats.”

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit’s Individual Comprehension Assessment.

ELL Note

Refer to the “Words That Can Begin Questions” chart and remind the students to begin their questions with these words.

Teacher Note

The goal of this activity is for the students to practice asking questions. Remind the students to write *any* questions they can think of at this point in the reading. This helps the students avoid getting bogged down by the need to think of only “good” questions. Later they will have a chance to think about the kinds of questions that generate the most discussion about a book.

Have the students individually write questions that come to mind in the Stop 2 box on *Student Response Book* page 19, “Stop and Ask Questions About *Big Cats*.” When most students are finished writing, reread the last sentence before the stop and continue reading. Follow this procedure again at the last stopping point:

p. 35 “Cheetahs are one of the most endangered big cats.”

Continue reading to the end of page 35.

5 Use Questions to Discuss the Reading in Pairs



Tell the students that now they will use their questions to help them talk about the reading with their partners. Give the students a few moments to review their questions individually, and then have partners discuss the reading using their questions.

As partners talk, circulate among them. As you circulate, notice whether the students have generated questions independently and whether the questions are relevant to the reading. If you notice partners having difficulty using their questions to discuss the reading, either because they did not write questions or because they cannot get started talking, you might stimulate their interaction by asking them the questions below.

If the students did not write questions, ask:

Q *Look at the questions we wrote together at the first stop. What did you find out during the reading that might help answer some of the questions? Talk to each other and explain your thinking.*

If the students wrote questions but are not discussing them, ask:

Q *How are your questions similar to or different from your partner’s? Which of the questions you or your partner wrote are discussed in the text, and how are they discussed? Which are not discussed?*

6 Discuss as a Class

After several minutes, facilitate a discussion using the questions that follow. Be ready to reread passages and show photographs again to help the students recall what they heard.

Q *What is something you learned about cheetahs from today’s reading?*

Q *What did you find out about what cheetahs look like?*

Ask the students to review the questions they wrote. Ask:

Q *What is a question that got you and your partner talking? What did you hear in the reading that helped you talk about that question?*

Have a few volunteers share their thinking.

Teacher Note

As you circulate, notice whether the students are talking and listening to each other in a responsible way, and what problems, if any, you want to bring up at the end of the lesson.



Facilitation Tip

Continue to practice **asking questions once** without repeating or rewording them and **using wait-time**. Notice the effect this has on the students’ attentiveness during class discussions.

Students might say:

"My partner asked, 'Why are cheetahs endangered?' The book says female cheetahs cannot defend their young against predators, so that might be one reason."

"My partner asked, 'Do cheetahs hunt by themselves or with other cheetahs?' We think maybe cheetahs hunt by themselves because the book didn't mention anything about cheetahs hunting in groups."

Ask and briefly discuss:

Q *What did you do to be a responsible partner today during "Stop and Ask Questions" and "Turn to Your Partner"? How did that help your learning together?*

Students might say:

"I made sure to write my own questions during the stops. That gave me practice so I can do this on my own later."

"I asked my partner to read his question again when I didn't hear him. That helped because it kept our conversation on track."

Explain that tomorrow the students will have another chance to think about their reading using "Stop and Ask Questions" and to work with their partners.

INDIVIDUALIZED DAILY READING

7 Read Independently and Ask Questions

Have the students get their texts and read silently for 20–25 minutes. Ask the students to think before they read about questions they have about the topics of their texts. Ask them to think as they read about whether the texts discuss their questions. Tell the students that at the end of IDR you will ask them to share what they noticed with the class. After the students have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 28) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 31 of the *Assessment Resource Book*.



Technology Tip

Prior to doing this activity, locate an animal expert or organization to which you can e-mail the students' questions about big cats. You might search online using the keywords "ask a zookeeper" or "ask the zoo." Alternatively, you might contact a local or nearby zoo to see if a zookeeper on staff would be willing to correspond with your class via e-mail or a class blog. For more information about setting up and maintaining a class blog, view the "Using Blogs in the Classroom" tutorial (AV45).



Signal to let the students know when it is time to stop reading. Ask a few volunteers to share their reading with the class. Have each volunteer share the title of her text, the author's name, what the text is about, a question she had about the topic of her text, and whether the text discusses the question. Then have the students return to their desks and put away their texts.



TECHNOLOGY EXTENSION

Ask an Expert About Big Cats

Show the cover of *Big Cats* and review that the students heard this book earlier. Explain that you will reread parts of the book again and that as you read, you would like the students to think about what they still wonder about big cats. Ask the students for suggestions about which big cats they would like to hear about again. Read those sections aloud slowly and clearly. Stop after each section and ask:

Q *What questions do you have about big cats?*

As the students respond, jot down the students' questions on a piece of scratch paper.

Tell the students that they will try to find answers to some of their questions by sending an e-mail to an animal expert. Have the students help you write an e-mail or fill out the information request form (using your school's contact information) to be sent to the organization or person you identified. Share any responses you receive with the students. (Be sure to check your "junk e-mail" folder to ensure that response e-mails do not get lost.)

In this lesson, the students:

- Learn discussion prompts to build on one another's thinking
- Hear part of an expository nonfiction book read aloud again
- Use questioning to make sense of the book
- Read independently for 20-25 minutes
- Work in a responsible way

1 Review "Stop and Ask Questions"

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Review the previous lesson, in which the students heard about cheetahs in the book *Big Cats* and used "Stop and Ask Questions" to help them make sense of the text. Remind them that the purpose of asking questions is to help them pay close attention to a text and to read for information about their questions.

Ask the students to turn to *Student Response Book* page 19, "Stop and Ask Questions About *Big Cats*." Have them review the questions they wrote yesterday.

Explain that today you will reread the part of *Big Cats* about cheetahs. Ask:

Q *What is a question you wrote about cheetahs that you want to listen for information about today?*

Have a few volunteers share their questions with the class.

2 Reread Part of *Big Cats* Aloud



Read pages 33-35 aloud, slowly and clearly. Stop reading briefly at the bottom of each page and have the students talk with their partners about any questions they wrote that they think were discussed on that page. Circulate as the students talk. Listen for evidence that they understood the text and are referring to it in their discussions.

3 Discuss Questions and Teach Discussion Prompts

At the end of the reading, facilitate a discussion using the following questions:

Q *What did you hear during the second reading that you missed during the first reading?*

Q *What new information did you hear that addressed any of your questions?*

Materials

- *Big Cats*
- *Student Response Book* page 19
- "Discussion Prompts" chart, prepared ahead

ELPS 3.B.iii
Step 3

Teacher Note

Disagreements about whether and how a question is answered in the book are opportunities for the students to think more deeply and use evidence from the text to support their opinions. Be ready to reread passages and show photographs again to help the students recall what they heard.

Teacher Note

If your students are already familiar with the discussion prompts, simply direct their attention to the prompts and remind the students to use them.

Teacher Note

Save the “Discussion Prompts” chart to use on Day 3.

Q *Do others agree that the question was discussed in that way? What did you hear in the reading that makes you agree or disagree?*

Stop early in the discussion and direct the students’ attention to the “Discussion Prompts” chart.

Discussion Prompts

- I agree with _____ because . . .
- I disagree with _____ because . . .
- In addition to what _____ said, I think . . .

Explain that using these three prompts will help the students listen and build on one another’s thinking. Ask them to use one of these prompts when they add to the discussion. You might model a couple of examples like those in the “Students might say” note.

Students might say:

“I agree with [Tom and Mimi] that the question ‘Are cheetahs the fastest runners?’ is answered ‘yes’ because the book says the cheetah is the fastest land animal in the world.”

“I disagree with [Tom and Mimi] because it says the cheetah needs to slow down after running only a few hundred yards.”

4 Reflect on Using the Discussion Prompts

Facilitate a brief discussion about how the students did using the discussion prompts in the class discussion. Ask:

Q *How did using the discussion prompts help you listen to one another? How did it help you take responsibility for your thinking during the discussion?*

Explain that tomorrow the students will use questioning again to think about their reading, use the prompts during the class discussion, and work with their partners.

INDIVIDUALIZED DAILY READING

5 Read Independently and Ask Questions



Have the students get their texts. Ask them to think quietly about questions they have about the topics of their texts. After a moment, have partners take turns sharing what questions they have. Ask the

students to think as they read about whether their texts discuss their questions. Tell the students that at the end of IDR you will ask them to share what they noticed with partners. Have them read silently for 20–25 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 28) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 31 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Give the students a few minutes to share what they read with partners. Have each student tell her partner the title of her text, the author’s name, what the text is about, questions she had about the topic of her text, and whether the text discusses the questions. After partners have had a chance to share, discuss as a class:

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

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



TECHNOLOGY EXTENSION

Research and Write About Leopards

Show the cover of *Big Cats* and remind the students that they heard parts of this book earlier. Show pages 24–25 and explain that this section of the book is about leopards. Ask:

Q *What are you curious to learn about leopards?*

Write the students’ questions where everyone can see them. Then ask the students to listen for answers to their questions as you read aloud from the book. Read page 25 aloud, slowly and clearly. Ask:

Q *What is something you learned about leopards from the part I just read?*

Q *What questions do you still have about leopards?*

Write the students’ questions where everyone can see them. Briefly discuss what keywords might be useful in an Internet search to answer



Technology Tip

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

Day 3

Read-aloud/ Guided Strategy Practice

Materials

- *Big Cats* (page 38)
- “Questions About the Survival of Big Cats” chart (WA4)
- *Student Response Book* page 20
- “Class Assessment Record” sheet (CA2)
- “Discussion Prompts” chart

Teacher Note

The students may not understand that *survival* here means survival of the various species of big cats (not individual animals). Substitute the word *existence* if it will be helpful.

these questions (for example, “leopards climb trees,” “leopards raise young,” or “leopards stalk prey”).

Guide the students in an online search for reputable websites with relevant information. As a class, browse the websites to find information and images that answer the students’ questions. After the search is finished, briefly discuss:

Q *What is something else you have learned about leopards?*

Have the students write paragraphs about what they learned. Ask the students to title their paragraphs and use at least one other text feature. If time permits, have the students share their writing with the class.

In this lesson, the students:

- Practice using discussion prompts to build on one another’s thinking
- Hear, read, and discuss part of an expository nonfiction book
- Use questioning to make sense of the book
- Explore an ethical issue in the book
- Read independently for 20–25 minutes
- Listen to one another

1 Review Questioning and Introduce the Reading

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind the students that they have been asking questions to help them pay close attention to text. Explain that today you will read aloud the last page of *Big Cats*, which describes how human beings are threatening the survival of big cats in the world. Ask:

Q *What questions can we ask about how people are threatening the survival of big cats?*

Display the “Questions About the Survival of Big Cats” chart (WA4) and list a few of the students’ ideas on the chart as they generate them.

Students might say:

"What are the biggest threats to their survival?"

"Who is working to help them survive?"

"What can kids do to help big cats survive?"

Ask the students to listen carefully to find out what they can learn about their questions.

2 Read Part of *Big Cats* Aloud

Read page 38 of the book aloud, slowly and clearly, showing the photograph on page 39. Clarify vocabulary as you read.

Suggested Vocabulary

relentlessly: without interruption (p. 38)

preserves: places where wild animals are protected (p. 38)

ELL Vocabulary

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

livestock: cows, sheep, and other animals that live on farms (p. 38)

illegal: not allowed; against the law (p. 38)

treasure the wildlife: treat wild animals well because they are special (p. 38)

3 Read and Discuss Questions in Pairs

Direct the students to *Student Response Book* page 20, "Excerpt from *Big Cats* (2)." Ask them to underline sentences that discuss any of the questions and to be ready to share their thinking with the class.



After the students have had sufficient time to read the excerpt and underline sentences, have pairs discuss what they found out about the questions. Circulate as partners talk. Listen for evidence that they understand the text and that they are looking for information about the questions as they read.

ELL Note

English Language Learners may benefit from doing the second reading in pairs. Alternatively, you might read the excerpt aloud while the students follow along. To

learn more, view "Adapting Lessons for English Language Learners" (AV13).





CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students using their questions to guide their thinking about the text?
- Are they referring to the text as they discuss their questions?

Record your observations on the “Class Assessment Record” sheet (CA2); see page 27 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are using their questions to guide their thinking and referring to the text to discuss their questions, proceed with the lesson and continue on to Day 4.
- If **about half of the students** or **only a few students** are using their questions to guide their thinking and referring to the text to discuss their questions, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub (ccclearninghub.org) to view the “Grade 5 Alternative Texts” list.

Teacher Note

Use “Turn to Your Partner” as needed during this discussion to increase participation and accountability for thinking.

4 Discuss the Reading and Questions Using Prompts

Facilitate a discussion using the following questions. Direct the students’ attention to the “Discussion Prompts” chart and remind them to build on one another’s thinking using the discussion prompts they learned yesterday. Ask:

- Q *What did you read that discusses some of our questions? Read aloud a sentence you underlined.*
- Q *Do others agree that the question is discussed that way? Explain your thinking.*

Students might say:

“My partner and I think the question ‘Do people still make coats from the fur of big cats?’ was answered. The book said there is a demand for fur coats made from leopards, cheetahs, and jaguars.”

“I disagree with [Sarah and Raul], because the book says there was a demand for fur coats in the 1960s and 1970s, but it doesn’t say there’s still a demand now.”

- Q *What is a question on the chart that was not discussed? How might we find out more about this topic?*

5 Reflect on Using the Discussion Prompts

Briefly share your observations of how the students did using the discussion prompts. Remind the students that the purpose of the prompts is to help them listen carefully to one another and to build on one another's thinking. Tell them that these are important skills for them to use in any discussion, and encourage them to practice whenever they can.

Explain that tomorrow the students will practice using questioning to make sense of their independent reading.

Teacher Note

Keep the "Discussion Prompts" chart posted until the students use these prompts naturally.

INDIVIDUALIZED DAILY READING

6 Read Independently and Ask Questions



Have the students get their texts. Ask them to think quietly about questions they have about the topics of their texts. After a moment, have partners take turns sharing what questions they have. Ask the students to think as they read about whether their texts discuss their questions. Tell the students that at the end of IDR you will ask them to share what they noticed with partners. Have them read silently for 20–25 minutes. After the students have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 28) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 31 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Give the students a few minutes to share what they read with partners. Have each student tell his partner the title of his text, the author's name, what the text is about, questions he had about the topic of his text, and whether the text discusses the questions.

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

Materials

- *Big Cats*
- *Student Response Book* page 20
- Copy of “Why Are Big Cats Endangered?” (BLM3) for each student

Teacher Note

Prior to doing this activity, visit the CCC Learning Hub (ccclearninghub.org) to access and print “Why Are Big Cats Endangered?” (BLM3). Make enough copies for each student to have one, and set aside a copy for yourself.

Teacher Note

You might define the following vocabulary words as you read: *vulnerable* (“in some danger of disappearing forever”), *critically* (“extremely”), *plantations* (“huge farms”), and *wildlife trade* (“the buying and selling of wild animals”).

TEKS 7.B.i

Student/Teacher Narrative
Writing About Reading
("You might say" example)

WRITING ABOUT READING

Compare Two Texts About Why Big Cats Are Endangered

Show the cover of *Big Cats* and remind the students that they heard parts of this book earlier. Ask the students to turn to *Student Response Book* page 20 and review that this excerpt from the book describes how human beings are threatening the survival of big cats in the world. Explain that today the students will compare this excerpt with an article about why big cats are endangered and then write about what is the same and what is different in the two readings.

Ask the students to follow along as you read page 38 of *Big Cats* aloud and to think as they listen about the reasons Seymour Simon gives for why big cats are endangered. Read page 38 aloud. Then ask:

Q *What reasons does Seymour Simon give for why big cats are endangered?*

Record the students’ ideas where everyone can see them, under the heading “Big Cats Excerpt.”

Distribute “Why Are Big Cats Endangered?” (BLM3) and explain that this is an Internet article published by a nonprofit organization that works to protect wild animals. Ask the students to follow along as you read the excerpt aloud and to think as they listen about what reasons the article gives for why big cats are endangered. Read “Why Are Big Cats Endangered?” aloud. Ask:

Q *What reasons does the article give for why big cats are endangered?*

Record the students’ ideas where everyone can see them, under the heading “‘Why Are Big Cats Endangered?’ Article.” Then facilitate a discussion about what information is the same and what is different in the book excerpt and the article.

Ask the students to watch as you think aloud and model writing about what is the same and what is different in the excerpt and the article.

You might say:

“First I want to describe some of the ways the excerpt and the article are alike. I’ll write: *The excerpt from the book Big Cats and the article ‘Why Are Big Cats Endangered?’ are alike in some ways. Both are about the threats to big cats caused by human activities. They both mention that big cats are killed for their coats and to protect livestock. Now I want to write about some of the things that are different about the excerpt and the article. I’ll write: *The excerpt and the article are also different in some ways. The article gives global warming as another reason that snow leopards, lions, and tigers are endangered. The book excerpt doesn’t mention global warming.*”*

Have the students write about what is the same and what is different in the excerpt and the article. If time permits, ask a few volunteers to share their writing with the class.

EXTENSIONS

Read the Rest of *Big Cats* and Practice “Stop and Ask Questions”

Read pages 25–31 and 36–37 of *Big Cats* and have the students practice “Stop and Ask Questions” to help them be active readers. As a class, discuss the questions they generate, whether the questions are discussed in the text, and what the students learn about leopards, jaguars, pumas, and snow leopards from these parts of the book.

You might also have the students practice “Stop and Ask Questions” with their social studies, science, math, or other content-area texts. Encourage them to use self-stick notes to mark places where questions arise and to read to see what they can learn about their questions.

Read Other Books About Big Cats and Make Text-to-text Connections

If the students enjoyed learning about big cats, you might extend the exploration by reading aloud and discussing another book about big cats. Encourage the students to compare the book to *Big Cats* and make text-to-text connections. Possible titles include *Face to Face with Leopards* and *Face to Face with Lions* by Beverly and Dereck Joubert, *Face to Face with Cheetahs* by Chris Johns and Elizabeth Carney, *Everything Big Cats: Pictures to Purr About and Info to Make You Roar!* by Elizabeth Carney, and *Big Cats: In Search of Lions, Leopards, Cheetahs and Tigers* by Steve Bloom.

ELL Note

You might want to model using self-stick notes while reading.

TEKS 6.E.ii
Student/Teacher Activity
Second Extension

Materials

- Expository text for modeling, selected ahead
- Medium-size self-stick notes for each student
- *Student Response Book*, Reading Journal section
- “Journal Entry” chart (WA5)
- Copy of this unit’s family letter (BLM1) for each student

In this lesson, the students:

- Read independently
- Use questioning to think about texts they read independently
- Write in their reading journals
- Listen to one another
- Work in a responsible way

1 Review the Week

Have the students get their *Student Response Books*, pencils, and texts for independent reading and sit at desks with partners together. Review that this week the students continued to use the strategy of questioning and began using the thinking tool “Stop and Ask Questions” to help them think about texts. Remind the students that they are learning a process that they will use when they read on their own to help them better understand what they read.

2 Model “Stop and Ask Questions” with Independent Reading

Explain that the students will practice using “Stop and Ask Questions” as they read expository texts independently today. They will use self-stick notes to mark places in their reading where a question comes to mind, and they will write the question on the note. Remind them that they will use their written questions to help them discuss their reading afterward.

Model the procedure using a text the students are familiar with. Read several sentences aloud and think aloud about a question you have. Jot the question on a self-stick note and place the note in the margin where you stopped reading.

You might say:

“I’m wondering why young cheetah cubs are silver gray or white on top, instead of spotted like adults. Perhaps being silver gray or white when they’re young helps keep them camouflaged, or hidden. I’m going to write the question *Why are cheetah cubs silver gray or white on top, and not spotted?* and stick it here next to this description of their coats.”

3 Read Independently



Distribute self-stick notes to each student and have the students read silently for 15–20 minutes. Stop the class at 5-minute intervals to have the students share with their partners any questions they have written on self-stick notes so far.

4 Discuss the Students' Questions



Signal to let the students know when it is time to stop reading. Have the students talk with their partners about their questions and share what they found out in their reading about those questions. Remind them to support their thinking by referring to the text.

After partners have had time to talk, have a few volunteers share their questions with the class. Probe the students' thinking by asking questions such as:

- Q *What was happening in the book when you thought of that question?*
- Q *What did you find out about that question in your reading?*

5 Write in Reading Journals About the Students' Independent Reading

Display the “Journal Entry” chart (WA5) and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

Journal Entry

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

- The title and the author's name
- What the text is about
- One question you wrote on a self-stick note
- What, if anything, you found out about that question in your reading
- If the reading didn't answer your question, something else you learned

WA5



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

Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class.

Teacher Note

It is important during this discussion for the students to be listening and responding to one another.

Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

ELL Note

Consider having students with limited English proficiency dictate journal entries for you to write down.

Teacher Note

If the students struggle to write, you might wish to model writing a journal entry, as you did in Unit 2, Week 1, Day 4 (see Step 3).

Teacher Note

Provide time on a regular basis for the students to record the books they have completed in their reading logs.



Facilitation Tip

Reflect on your experience over the past two weeks with **asking questions once** without repeating or rewording them and **using wait-time**. Does this technique feel comfortable and natural for you? Do you find yourself using it throughout the school day? What effect has using this technique had on your students' attentiveness and responsiveness in discussions? We encourage you to continue to use and reflect on this technique as you facilitate class discussions in the future.

Vocabulary Note

Next week you will revisit *Big Cats* to teach the Week 7 vocabulary lessons.

6 Reflect on Working Together

Review that this week the students focused on using discussion prompts in class discussions to build on one another's thinking. They also thought about how they were taking responsibility for themselves. Use "Think, Pair, Share" to discuss questions such as:



Q *How do you think our class is doing at listening carefully to one another during class discussions? What do we do well? What do we want to do better?* [pause] *Turn to your partner.*

Q *What is one way you are learning to take responsibility for your own thinking and behavior?* [pause] *Turn to your partner.*

Explain that the students will have more opportunities to use "Stop and Ask Questions" to think about and discuss their independent reading. Emphasize that the students will not always be expected to write down their questions, but they should always be asking themselves questions and looking for answers when they read.

End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 3. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit's family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.

Assessment

- Before continuing on to the next unit, take this opportunity to assess individual students' reading comprehension using the "Individual Comprehension Assessment" record sheet (IA1); see page 32 of the *Assessment Resource Book*.

Unit 4

Analyzing Text Structure

FICTION

During this unit, the students analyze the elements of narrative text structure in the novel *Tuck Everlasting* by Natalie Babbitt. They study character, setting, plot, and conflict, and they use questioning to help them make sense of the novel, determining whether their questions are answered explicitly or implicitly through inference. They also explore an important theme in the novel. During IDR, they practice asking themselves questions and analyzing character, setting, plot, and theme as they read novels independently. They also continue to confer with the teacher individually about the books they are reading. Socially, they analyze why it is important to be responsible and respectful, and they practice using discussion prompts to listen and build on one another's ideas during discussions.

Unit 4 Analyzing Text Structure

RESOURCES

Read-aloud

- *Tuck Everlasting*

Writing About Reading Activities

- “Write About Setting in *Tuck Everlasting*”
- “Write Opinions About an Important Theme in *Tuck Everlasting*”
- “Write About Character Change in *Tuck Everlasting*”

IDR Mini-lesson

- Mini-lesson 2, “Self-monitoring and Using ‘Fix-up’ Strategies”



Technology Extensions

- “Start a Class Blog About *Tuck Everlasting*”
- “Revisit *Tuck Everlasting* in an Alternative Format”

Extensions

- “Identify Story Elements in Movies and TV Shows”
- “Practice Visualizing with *Tuck Everlasting*”
- “Explore Third-person Point of View in *Tuck Everlasting*”
- “Watch the Movie Version of *Tuck Everlasting*”



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA3

Assessment Forms

- “Class Assessment Record” sheets (CA1–CA4)
- “IDR Conference Notes” record sheet (CN1)
- “Individual Comprehension Assessment” record sheet (IA1)

Reproducibles

- Unit 4 family letter (BLM1)
- (Optional) “Excerpt from *Tuck Everlasting*” (BLM2)

Professional Development Media

- “Asking Facilitative Questions” (AV21)
- “Using Blogs in the Classroom” tutorial (AV45)
- “Creating Audio and Video in the Classroom” tutorial (AV50)

RESOURCES (continued)

Assessment Resource Book

- Unit 4 assessments

Student Response Book

- “Excerpt from *Tuck Everlasting*”
- “Stop and Ask Questions About *Tuck Everlasting* (1)”
- “Stop and Ask Questions About *Tuck Everlasting* (2)”
- “Stop and Ask Questions About *Tuck Everlasting* (3)”
- “Stop and Ask Questions About *Tuck Everlasting* (4)”
- “Story Elements”
- Reading Log
- Reading Journal

Vocabulary Teaching Guide

- Week 7 (*Big Cats*)
- Week 8 (*Tuck Everlasting*)
- Week 9 (*Tuck Everlasting*)
- Week 10 (*Tuck Everlasting*)

Unit 4

Analyzing Text Structure

DEVELOPMENT ACROSS THE GRADES

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

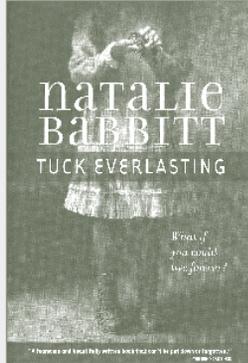
■ formally taught □ informally experienced

GRADE 5 OVERVIEW

	Day 1	Day 2	Day 3	Day 4
Week 1	<p>Read-aloud/Strategy Lesson: <i>Tuck Everlasting</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing and discussing part of a novel, including the prologue Discussing character, setting, and plot 	<p>Read-aloud/Strategy Lesson: <i>Tuck Everlasting</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing and discussing part of a novel Discussing character, setting, and plot 	<p>Read-aloud/Strategy Lesson: <i>Tuck Everlasting</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing and discussing part of a novel Discussing character, setting, and plot 	<p>Read-aloud/Guided Strategy Practice: <i>Tuck Everlasting</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing and discussing part of a novel Discussing character, setting, plot, and conflict
Week 2	<p>Read-aloud/Strategy Lesson: <i>Tuck Everlasting</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing and discussing part of a novel Using questioning to make sense of the novel Discussing character, setting, plot, and conflict 	<p>Read-aloud/Strategy Lesson: <i>Tuck Everlasting</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing and discussing part of a novel Using questioning to make sense of the novel Thinking about whether questions are answered directly, indirectly, or not at all Discussing conflict and character change 	<p>Read-aloud/Strategy Lesson: <i>Tuck Everlasting</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Learning to use discussion prompts in pairs Hearing and discussing part of a novel Using questioning to make sense of the novel Thinking about whether questions are answered directly, indirectly, or not at all 	<p>Independent Strategy Practice</p> <p>Focus:</p> <ul style="list-style-type: none"> Reading independently Using questioning to make sense of novels they read independently
Week 3	<p>Read-aloud/Strategy Lesson: <i>Tuck Everlasting</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing and discussing part of a novel Using questioning to make sense of the novel 	<p>Read-aloud/Strategy Lesson: <i>Tuck Everlasting</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing and discussing part of a novel Using questioning to make sense of the novel Discussing conflict and character 	<p>Read-aloud/Strategy Lesson: <i>Tuck Everlasting</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing and discussing part of a novel Using questioning to make sense of the novel Exploring climax Discussing character change 	<p>Independent Strategy Practice</p> <p>Focus:</p> <ul style="list-style-type: none"> Reading independently Using questioning to make sense of novels they read independently
Week 4	<p>Read-aloud/Strategy Lesson: <i>Tuck Everlasting</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing and discussing part of a novel Using questioning to make sense of the novel Discussing character change 	<p>Read-aloud/Strategy Lesson: <i>Tuck Everlasting</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing and discussing part of a novel Using questioning to make sense of the novel Discussing plot and character change Discussing an important theme 	<p>Read-aloud/Strategy Lesson: <i>Tuck Everlasting</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing and discussing part of a novel, including the epilogue Using questioning to make sense of the novel Discussing character change Discussing an important theme 	<p>Independent Strategy Practice</p> <p>Focus:</p> <ul style="list-style-type: none"> Reading independently Using questioning to make sense of novels they read independently Writing about story elements

Week 1

OVERVIEW



Tuck Everlasting*

by Natalie Babbitt

When young Winnie Foster meets the Tuck family, who have drunk from the spring of immortality, she must protect their secret while deciding if she will join them on their ageless journey or live a mortal, human life.

**This book is used throughout Unit 4.*



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA1

Assessment Forms

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

Professional Development Media

- “Asking Facilitative Questions” (AV21)
- “Using Blogs in the Classroom” tutorial (AV45)

Comprehension Focus

- Students analyze text structure in a novel, including the story elements character, setting, plot, and conflict.
- Students read independently.

Social Development Focus

- Students analyze why it is important to be responsible.
- Students build on one another's thinking during class discussions.

DO AHEAD

- ✓ Consider reading this unit's read-aloud selection with your English Language Learners before you read it to the whole class. Stop during the reading to discuss vocabulary and to check for understanding.
- ✓ Make available novels at a variety of levels so that the students can practice asking questions and making inferences about story elements (character, plot, setting, conflict, and theme) during IDR and Independent Strategy Practice throughout the unit (see "About Teaching Elements of Fiction" on Week 1, Day 1).
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit.
- ✓ Prior to Day 1, you might wish to provide each student with a copy of *Tuck Everlasting* to read during the unit. For information about ordering class sets of the novel, visit the CCC Learning Hub (ccclearninghub.org).
- ✓ Prior to Day 1, prepare a sheet of chart paper with the title "Important Elements of Fiction." Write these terms and definitions on the chart paper: *character: person in a story; setting: where and when a story takes place; and plot: what happens to the characters in a story (the events that make up the story)*. (See the diagram in Step 5.)
- ✓ Prior to Day 1, make a class set of "IDR Conference Notes" record sheets (CN1); see page 49 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA1); see page 42 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 7 lessons this week.

Day 1

Read-aloud/Strategy Lesson

Materials

- *Tuck Everlasting* (pages 3–12)
- “Important Elements of Fiction” chart, prepared ahead
- Class set of “IDR Conference Notes” record sheets (CN1)
- *Assessment Resource Book* page 46
- “Reading Comprehension Strategies” chart
- “Thinking About My Reading” chart
- Self-stick notes for each student

In this lesson, the students:

- Hear and discuss part of a novel, including the prologue
- Discuss character, setting, and plot
- Read independently for 25–30 minutes
- Begin working with new partners
- Work in a responsible way

ABOUT TEACHING ELEMENTS OF FICTION

In this four-week unit, the students explore important elements of fiction through Natalie Babbitt’s novel *Tuck Everlasting*. They ask questions and make inferences about the characters, setting, plot, and conflict, and they explore an important theme in the novel. They also practice using the comprehension strategies of questioning, making inferences, and analyzing text structure to make sense of novels during Individualized Daily Reading.

Provide a variety of novels in a wide range of genres (mystery, adventure, science fiction, historical fiction, and realistic fiction) at different reading levels for the students to read during IDR. For more information about analyzing text structure, see “The Grade 5 Comprehension Strategies” in the Introduction.

1 Pair Students and Get Ready to Work Together

Randomly assign partners and make sure they know each other’s names. Gather the class with partners sitting together, facing you. Explain that during the coming weeks the students will work with the same partners. Remind them that talking with and listening to partners helps them think more about what they are learning. Ask:

Q *What do you want to keep in mind today to be a responsible partner? Why will that be important?*

Students might say:

“I want to remember to look at my partner while she’s talking. That’s important because it helps me stay focused on what we’re talking about.”

“I want to remember to ask questions if I don’t understand something my partner says. That’s important because I might have to tell the class what my partner says.”

2 Discuss Novels and Introduce *Tuck Everlasting*

Remind the students that one type of story they have been hearing and reading this year is *fiction*, or stories that are make-believe. Explain that during the coming weeks the students will hear and read *novels*, or long fiction stories that are usually divided into chapters. Show the cover of *Tuck Everlasting* and read aloud the title and the author's name. Explain that *Tuck Everlasting* is a novel that the students will hear and discuss over the next four weeks.

Read aloud the paragraphs on the back cover of *Tuck Everlasting*. If necessary, explain that *eternal* means “never-ending,” a *spring* is a “place where water flows naturally out of the ground,” and *immortality* means “living forever.” Ask:

- Q *What do you think this story might be about?*
- Q *What do you wonder about the story?*

Students might say:

“It sounds like it will be about a girl named Winnie who meets a family that will never die.”

“I wonder whether the Tucks like knowing that they’ll live forever.”

“I wonder whether the family tries to get Winnie to drink from the spring.”

“I’m wondering if Winnie ends up drinking the water or not.”

TEKS 6.B.i
Student/Teacher Activity
Step 2
(second question)

3 Read the Prologue Aloud

Show the prologue on page 3 and explain that a *prologue* is “a short introduction before the first chapter.” Explain that you will read it aloud. Ask the students to think as they listen about what they are learning about the story.

Read pages 3–4 aloud slowly and clearly, clarifying vocabulary as you read.

Suggested Vocabulary

hub: center (p. 4)

ELL Vocabulary

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

motionless: not moving, without any wind (p. 3)

lost her patience: got tired of waiting (p. 4)

Teacher Note

You might explain that not every book has a prologue but that when the students encounter books with prologues, they should read the prologues, as these sections often contain important information that helps readers understand the books.

Teacher Note

Listeners can easily miss details at the beginning of a piece, and rereading the first page(s) can aid students' comprehension. Use this technique, when appropriate, during read-alouds throughout the program. Remember to ask the students to listen for any details they missed as they listen to the second reading.

Teacher Note

The opening pages of *Tuck Everlasting* are rich in language and likely contain vocabulary unfamiliar to your students (such as *tangent*, *tranquil*, and *forlorn*). It is not necessary to define all of these words, as the meanings of many words can be gleaned from the context. The Suggested Vocabulary list contains the terms that are critical for comprehension and that should be defined.

Tell the students that you will reread the prologue and ask them to listen for any details they might have missed. Reread pages 3–4 aloud; then ask and briefly discuss:

Q *What might the author be trying to do in this prologue?*

Students might say:

"I think the author is telling us where the story takes place and who some of the characters are."

"I think the author is trying to get us interested by hinting that something bad will happen in the story."

"I think the author wants us to wonder how the three events might end up being connected so we'll want to keep reading to find out more."

4 Read Aloud Chapters 1 and 2

Explain that you will read the first two chapters aloud, stopping several times to have partners talk about the story. Read pages 5–12 aloud slowly and clearly, stopping as described on the next page. Clarify vocabulary as you read. Stop and reread the first paragraph on page 5 before continuing with the rest of the reading.

Suggested Vocabulary

trod out: walked on (p. 5)

bovine: having to do with cows (p. 5)

contemplation: slow, deep thinking (p. 5)

veered: turned (p. 5)

gallows: place where prisoners are executed (killed) by hanging (p. 6)

trespassing: entering private property without permission (p. 7)

responsible for the wood's isolation: responsible for no one going to the woods (p. 8)

ELL Vocabulary

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

abruptly: suddenly; quickly (p. 6)

cottage: small house (p. 6)

forbidding: scary (p. 6)

private property: house or land owned by someone (p. 7)

conceal: hide (p. 8)

disaster: huge, terrible problem (p. 8)

long since ceased to interest her: stopped being interesting to her a long time ago (p. 12)

Stop after:

p. 6 “Move on—we don’t want you here.”

Ask:



Q *What are you thinking about the story so far? Turn to your partner.*

Without sharing as a class, reread the last sentence and continue reading to the next stopping point. Follow the same procedure at each of the following stops:

p. 8 “. . . would have trembled on its axis like a beetle on a pin.”

pp. 9-10 “I was having that dream again, the good one where we’re all in heaven and never heard of Treegap.”

p. 12 “For Mae Tuck, and her husband, and Miles and Jesse, too, had all looked exactly the same for eighty-seven years.”

5 Discuss the Story and Highlight Story Elements

Discuss the following questions as a class. Be ready to reread passages aloud as the students refer to them to help them recall what they heard.

Q *The characters in a story are the “people in a story.” What characters have been introduced so far? What do you know about them?*

Q *The setting of a story is “where and when a story takes place.” What do you already know about this setting?*

Q *The plot of a story is “what happens to the characters in the story.” What has happened so far?*

Direct the students’ attention to the “Important Elements of Fiction” chart.

Important Elements of Fiction

- *character: person in a story*
- *setting: where and when a story takes place*
- *plot: what happens to the characters in a story (the events that make up the story)*

Read aloud the terms and definitions, and explain that character, setting, and plot are three key elements of fiction stories. Explain that the students will think more about these story elements as they continue to hear *Tuck Everlasting*.

Teacher Note

One reason for not sharing as a class during the read-aloud is to help the students learn to rely on their partners, rather than depending solely on you, to confirm or support their thinking. Another is to maintain the flow of the story.

Teacher Note

You might explain that while characters are usually people, they can also be animals or other creatures. This is particularly common in children’s books.

Teacher Note

Save the “Important Elements of Fiction” chart to use throughout the unit.

INDIVIDUALIZED DAILY READING

Teacher Note

During IDR today, the students practice two “fix-up” strategies they can use when they do not understand what they have read: rereading and reading ahead. To provide the students with additional support for these and other “fix-up” strategies, including examples of how to model using the strategies, you might teach all or part of IDR Mini-lesson 2, “Self-monitoring and Using ‘Fix-up’ Strategies” (found in Appendix A).

Teacher Note

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

ELL Note

Help your English Language Learners choose novels at the appropriate levels. Providing a limited number of teacher-selected texts will help them make good choices.

Teacher Note

Provide time on a regular basis for the students to record the books they have completed in their reading logs.

6 Review and Practice Using “Fix-up” Strategies

Tell the students that for the next four weeks they will read novels during IDR. Direct the students’ attention to the “Thinking About My Reading” chart and remind the students that it is important for them to check their comprehension as they are reading. Remind the students that earlier they learned a couple of “fix-up” strategies, or tools a student can use when he does not understand what he has read. Review that one strategy is to reread the part of the book he does not understand slowly and carefully. Another strategy is to read ahead and look for more information.

Distribute self-stick notes to each student. Tell the students that as they read today, you want them to pause occasionally and ask themselves if they understand what they are reading. If a student does not understand what she is reading, she should mark the place in the text that she does not understand with a self-stick note and then try one or both of the “fix-up” strategies—rereading and reading ahead—to see if the strategies help her understand what she is reading. Explain that at the end of IDR you will check in with the students to see how they did with using the “fix-up” strategies. Then have the students get their novels and read silently for 25–30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Over the next four weeks, confer individually with the students about what they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 46) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 49 of the *Assessment Resource Book*.

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

- Q** *Was there any part of your reading that you did not understand today? Tell us about it.*
- Q** *Which “fix-up” strategy did you try? What happened when you [reread/read ahead]?*

If a student has tried both of the “fix-up” strategies and still does not understand the text he is reading, refer him to the “Reading Comprehension Strategies” chart and encourage him to try the strategies listed on it. Alternatively, you might encourage the student to ask you or a classmate for help.

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

In this lesson, the students:

- Hear and discuss part of a novel
- Discuss character, setting, and plot
- Read independently for 25–30 minutes
- Work in a responsible way
- Use discussion prompts to build on one another's thinking

1 Review Chapters 1 and 2

Gather the class with partners sitting together, facing you. Show the cover of *Tuck Everlasting* and remind the students that they heard the prologue and the first two chapters yesterday. Refer to the “Important Elements of Fiction” chart and review that the students discussed three key elements that are common to all fiction stories: character, setting, and plot. Briefly review these elements, and explain that recognizing and thinking about them helps readers make sense of stories and understand them at a deeper level.

Briefly review the beginning of *Tuck Everlasting* by asking:

- Q *Who are the characters we've met in Tuck Everlasting?*
- Q *Briefly, what is the plot (what happens in the story)?*
- Q *What do we know so far about the setting?*

2 Read Aloud Chapters 3 and 4 and Part of Chapter 5

Explain that as you continue reading from *Tuck Everlasting*, you will stop several times for partners to discuss their thinking. Ask the students to listen for information about character, setting, and plot.

Reread the last three sentences on page 12 aloud, starting with “Mae Tuck didn't need a mirror . . .” Then continue reading pages 13–25 slowly and clearly, stopping as described on the next page and ending after the sentence “And he seemed so glorious to Winnie that she lost her heart at once” on page 25. Clarify vocabulary as you read.

Materials

- *Tuck Everlasting* (pages 13–25)
- “Important Elements of Fiction” chart from Day 1

Teacher Note

While the students do not need to remember the definitions of these elements, they do need to understand that story elements are one framework for thinking about stories. The goal is for the students to use story elements to make sense of stories they read independently.

Teacher Note

Observe partners working together, and make note of partners talking well together and those having difficulty. Look for evidence that the students are developing an ability to work through problems by asking struggling partners questions such as:

- Q *It looks like you're having some difficulty. What's happening?*
- Q *How is that affecting the work you have to do right now?*
- Q *What can each of you do to take responsibility for getting your conversation back on track?*

Facilitation Tip

During this unit, practice **asking facilitative questions** during class discussions to help the students build on one another's thinking and respond directly to one another, not just to you. After a student comments, ask the class questions such as:

- Q *Do you agree or disagree with [Deborah]? Why?*
- Q *What questions can we ask [Deborah] about what she said?*
- Q *What can you add to what [Deborah] said?*

To see this Facilitation Tip in action, view "Asking Facilitative Questions" (AV21).



Suggested Vocabulary

- intended:** meant (p. 14)
- marionette:** puppet that moves by strings or wires (p. 18)
- suspiciously:** with doubt (p. 19)
- disheartened:** discouraged (p. 23)
- bolder:** more brave (p. 23)

ELL Vocabulary

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

- cross:** angry (p. 13)
- gnats:** tiny flying bugs (p. 13)
- melody:** song (p. 20)
- elves:** small imaginary people with magic powers (p. 21)
- satisfaction:** happiness (p. 21)
- horrors:** scary ideas (p. 23)
- damp:** a little wet (p. 23)
- vanished:** disappeared (p. 24)
- glorious:** wonderful; beautiful (p. 25)

Stop after:

- p. 16** " 'You'll see. Just wait till morning.' "

Ask:

- Q *What are you thinking about the story so far? Turn to your partner.*

Without sharing as a class, reread the last sentence and continue reading to the next stopping point. Follow the same procedure at each of the following stops:

- p. 18** " 'Forever,' the man echoed thoughtfully."
- p. 21** " 'It sounds like a music box,' said Winnie when it was over."
- p. 25** "And he seemed so glorious to Winnie that she lost her heart at once."

3 Discuss Character, Setting, and Plot

Ask:

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

After a few minutes, signal for the students' attention. Refer to the "Important Elements of Fiction" chart as you facilitate a class discussion using the following questions:

- Q *What has happened so far in this story? What is the plot?*
- Q *What are we learning about the character of Winnie? What did you hear that makes you think that?*

Q *What are we learning about the setting of the story? What is it like in the woods where Winnie is?*

Students might say:

"We're learning that Winnie is bored and frustrated at home. She wants to run away."

"In addition to what [Peter] said, she's frustrated because her mom and grandma watch her all the time."

"The setting in the woods is cool and shady, with fallen logs and lots of animals."

"I agree with [Karen]. I think I heard the words 'sweet green-velvet moss.'"

4 Reflect on Using the Discussion Prompts

Facilitate a brief discussion about how the students interacted. Ask:

Q *How did using the discussion prompts help you listen to one another? How was that responsible?*

Tell the students that they will hear more from *Tuck Everlasting* tomorrow and they will have more opportunities to use the discussion prompts in class discussions.

INDIVIDUALIZED DAILY READING

5 Read Independently and Think About Story Elements

Direct the students' attention to the "Important Elements of Fiction" chart and read the items on it aloud. Ask the students to think as they read about what they are learning about their novels' characters, settings, and plots. Tell them that at the end of IDR, you will ask them to share what they have learned with the class. Have the students get their novels and read silently for 25–30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 46) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 49 of the *Assessment Resource Book*.

Teacher Note

Encourage the students to support their thinking by referring to the text. Be ready to reread passages to help the students recall what they heard.

If necessary, remind the students to use the discussion prompts they learned in Unit 3 as they respond. The prompts are:

- "I agree with _____ because . . ."
- "I disagree with _____ because . . ."
- "In addition to what _____ said, I think . . ."

ELL Note

Consider providing a prompt for your English Language Learners' responses, such as "The prompts helped me . . ."

Day 3

Read-aloud/Strategy Lesson

Materials

- *Tuck Everlasting* (pages 25–36)
- “Winnie’s Character” chart (WA1)
- “Class Assessment Record” sheet (CA1)
- “Important Elements of Fiction” chart
- “Reading Comprehension Strategies” chart and a marker

TEKS 7.C.i
Student/Teacher Activity
Steps 1 and 2

Teacher Note

If the students have difficulty generating ideas about Winnie’s character, suggest some such as those listed in the diagram on the next page.

Signal to let the students know when it is time to stop reading. Ask a few volunteers to share with the class the titles of their novels, the authors’ names, and what their novels are about. Follow up by asking questions such as:

- Q *Who are some of the characters in your novel?*
- Q *What do you know about the characters?*
- Q *What is the setting of your novel? How do you know that?*
- Q *What is the plot of your novel?*

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

In this lesson, the students:

- Hear and discuss part of a novel
- Discuss character, setting, and plot
- Read independently for 25–30 minutes
- Use discussion prompts to build on one another’s thinking

1 Explore Character

Gather the class with partners sitting together, facing you. Remind the students that they heard the first several chapters of *Tuck Everlasting* and began thinking about the story in terms of character, setting, and plot. Briefly review the story by asking:

- Q *What has happened in the story so far?*

Use “Think, Pair, Share” to discuss:



- Q *What words or phrases might we use to describe Winnie’s character at this point in the story? Why do you think so? [pause] Turn to your partner.*

Have a few volunteers share their thinking. Display the “Winnie’s Character” chart (WA1) and list a few of the students’ ideas on the chart as they generate them.

Winnie's Character

- *bored and frustrated*
- *curious*
- *wants to run away*
- *wants to change the world*

Point out that the main characters of fiction stories often change over the course of the stories. Ask the students to think as they listen to the story about what kind of person Winnie is and how she changes.

2 Read Aloud the Rest of Chapter 5 and Then Chapter 6

Read aloud the last paragraph you read yesterday on page 25, starting at “There was a clearing directly in front of her . . .” Then continue reading pages 25–36 aloud slowly and clearly, stopping as described on the next page. Clarify vocabulary as you read.

Suggested Vocabulary

self-assurance: confidence (p. 25)

reluctantly: without really wanting to (p. 27)

solemnly: very seriously (p. 28)

bridle: something attached to the head of a horse, used to pull or guide the horse (p. 31)

outrage: anger (p. 34)

ELL Vocabulary

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

scarcely breathing: almost forgetting to breathe; watching carefully (p. 26)

admiring him: liking him (p. 28)

pale: white; looking sick (p. 29)

seized: grabbed (p. 31)

kidnapped: captured and held as a prisoner by someone (p. 31)

harm: hurt (p. 32)

merely goggled at him: just looked at him in a confused way (p. 33)

revolving: turning (p. 35)

Teacher Note

To manage the pace of the lesson, keep partner conversations brief during read-alouds.

Teacher Note

The alternative books for this unit include two novels as well as shorter stories suitable for reteaching each week's lessons. However, in order to keep the students focused on the novel *Tuck Everlasting*, you might instead prefer to reteach lessons in this unit using stories the students are already familiar with.

Stop after:

p. 26 "As he did this, he turned his face in her direction—and their eyes met."

Ask:



Q *What are you thinking about the story so far? Turn to your partner.*

Without sharing as a class, reread the last sentence and continue reading to the next stopping point:

p. 28 "'You have no idea,' he agreed with a nod."

Ask:



Q *What do you think might happen next? What in the story makes you think so? Turn to your partner.*

Without sharing as a class, reread the last sentence and continue reading to the next stopping point. Follow the same procedure at each of the following stops:

p. 30 "'The worst is happening at last.'"

p. 33 "... the man in the yellow suit, his black hat on his head."

p. 36 "'Come sit down, and we'll try to tell you why.'"

As partners talk, circulate among them and listen for whether they are able to make predictions and refer to the text to support their thinking.



CLASS ASSESSMENT NOTE

Ask yourself:

- Do the students use evidence from the text to make predictions and to support their thinking?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 42 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to use evidence from the text to make predictions and support their thinking, proceed with the lesson and continue on to Day 4.
- If **about half of the students** are able to use evidence from the text to make predictions and support their thinking, continue on to Day 4 and plan to monitor the students who are having difficulty during independent reading. You might have a student read a short passage from his story aloud to you and then have him make a prediction about what might happen next and tell you what in the story makes him think so.
- If **only a few students** are able to use evidence from the text to make predictions and support their thinking, you might give the class additional instruction by repeating Day 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 5 Alternative Texts" list.

3 Discuss Character, Setting, and Plot

First in pairs and then as a class, discuss each of the questions that follow. Be ready to reread from the text to help the students recall what they heard. Remind them to use the discussion prompts they have learned to build on one another's thinking. Ask:



Q *How would you describe the plot, or what's happening to Winnie, so far in this story? Turn to your partner.*

Q *Why do you think the Tucks might be acting so strangely? Turn to your partner.*

Refer to the “Winnie’s Character” chart and discuss:

Q *What else have we learned about Winnie that we can add to this chart? What in the story makes you think that? Turn to your partner.*

As students offer ideas about Winnie’s character, add these to the “Winnie’s Character” chart. Encourage the students to refer to the text to justify their ideas.

Students might say:

“In the plot of this story, Winnie lives a boring life until something exciting happens—she gets kidnapped by the Tucks.”

“I agree with [Rosie], and it has something to do with them not wanting her to drink from the spring.”

“In addition to what [Clay] said, Winnie gets scared and wants to go home.”

4 Add to the “Reading Comprehension Strategies” Chart

Refer to the “Important Elements of Fiction” chart and review that the students have been discussing key elements that are common to all fiction stories: character, setting, and plot. Learning to recognize these elements in any fiction the students read will help them understand it on a deeper level and enjoy it more.

Direct the students’ attention to the “Reading Comprehension Strategies” chart and add *recognizing story elements* to it. Remind the students that they should be practicing these strategies when they read independently.

Teacher Note

Save the “Winnie’s Character” chart (WA1) to use throughout the unit.

Reading Comprehension Strategies

- using text features
- questioning
- recognizing story elements

INDIVIDUALIZED DAILY READING

5 Read Independently and Think About Main Characters

Direct the students' attention to the "Important Elements of Fiction" chart and review that characters are an important element in a story. Point out that we call the important characters in a story the *main characters*. Ask the students to think as they read about who the main characters of their novels are and what they are learning about the main characters. Tell them that at the end of IDR you will ask them to share what they are learning with the class. Have the students get their novels and read silently for 25–30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 46) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 49 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask a few volunteers to share with the class the titles of their novels, the authors' names, and what their novels are about. Follow up by asking:

- Q *Who is one of the main characters in your novel?*
- Q *What are you finding out about that character?*

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

EXTENSION

Identify Story Elements in Movies and TV Shows

Point out that movies and many TV shows are fiction stories. These visual stories are based on written scripts and have the same elements as written stories (characters, settings, and plots). Have the students watch a movie or TV show and write or tell about the story elements they identify.

ELL Note

You might want to have English Language Learners watch movies or TV shows in their primary languages and identify the characters, settings, and plots.

Read-aloud/ Guided Strategy Practice

Day 4

In this lesson, the students:

- Hear and discuss part of a novel
- Discuss character, setting, plot, and conflict
- Read independently for 25–30 minutes
- Use discussion prompts to build on one another's thinking

1 Discuss Setting

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind the students that they have been hearing the novel *Tuck Everlasting* over the past few days and discussing character, setting, and plot. Point out that they have been introduced to several different settings in this story. Ask the students to close their eyes and imagine the setting as you reread the following passage aloud:

pp. 23–24 “It was another heavy morning . . . and not in the least alarming.”



Without discussing the passage, ask the students to turn to *Student Response Book* page 21, “Excerpt from *Tuck Everlasting*.” Ask partners to reread the excerpt together and talk about what the author might be trying to make them feel about the setting. Encourage them to underline words or phrases that make them feel a particular way.

Circulate and observe as partners work. If you notice the students having difficulty, support them using questions such as:

- Q** *How do you think the author wants us to feel about this setting? What words or phrases make you think so?*

Materials

- *Tuck Everlasting* (pages 37–45)
- *Student Response Book* page 21
- “Winnie’s Character” chart (WA1) from Day 3
- “Important Elements of Fiction” chart and a marker

After a few moments, signal for the students' attention and discuss as a class:

Q *What do you think the author wants us to feel about being in the woods? What words or phrases make you think so?*

Q *Is this a pleasant or unpleasant setting? Why do you think so?*

Point out that authors often use setting to communicate important things about the characters or plots of stories. Ask the students to continue to think about how the author might be using the setting as they listen to more of *Tuck Everlasting* today.

2 Read Aloud Chapters 7 and 8

Reread aloud the last paragraph you read yesterday on page 36 beginning “Look here, Winnie Foster . . .” Then read aloud pages 37–45 slowly and clearly, stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

thinly populated: without many people living in it (p. 38)

scornful: thinking something is ridiculous (p. 42)

parson: preacher (p. 43)

elated: thrilled; very happy (p. 45)

receded: went away (p. 45)

ELL Vocabulary

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

forest: large area of land covered with trees (p. 37)

happened on: came to (p. 38)

carved: cut with a knife (p. 38)

Stop after:

p. 39 “But after ten years, then twenty, they had to face the fact that there was something terribly wrong.”

Ask:



Q *What are you thinking about the story so far? Turn to your partner.*

Without sharing as a class, reread the last sentence and continue reading to the next stopping point. Follow the same procedure at each of the following stops:

p. 41 “‘And, so far as I know, I’ll stay seventeen till the end of the world.’”

p. 43 “And all three of them looked at her hopefully.”

p. 45 “. . . his mouth, above the thin, gray beard, turned ever so slightly toward a smile.”

3 Discuss the Story, Including Conflict or Problem

Facilitate a class discussion using the questions below. Be ready to reread from the text to help the students recall what they heard. Remind them to use the discussion prompts to build on one another's thinking. Ask:

Q *What important events have happened so far in the plot of this story?*

Display the “Winnie’s Character” chart (📄 WA1) and ask:

Q *In what ways is Winnie changing? What makes you think so?*

Add new ideas the students have about Winnie’s character to the chart. Reread aloud the last paragraph on page 45 and ask:

Q *What thoughts are you having about this character, and why?*

Explain that often in stories the main character or characters must deal with a conflict or problem, sometimes in the form of a danger or threat. Point out that a conflict or problem is another important element of many fiction stories, and add *conflict or problem* to the “Important Elements of Fiction” chart.

Important Elements of Fiction

- character: person in a story
- setting: where and when a story takes place
- plot: what happens to the characters in a story (the events that make up the story)
- conflict or problem

Ask:

Q *What clues have there been that the man in the yellow suit might be a problem or source of conflict for the Tucks or Winnie? Why might he be a danger or threat?*

Students might say:

“The Tucks tell Winnie about the secret of the spring.”

“In addition to what [Helena] said, Winnie starts to feel less afraid. She gets more brave.”

“The man in the yellow suit is creepy. He sneaks up behind them and hears the whole story.”

“I agree with [Colin]. He was sneaking around and asking lots of questions earlier in the story.”

TEKS 5.A.ii
Student/Teacher Activity
Step 5
(first paragraph)

Explain that the students will continue to explore conflict in *Tuck Everlasting* next week.

4 Reflect on Using Discussion Prompts

Facilitate a brief discussion about how the students are doing using the discussion prompts by asking questions such as:

- Q *What do you notice about our discussions when you use the discussion prompts?*
- Q *How does it help our discussions when we are able to build on one another's ideas?*

Encourage the students to continue to practice using the prompts during discussions throughout the day.

INDIVIDUALIZED DAILY READING

5 Read Independently and Think About Conflicts or Problems

Direct the students' attention to the "Important Elements of Fiction" chart and remind the students that characters in novels often face conflicts or problems. Ask the students to think as they read about what they are learning about the conflicts or problems faced by the characters in their novels. Tell them that at the end of IDR you will ask them to share what they are learning with the class. Have the students get their novels and read silently for 25–30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 46) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 49 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Give the students a few minutes to share what they read with partners. Have each partner tell the title of her novel and the author's name, what the novel is about, and any conflicts or problems the characters in the novel face. After partners have had a chance to share, discuss as a class:

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

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



TECHNOLOGY EXTENSION

Start a Class Blog About *Tuck Everlasting*

Create a class blog as a forum for the students' thoughts and ideas about *Tuck Everlasting*. Begin by having the students help you write the title, the author's name, and a brief summary of the book. Then have the students help you compose a few sentences telling what the class is enjoying about the novel and what strategies the class has practiced using as they listen to it. Post the write-up on the class blog and invite the students to write their own entries throughout the remaining weeks of the unit. (You might create a schedule that has each student contributing at least one blog entry about the book.) Provide the following questions to stimulate their thinking as they write their blog entries:

- Q *What did you hear in the story today that surprised you?*
- Q *What are you enjoying about the story?*
- Q *What questions do you have about the story?*
- Q *What do you think is going to happen next? Why?*

Alternatively, you might instead have the students blog about the novels they are reading independently. Students might respond to questions such as:

- Q *What is the novel about?*
- Q *Who are the main characters (people in the story) and what are they like?*
- Q *What is the setting (where and when does the story take place)?*
- Q *What is the plot (what happens to the characters)?*
- Q *Would you recommend this novel? Why?*

Invite the students' families to read the blog and post follow-up comments and questions. Share the families' comments and questions with the students and invite the students to respond to them.

Vocabulary Note

Next week you will revisit *Tuck Everlasting* to teach the Week 8 vocabulary lessons.



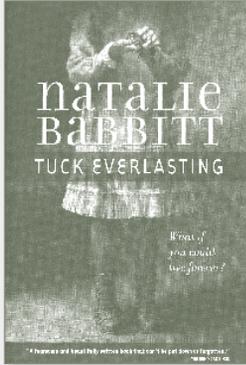
Technology Tip

For more information about setting up and maintaining a class blog, view the "Using Blogs in the Classroom" tutorial (AV45).



Week 2

OVERVIEW



Tuck Everlasting*

by Natalie Babbitt

When young Winnie Foster meets the Tuck family, who have drunk from the spring of immortality, she must protect their secret while deciding if she will join them on their ageless journey or live a mortal, human life.

**This book is used throughout Unit 4.*



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA1

Assessment Forms

- “Class Assessment Record” sheet (CA2)
- “IDR Conference Notes” record sheet (CN1)

Reproducible

- (Optional) “Excerpt from *Tuck Everlasting*” (BLM2)

Comprehension Focus

- Students use questioning to make sense of a novel.
- Students think about whether their questions are answered explicitly or implicitly in a novel.
- Students analyze text structure, including the story elements character, setting, plot, and conflict.
- Students read independently.

Social Development Focus

- Students analyze why it is important to be respectful.
- Students build on one another's thinking during partner and class discussions.

⌚ DO AHEAD

- ✓ Prior to Day 1, prepare a sheet of chart paper with the title “Questions About *Tuck Everlasting*.”
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA2); see page 43 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 8 lessons this week.

Materials

- *Tuck Everlasting* (pages 46–55)
- “Reading Comprehension Strategies” chart
- “Questions About *Tuck Everlasting*” chart, prepared ahead, and a marker
- *Student Response Book* page 22
- “Important Elements of Fiction” chart from Week 1

In this lesson, the students:

- Hear and discuss part of a novel
- Use questioning to make sense of the novel
- Discuss character, setting, plot, and conflict
- Read independently for 25–30 minutes
- Use discussion prompts to build on one another’s thinking

1 Review Chapters 1–8

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind them that they have been exploring elements of fiction through the novel *Tuck Everlasting*. Ask and briefly discuss:

Q *What has happened in the story so far?*

2 Review the “Reading Comprehension Strategies” Chart

Refer to the “Reading Comprehension Strategies” chart and review that recognizing story elements is a powerful strategy the students can use to better understand stories they hear and read independently. If necessary, refer to the “Important Elements of Fiction” chart and review the story elements character, setting, plot, and conflict or problem.

Remind the students that questioning is also a powerful strategy for helping readers pay close attention to a text and that they used this strategy previously with expository texts. Explain that they will use questioning to help them make sense of fiction in the coming weeks.

3 Read Aloud Chapter 9 and Model “Stop and Ask Questions”

Explain that the students will use the thinking tool “Stop and Ask Questions” as they listen to chapters 9 and 10 of *Tuck Everlasting*. Explain that as you read aloud, you will stop several times for them to think about what questions they have and write those questions down. Refer to the “Questions About *Tuck Everlasting*” chart and explain that they will come up with questions together as a class at the first two stops.

Reread the last paragraph on page 45 aloud. Then continue to read pages 46–49 aloud slowly and clearly, stopping as described on the next page. Clarify vocabulary as you read.

Suggested Vocabulary

put vanity aside: stopped caring so much about how she looked (p. 46)

revived: awakened from sleep (p. 47)

colander: bowl with holes in it that is used to wash vegetables (p. 47)

ELL Vocabulary

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

on the brink of burning: so dry it could easily catch on fire (p. 47)

embankment: hill (p. 47)

enveloped: covered or surrounded (p. 49)

Stop after:

p. 48 “The boys say you brung along a real, honest-to-goodness, natural child!”

Ask:



Q *What questions can we ask about the story right now? Turn to your partner.*

Have a few volunteers share their questions with the class.

Record the questions, exactly as stated, on the “Questions About *Tuck Everlasting*” chart.

Reread the last sentence and continue reading to the next stop:

p. 49 “. . . this is the finest thing that’s happened in—oh—at least eighty years.”

Ask:



Q *What questions can we ask about the story? Turn to your partner.*

Have a few volunteers share their questions. Record the questions, exactly as stated, on the “Questions About *Tuck Everlasting*” chart.

4 Continue Reading Aloud with “Stop and Ask Questions”

Ask the students to turn to *Student Response Book* page 22, “Stop and Ask Questions About *Tuck Everlasting* (1).” Explain that at the next three stops, the students will write questions on their own.

Reread the last sentence on page 49. Then continue to read aloud through page 55 slowly and clearly, stopping as described on the next page and clarifying vocabulary as you read.

Teacher Note

The intent of “Stop and Ask Questions” is to have the students focus on the kinds of questions that *could be asked* about the reading, even if they do not naturally have questions at this point. Students should generate *any* questions they can think of related to the reading. Accept their questions without discussion. Hearing others’ questions gives the students examples of the kinds of questions that can be asked. If the students have difficulty generating questions, model writing a few yourself (for example, *Does anyone else know where the Tucks live? How is Tuck going to behave toward Winnie? and Is Winnie going to like staying with the Tucks?*).

Facilitation Tip

Continue to **ask facilitative questions** to build accountability and participation during class discussions. Redirect students' comments to the class by asking:

- Q *Do you agree or disagree with what [Ricki] just said? Why?*
- Q *What can you add to what [Ricki] said?*

Much of the learning in this program relies on creating a dynamic discourse among the students. Facilitative questions teach them that their comments contribute to a class discussion and that they are responsible for listening to one another and responding.

Teacher Note

The purpose of this discussion is to establish the students' surface-level understanding and their ability to ask questions about the text. The students may struggle to support their conclusions with details from the story. Be ready to reread passages from the text to help the students recall what they heard.

Suggested Vocabulary

indomitable: unbeatable (p. 50)

camphor: mothballs, used to keep moths away from clothes (p. 51)

revolutionary: world- or life-changing (p. 53)

shed: take off (p. 55)

ELL Vocabulary

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

helter-skelter: in a confused way (p. 51)

disarray: mess (p. 52)

carpentering: making things out of wood (p. 53)

blacksmith: person who makes things out of iron, like horseshoes (p. 53)

Stop after:

- p. 53** " 'Where do they go when they're away?' asked Winnie. 'What do they do?'"

Have the students quietly write their questions in the Stop 3 box on *Student Response Book* page 22. Without discussing as a class, reread the last sentence and continue reading. Follow this procedure at the next two stopping points:

- p. 54** " 'It's just about time.'"

- p. 55** " 'And, likewise, I don't see how we deserve to be cursed, if it's a curse.'"

Then read to the end of page 55.

5 Use Questions to Discuss the Story



Ask the students to review their questions and put a check mark next to each question they think is answered in the story. Then have partners discuss the story using their questions. Ask them to think about what they heard that might help answer some of their questions.

After a few minutes, facilitate a class discussion using the questions below. Encourage the students to use the discussion prompts they have learned. Ask:

- Q *Which questions got you and your partner talking about the reading? What did you hear that helped you to discuss those questions?*

If the students do not suggest the question “Is immortality a blessing or a curse?” ask it yourself and record it, exactly as stated, on the “Questions About *Tuck Everlasting*” chart.

Students might say:

“My partner asked, ‘Where do the boys live when they’re not with their parents?’ We said the answer is in the story, because Mae says they move from place to place.”

“I asked, ‘How does Winnie like the Tucks’ home?’ We remembered that the book says Winnie is ‘charmed.’ That tells me she likes it, at least so far.”

Tell the students that in the next lesson, they will revisit their questions and use them to think more about the story.

INDIVIDUALIZED DAILY READING

6 Read Independently and Think About Story Elements

Direct the students’ attention to the “Important Elements of Fiction” chart. Ask the students to think as they read about what they are learning about their novels’ characters, settings, and plots, as well as any conflicts or problems the characters face. Tell them that at the end of IDR, you will ask them to share what they are learning with the class. Have the students get their novels and read silently for 25–30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 46) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 49 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask a few volunteers to share with the class the titles of their novels, the authors’ names, and what the novels are about. Follow up by asking questions such as:

Q *Who is a main character in your novel?*

Q *What are you finding out about that character?*

Teacher Note

Refrain from discussing the question “Is immortality a blessing or a curse?” at this point. The question is an important theme in *Tuck Everlasting* and will be revisited by the students in Week 4, Day 2 (see Step 2).

Teacher Note

Save the “Questions About *Tuck Everlasting*” chart to use throughout the unit.

Materials

- *Tuck Everlasting*
- Copy of “Excerpt from *Tuck Everlasting*” (BLM2) for each student

Teacher Note

You might explain that in the novel, the paragraph begins “So she . . .” but that “[Winnie]” is used in the excerpt to make clear who is being referred to.

Teacher Note

Prior to doing this activity, visit the CCC Learning Hub (ccclearninghub.org) to access and print copies of “Excerpt from *Tuck Everlasting*” (BLM2). Make enough copies for each student to have one, and set aside a copy for yourself. Preview the excerpt and identify vocabulary that you want to clarify as you read.

Q *What conflict or problem is that character facing?*

Q *What is the setting like in your novel?*

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

WRITING ABOUT READING

Write About Setting in *Tuck Everlasting*

Show the cover of *Tuck Everlasting* and review that earlier the class discussed a setting in the novel. Explain that today the students will take a closer look at another setting in the novel, the Tucks’ home, and they will think about what the setting tells them about the Tucks.

Distribute copies of “Excerpt from *Tuck Everlasting*” (BLM2) and explain that this is the part of the novel that introduces the Tucks’ home. Ask the students to follow along as you read the excerpt aloud and to think as they listen about what they are learning about the setting and what it tells them about the kind of people the Tucks are. Read the excerpt aloud slowly and clearly. Stop periodically and ask:

Q *What new details are you learning about the Tucks’ home?*

After you have finished reading the excerpt aloud, ask:

Q *How would you describe the Tucks’ home in your own words? What in the story makes you think that?*

Have a few volunteers share their thinking. Then ask:

Q *What does this setting tell you about the kind of people the Tucks are?*

Have a few volunteers share their thinking.

Students might say:

“The Tucks’ home is very messy. The book says the furniture is ‘set about helter-skelter’ and there’s a lot of dust and cobwebs. That makes me think they are relaxed. They’d rather relax than run around cleaning up all the time.”

“I agree with [Roberta]. I think they’re relaxed and they’re also very creative. They’re always making things and that causes a lot of mess.”

“I agree with [Roberta and Tim]. They also seem cheerful. The book describes sunlight pouring in and bowls of flowers everywhere. That sounds like a cheerful home.”

“I partly agree with [Antoine], but it also seems a little sad that they have to live in such a messy place. I wonder if it means they’re kind of depressed because they’re stuck in time. Maybe they’ve given up on taking care of things.”

Ask the students to watch as you think aloud and model writing about the setting of the Tucks’ home and what it reveals about the Tuck family.

You might say:

"First I want to describe the setting. I'll write: *The Tucks' home is messy and not very clean. There are cobwebs and dust, materials from Mae's sewing projects, and half-finished carving projects that Tuck is working on. It is also filled with sunlight and flowers.* Now I want to write about what this tells me about the Tucks. I'll write: *These details tell me that the Tucks are relaxed, creative people who are more interested in enjoying life and doing interesting projects than worrying about keeping an orderly home.*"

Have the students write about the setting of the Tucks' home and what it reveals to them about the Tucks. If time permits, ask a few volunteers to share their writing with the class.

Read-aloud/Strategy Lesson

Day 2

In this lesson, the students:

- Hear and discuss part of a novel
- Use questioning to make sense of the novel
- Think about whether questions are answered directly, indirectly, or not at all
- Discuss conflict and character change
- Read independently for 25–30 minutes
- Use discussion prompts to build on one another's thinking

Materials

- *Tuck Everlasting* (pages 56–66)
- “Questions About *Tuck Everlasting*” chart from Day 1
- *Student Response Book* pages 22–23
- “Important Elements of Fiction” chart
- “Winnie’s Character” chart (WA1) from Week 1

1 Review Questions About the Story

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind the students that yesterday they used “Stop and Ask Questions” to help them make sense of and discuss *Tuck Everlasting*. Briefly review the questions on the “Questions About *Tuck Everlasting*” chart, and have the students review the questions they wrote on *Student Response Book* page 22.

Explain that the students will practice “Stop and Ask Questions” again today as they listen to chapters 11, 12, and 13. Ask them to turn to *Student Response Book* page 23, “Stop and Ask Questions About *Tuck Everlasting* (2).” Explain that as they did yesterday, they will ask questions together as a class at the first stop and then write their own questions at the next four stops.

2 Read Aloud Chapters 11, 12, and 13

Reread the last paragraph on page 55 aloud. Then read pages 56–66 aloud slowly and clearly, stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

luxurious: like something very expensive, pleasurable, and special (p. 56)

elation: great happiness (p. 57)

wood thrush: kind of bird (p. 61)

bow: front of a boat (p. 62)

stern: back of a boat (p. 62)

protesting: arguing (p. 63)

anguish: great suffering or pain (p. 64)

ELL Vocabulary

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

collapse: fall apart (p. 57)

criminals: people who break the law (p. 57)

surge of relief: sudden feeling that everything will be all right (p. 58)

rescued: saved (from her kidnappers) (p. 60)

trample: walk or stomp on (p. 64)

Teacher Note

Remember that the intent of “Stop and Ask Questions” is to have the students focus on the kinds of questions that *could be asked* about the reading. Students should generate *any* questions they can think of related to the reading.

Teacher Note

Circulate and notice whether students are able to write questions at each stop. If they are having difficulty, have a few volunteers share their questions with the class and record them on the class chart, without stopping for discussion. Then have the students resume writing questions on their own.

Stop after:

p. 57 “She put down her fork and said, unsteadily, ‘I want to go home.’”

Ask:

Q *What questions can we ask about the story right now?*

Call on a few volunteers to share their questions aloud, and record the questions, exactly as stated, on the “Questions About *Tuck Everlasting*” chart. Then reread the last sentence and continue reading to the next stop:

p. 59 “ ‘Come along, child. Let’s go out on the water.’ ”

Have the students record their questions in the Stop 2 box on *Student Response Book* page 23. Without discussing the questions, reread the last sentence before the stop and continue reading to the next stopping point. Follow this procedure at the remaining stops:

p. 63 “ ‘That’s what us Tucks are, Winnie. Stuck so’s we can’t move on.’ ”

p. 65 “ ‘Someone’s stole the horse.’ ”

p. 66 “ ‘I know where they’ve taken the little girl.’ ”

3 Analyze Questions Individually

Ask the students to individually review their questions from *Student Response Book* pages 22–23 and to put a check mark next to each question they think is answered in the story. After they have had a moment to do this, call for their attention.

Point out that sometimes answers to questions are given right in the text, and sometimes an answer is not given directly but can be figured out from clues in the story. Direct the students' attention to one question on the "Questions About *Tuck Everlasting*" chart that is answered directly in the story and one that is answered indirectly, and think aloud about how the questions are answered, referring to the text to support your thinking.

You might say:

"The question 'Does Miles have a job?' is answered directly on page 53, where Mae says, 'Miles can do carpentering, and he's a pretty fair blacksmith, too.' The question 'Is the man in the yellow suit good or bad?' isn't answered directly, but the story gives us clues. He spied on the Tucks and overheard their story, and now he has stolen their horse and taken it to the Fosters in the middle of the night. He's up to something, but we don't know what."

Ask:

Q *What is another question on our chart that has been answered? Is it answered directly, or indirectly using clues? How?*

Ask the students to look at the questions they wrote on *Student Response Book* pages 22–23 and to think quietly to themselves as you ask the following questions, one at a time:

Q *Look at the questions you marked with a check. Which of those questions do you think are answered directly in the story?*

Q *Which of those questions do you think are answered indirectly through clues? What clues?*

4 Use Questions to Discuss the Story



Have the students discuss the story in pairs using their questions. Ask them to think about what they heard in the story that might help answer their questions and about whether their questions were answered directly or indirectly through clues.

When most pairs have finished talking, facilitate a class discussion using the questions that follow. Remind the students to use the discussion prompts to help them build on one another's thinking. Ask:

Q *What is a question that got you and your partner talking about the story?*

Q *Is that question answered directly, or did you figure out the answer from clues? What clues?*

Teacher Note

If necessary, add examples of questions answered directly or indirectly to the chart.

Teacher Note

Disagreements about whether and how a question is answered are opportunities for the students to think more deeply about a story and use evidence from the text to support their opinions. Remember that after hearing the text just once, the students will likely need help recalling details. Be ready to reread passages from the text as they refer to them in their explanations.

Teacher Note

The reading comprehension strategy of making inferences is introduced informally here. It will be the focus of Units 5 and 6.

TEKS 8.B.i

TEKS 8.B.ii

Student/Teacher Narrative
Step 5

Teacher Note

Character change and conflict can be subtle and challenging for students to understand. These ideas are introduced here and revisited in the coming days, but students often need repeated exposure over many different texts to begin to see how these elements function in literature. The goal in this unit is for the students to develop an awareness that most fiction contains characters who face challenges and learn from them, and that readers should look for these elements to help them make sense of the fiction they read.

Q *What questions were not answered? How do you know?*

Q *Do others agree that the question is [answered in that way/not answered]? Explain your thinking.*

Students might say:

"My partner asked, 'Why did Winnie suddenly say she wanted to go home?' We said the answer is in the story, because it said she didn't like the way the Tucks were eating."

"I disagree with [Sadie] because it was more than that. She started to think they were dirty and crazy and that they were criminals."

Explain that when a reader uses clues to figure out something that is not stated directly in a story, the reader is making an *inference*. Explain that making inferences is an important reading comprehension strategy that the students will explore in more depth in the coming weeks.

5 Discuss Conflict and Character Change

Refer to the "Important Elements of Fiction" chart and remind the students that good readers think about character, setting, plot, and conflict to help them make sense of what is happening in a fiction story. Point out that conflicts can be between characters or within a character's own feelings. Display the "Winnie's Character" chart (WA1). Use "Think, Pair, Share" to discuss:



Q *Winnie feels many conflicting feelings (feelings that oppose or disagree with each other) in this story. What are some of these feelings? [pause] Turn to your partner.*

Have a few volunteers share their thinking.

Students might say:

"She wants to run away and change the world, but sometimes she's also afraid and wants to go home."

"She likes the Tucks sometimes, but she also thinks they might be crazy criminals."

As the students respond, record their thoughts on the chart. If necessary, point out that Winnie has conflicting feelings about the Tucks and whether she can trust them or not. She is also conflicted between her desire to be independent (to run away and make a difference in the world) and her fear of independence (wanting to be rescued and go home). Explain that characters often learn or change as a result of a story's conflicts. Ask:

Q *How do you think Winnie might change as the story goes on?*

Explain that the students will continue to think in the coming weeks about how Winnie changes over the course of the story.

INDIVIDUALIZED DAILY READING

6 Read Independently and Think About Story Elements

Direct the students' attention to the "Important Elements of Fiction" chart. Ask the students to think as they read about what they are learning about their novels' characters, settings, and plots, as well as any conflicts or problems the characters face. Tell them that at the end of IDR you will ask them to share what they are learning with the class. Have the students get their novels and read silently for 25–30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 46) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 49 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask a few volunteers to share with the class the titles of their novels, the authors' names, and what the novels are about. Follow up by asking questions such as:

- Q *Who is a main character in your novel?*
- Q *What are you finding out about that character?*
- Q *What conflict is that character facing? How do you think the character might change?*
- Q *What is the setting like in your novel? What feelings does the author communicate through the setting?*

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

EXTENSION

Practice Visualizing with *Tuck Everlasting*

Invite the students to close their eyes and visualize (make a picture in their minds) as they listen to you reread the opening three paragraphs of chapter 12 of *Tuck Everlasting*. Read those paragraphs aloud slowly and clearly. Then have partners turn and talk about what they imagined.

Day 3

Read-aloud/Strategy Lesson

Materials

- *Tuck Everlasting* (pages 67–75)
- *Student Response Book* pages 22–24
- “Important Elements of Fiction” chart

As a class, ask and briefly discuss:

- Q *What senses did you use as you listened to this description?*
- Q *What words did you hear, and what did those words make you imagine?*

Invite the students to look for descriptive language in fiction stories they read independently. Have students read descriptive passages aloud to partners or to the class. Encourage the students to listen to each passage with their eyes closed and to think about what the author is doing to help them imagine what is happening.

In this lesson, the students:

- Learn to use discussion prompts in pairs
- Hear and discuss part of a novel
- Use questioning to make sense of the novel
- Think about whether their questions are answered directly, indirectly, or not at all
- Read independently for 25–30 minutes
- Act respectfully toward their partners

1 Introduce Using Discussion Prompts in Pairs

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind the students that they have been using discussion prompts to help them build on one another’s ideas during class discussions. Ask:

- Q *How do you think the prompts have been helping us communicate better during class discussions?*

Explain that today you would like the students to start using the discussion prompts during their partner conversations as well as during class discussions. Ask:

- Q *If you and your partner disagree, what will you do to let him or her know that you still respect his or her thinking?*

Ask the students to keep what they talked about in mind as they practice using the prompts in pairs today.

2 Briefly Review the Story

Ask and briefly discuss:

Q *What are some of the things that have happened since Winnie arrived at the Tucks' house?*

Ask the students to briefly review their questions on *Student Response Book* pages 22–23. Explain that you will read chapters 14 and 15 aloud today and that the students will continue to ask questions and listen for answers to their questions. Have them turn to *Student Response Book* page 24, “Stop and Ask Questions About *Tuck Everlasting* (3).”

3 Read Aloud Chapters 14 and 15

Read pages 67–75 aloud slowly and clearly, stopping at the five stops below to have students write their questions. Clarify vocabulary as you read.

Suggested Vocabulary

struck dumb: unable to talk (p. 72)

barbarian: uncivilized person with bad manners (p. 74)

illiterates: people who don't know how to read or write (p. 74)

constable: police officer in a small town (p. 75)

ELL Vocabulary

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

refused: turned down; said no to (p. 68)

adored: loved (p. 72)

p. 68 “It was nonsense. Wasn't it? Well, wasn't it?”

p. 71 “And all at once she wondered what would happen to the Tucks when her father came.”

p. 72 “. . . and stared into the moonlight for another half an hour before she fell asleep.”

p. 74 “ ‘It would mean a great deal to me to own it.’ ”

p. 75 “ ‘I'm so thankful I was here to help you out!’ ”

4 Analyze Questions Individually

Ask the students to review the questions they wrote today, as well as their questions on *Student Response Book* pages 22–23, and to put a check mark next to questions they think are answered in the story. After

Teacher Note

Keep this discussion moving. It is not necessary to hear from all the students. Use “Turn to Your Partner” as necessary to engage everyone in thinking about the questions, but call on just a few students to share aloud during the class discussion.

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step and in Step 4 for this unit's Individual Comprehension Assessment.

Teacher Note

Circulate as the students discuss their questions, and make note of instances where you hear the students using the discussion prompts. You will share these with the class at the end of today's lesson.

a few moments, call for their attention and have them think quietly to themselves as you ask the following questions, one at a time:

- Q** *Look at the questions you marked with a check. Which of those questions do you think are answered directly in the story?*
- Q** *Which questions do you think are answered indirectly through clues? What clues?*

5 Use Questions to Discuss the Story



Have partners discuss the story with each other using their questions. Ask them to think about what they heard in the story that might help answer their questions and whether their questions were answered directly or indirectly through clues. Refer to the discussion prompts and remind the students to use the prompts in their partner conversations.

When most pairs have finished talking, facilitate a class discussion using the questions that follow. Remind the students to use the discussion prompts to help them listen to one another, and be ready to reread from the text to help the students recall what they heard. Ask:

- Q** *What is a question that got you and your partner talking about the story?*
- Q** *Is that question answered directly, or did you figure out the answer from clues? What clues?*
- Q** *What did we find out about the man in the yellow suit in today's reading? What clues do we have about his personality?*
- Q** *How is Winnie feeling about the Tuck family at this point? How do you know?*

Explain that the students will continue to use their questions to discuss *Tuck Everlasting* next week.

6 Reflect on Using Discussion Prompts in Pairs

Facilitate a brief discussion about how the students did using the discussion prompts while talking with their partners. Share examples of prompts you heard the students using.

Explain that the goal of learning the discussion prompts is to use them naturally in both partner and class conversations. The discussion prompts can help the students listen well and participate responsibly in all discussions.

INDIVIDUALIZED DAILY READING

7 Read Independently and Think About Story Elements

Direct the students' attention to the "Important Elements of Fiction" chart. Ask the students to think as they read about what they are learning about their novels' characters, settings, and plots, as well as any conflicts or problems the characters face. Tell them that at the end of IDR, you will ask them to share what they are learning with the class. Have the students get their novels and read silently for 25–30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 46) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 49 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Give the students a few minutes to share what they read with partners. Have each partner tell the title of his novel, the author's name, what the novel is about, and what he is learning about the setting, the plot, or the characters and any conflicts they face. After partners have had a chance to share, discuss as a class:

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

Remind the students that the purpose of sharing their partners' thinking is to help them develop their listening skills. If time permits, have one or two volunteers read interesting passages from their novels to the class.

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

Materials

- Medium-size self-stick notes for each student
- “Class Assessment Record” sheet (CA2)

TEKS 6.B.iii

TEKS 6.B.iv

Student/Teacher Narrative

Steps 1 and 2 and Teacher Note on page 194

Teacher Note

If necessary, model the procedure using a fiction story the students are familiar with. Read several sentences aloud, think aloud about a question you have, jot the question on a self-stick note, and place the note in the margin where you stopped reading. For example, you might use *Something to Remember Me By* and say, “I’m wondering whether the girl in the story is going to keep all the things her grandmother gave her even after she grows up. I’m going to write the question *Will the girl keep all her grandmother’s gifts even after she grows up?* on a self-stick note and put the note here, next to the part that lists lots of things her grandmother gave her.”

In this lesson, the students:

- Read independently
- Use questioning to make sense of novels they read independently
- Act respectfully toward their partners

1 Review Questioning

Have the students get their pencils and novels for independent reading and sit at desks with partners together. Remind them that they have been using the strategy of questioning and the thinking tool “Stop and Ask Questions” to help them make sense of the novel *Tuck Everlasting*. Review that they thought about whether or not their questions were answered and, if they were, whether they were answered directly or whether they were answered indirectly through story clues.

Remind the students that questioning is a valuable strategy for helping readers understand everything they read. Explain that today they will practice using questioning in their independent reading.

2 Use “Stop and Ask Questions” with Independent Reading

Explain that the students will practice using “Stop and Ask Questions” as they read novels independently today. They will use self-stick notes to mark places in their reading where questions come to mind, and they will write each question on a note. Remind them that they used this thinking tool previously to ask questions about expository texts and that they will use their written questions to help them discuss their reading afterward.

3 Read Independently and Share Questions



Distribute self-stick notes to each student and have the students read novels independently for 25–30 minutes. Stop at 5-minute intervals to have partners share questions they have written on self-stick notes so far. At the first stop, have each student say the title of the book she is reading, the author’s name, and a few sentences about the plot.

Circulate among the students and notice whether they are able to write questions about their reading. Ask individual students questions such as:

- Q *What question can you ask about the setting of the novel? The characters? The conflict?*
- Q *What is happening in the novel right now? What is one thing you wonder about what is happening? How can you ask that as a question?*

TEKS 6.B.iii

Student/Teacher Activity

Steps 3 and 4

4 Discuss the Students' Questions



Signal to let the students know when it is time to stop reading. Have the students talk with their partners about their questions and what they found out in their reading about those questions. Remind them to act in a respectful way toward each other.

Circulate among pairs. Listen for evidence that the students asked questions during their reading and are referring to the text to discuss their questions.



CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students using their questions to talk about their reading?
- Are they referring to the text to discuss their questions?

Record your observations on the “Class Assessment Record” sheet (CA2); see page 43 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are using their questions to talk about their independent reading, proceed with the lesson and continue on to Week 3.
- If **about half of the students** are using their questions to talk about their independent reading, continue on to Week 3 and plan to monitor students who are having difficulty during independent reading. You might have a student read a short passage from her story aloud to you and think of a question she could ask at that point in the reading. Then have the student continue reading for a while and check in with her to see if her question was discussed.
- If **only a few students** are using their questions to talk about their independent reading, you might give the class additional instruction by repeating this week’s instruction using a familiar story or an alternative book before continuing on to Week 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the “Grade 5 Alternative Texts” list.

Have a few volunteers share their questions with the class. Probe the students’ thinking by asking:

- Q *What was happening in the text when that question came to mind?*
- Q *How would you answer that question right now? What evidence in the novel makes you think that?*
- Q *Is that question answered directly in the text or indirectly through clues? If directly, how? If indirectly, through what clues?*

Explain that the students will have more opportunities to use “Stop and Ask Questions” to think about their reading.

 **ELL Note**

Consider providing prompts for your English Language Learners' responses, such as "I noticed myself using the prompts . . ." and "A time when I could use the prompts is . . ."

Vocabulary Note

Next week you will revisit *Tuck Everlasting* to teach the Week 9 vocabulary lessons.

5 Reflect on Working Together

Remind the students that this week they focused on using prompts to help them listen and build on one another's thinking in partner and class conversations, and that the goal of learning the discussion prompts is to use them naturally throughout the day. Ask and briefly discuss questions such as:

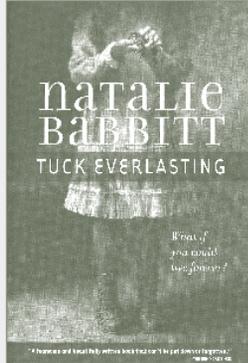
- Q** *Have you noticed yourself using the discussion prompts naturally in your conversations throughout the day? Tell us about it.*
- Q** *If you haven't been using the discussion prompts, when is a time during the school day that you might be able to use them to help you listen to and talk with another person?*

Encourage the students to look for opportunities to use the discussion prompts naturally throughout the day, and let them know that you will check in with them again next week to see how they are doing.

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

Week 3

OVERVIEW



*Tuck Everlasting**

by Natalie Babbitt

When young Winnie Foster meets the Tuck family, who have drunk from the spring of immortality, she must protect their secret while deciding if she will join them on their ageless journey or live a mortal, human life.

**This book is used throughout Unit 4.*



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA2

Assessment Forms

- “Class Assessment Record” sheet (CA3)
- “IDR Conference Notes” record sheet (CN1)

Comprehension Focus

- Students use questioning to make sense of a novel.
- Students think about whether their questions are answered explicitly or implicitly in a novel.
- Students analyze text structure, including the story elements character, setting, plot, and conflict.
- Students read independently.

Social Development Focus

- Students analyze why it is important to be respectful.
- Students build on one another's thinking during partner and class discussions.

🕒 DO AHEAD

- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA3); see page 44 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 9 lessons this week.

Day 1

Read-aloud/Strategy Lesson

Materials

- *Tuck Everlasting* (pages 76–88)
- “Important Elements of Fiction” chart
- *Student Response Book* pages 22–25

Teacher Note

Keep this discussion moving. It is not necessary to hear from all the students. Use “Turn to Your Partner” as necessary to engage everyone in thinking about the questions, but call on just a few students to share aloud during the class discussion.

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step and in Step 3 for this unit’s Individual Comprehension Assessment.

In this lesson, the students:

- Hear and discuss part of a novel
- Use questioning to make sense of the novel
- Read independently for 25–30 minutes
- Use discussion prompts to build on one another’s thinking

1 Review Chapters 9–15

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind the students that they have been exploring elements of fiction as they hear the novel *Tuck Everlasting*. Briefly review the “Important Elements of Fiction” chart and explain that as the students hear more of the novel this week, they will talk about how these elements contribute to the story. Ask and briefly discuss:

Q *What do you remember about the story?*

2 Read Aloud Chapters 16 and 17

Have the students turn to *Student Response Book* pages 22–24 and review the questions they wrote last week. After a moment, ask:

Q *What questions did you write last week that you will be listening for information about today?*

Explain that you will read chapters 16 and 17 aloud today and that the students will continue to ask questions and listen for answers to their questions. Have them turn to *Student Response Book* page 25, “Stop and Ask Questions About *Tuck Everlasting* (4).”

Read pages 76–88 aloud slowly and clearly, stopping at the four stops on the next page to have the students write their questions. Clarify vocabulary as you read.

Suggested Vocabulary

gallows: place where prisoners are executed (killed) by hanging (p. 78)

oar: boat paddle made of wood (p. 84)

peril: life-threatening danger (p. 85)

teeming world: place with many creatures in it (p. 85)

ELL Vocabulary

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

dawn: morning (p. 76)

courteous: polite (p. 76)

kidnapping: crime in which someone is captured and held as a prisoner by someone (p. 78)

gallop: horse's fast run (p. 79)

mosquito: a kind of blood-sucking flying insect (p. 86)

- p. 77** "The constable ran his fingers down the gleaming barrel of the shotgun."
- p. 79** "'Say,' he said. 'You're kind of a close-lipped feller, ain't you?'"
- p. 84** "'Why didn't you take them to the spring and give them some of the special water?'"
- p. 87** "'Put it back, Miles,' she said, her voice dry and harsh. 'Put it back right away.'"

Read to the end of the chapter.

3 Analyze Questions Individually

Ask the students to review the questions they wrote today, as well as their questions on *Student Response Book* pages 22–24, and to put a check mark next to questions they think are answered in the story. After a few moments, call for their attention and have them think quietly to themselves as you ask the following questions, one at a time:

- Q** *Look at the questions you marked with a check. Which of those questions do you think are answered directly in the story?*
- Q** *Which questions do you think are answered indirectly through clues? What clues?*

4 Use Questions to Discuss the Story



Have partners discuss the story with each other using their questions. Ask them to think about what they heard in the story that might help answer their questions and whether their questions were answered directly or indirectly through clues. Refer to the discussion prompts and remind the students to use them in their partner conversations.

When most pairs have finished talking, facilitate a class discussion using the questions that follow. Remind the students to use the discussion prompts to help them listen to one another, and be ready to reread from the text to help the students recall what they heard. Ask:

- Q** *What is a question that got you and your partner talking about the story?*
- Q** *Is that question answered directly, or did you figure out the answer from clues? What clues?*

Q *How is Winnie feeling about the Tucks now? What in the story makes you think that?*

Remind the students that when a reader uses clues to figure out something that is not stated directly in a story, the reader is making an *inference*. Review that making inferences is an important reading comprehension strategy that the students will explore in more depth in the coming weeks.

5 Reflect on Using Discussion Prompts in Pairs

Facilitate a brief discussion of how the students did using the discussion prompts while talking with their partners. Ask:

Q *Who used one of the prompts today while talking with your partner? How did that help you listen well and participate responsibly in the discussion?*

Remind the students that the goal of learning the discussion prompts is to use them naturally in both partner and class conversations.

INDIVIDUALIZED DAILY READING

6 Read Independently and Think About Story Elements

Direct the students' attention to the "Important Elements of Fiction" chart. Ask the students to think as they read about what they are learning about their novels' characters, settings, and plots, as well as any conflicts or problems the characters face. Tell them that at the end of IDR you will ask them to share what they are learning with the class. Have the students get their novels and read silently for 25–30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 46) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 49 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask a few volunteers to share with the class the titles of their novels, the authors' names, and what their novels are about. Follow up by asking questions such as:

Q *Who is a main character in your novel?*

- Q *What are you finding out about that character?*
- Q *What conflict or problem is that character facing? How do you think the character is changing?*
- Q *What is the setting like in your novel? What feelings does the author communicate through the setting?*

If time permits, have one or two volunteers read interesting passages from their novels to the class.

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

Read-aloud/Strategy Lesson

Day 2

In this lesson, the students:

- Hear and discuss part of a novel
- Use questioning to make sense of the novel
- Discuss conflict and character
- Read independently for 25–30 minutes
- Write in their reading journals
- Use discussion prompts to build on one another’s thinking

1 Review Chapters 16 and 17

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind them that yesterday they heard chapters 16 and 17 of *Tuck Everlasting*. Briefly review the story by discussing:

- Q *What new information did we find out about the man in the yellow suit in yesterday’s reading?*
- Q *What happens when Winnie and Miles go fishing?*

2 Read Aloud Chapters 18 and 19

Have the students turn to *Student Response Book* pages 22–25 and review the questions they have written. After a moment, ask:

- Q *What questions have you written that you will be listening for information about today?*

Explain that the students will not write new questions today but that you will stop periodically as you read today to have partners talk about what they are hearing. At the end of the reading, they will revisit their questions and use them to talk about the reading.

Materials

- *Tuck Everlasting* (pages 89–100)
- *Student Response Book* pages 22–25
- “Important Elements of Fiction” chart
- *Student Response Book*, Reading Journal section
- “Journal Entry” chart (WA2)

Read pages 89–100 aloud slowly and clearly, stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

took possession of me: made me so interested I could think of nothing else (p. 95)

flush: red color (on the skin) (p. 97)

ignorant: uneducated; not very smart (p. 98)

demonstrations: shows (p. 98)

fatal: able to cause death (p. 98)

patent-medicine show: show usually put on by someone who's trying to make money in a dishonest way (p. 98)

ELL Vocabulary

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

blushed: turned red from embarrassment (p. 89)

fascinated: very interested (p. 95)

Stop after:

p. 92 "It is Mrs. Tuck, isn't it. May I come in?"

Ask:



Q *What's happening at this point in the story? Turn to your partner.*

Without discussing as a class, reread the last sentence before the stop and continue reading to the next stopping point. Follow this procedure at the remaining stops:

p. 95 " 'Anna!' whispered Miles."

p. 97 " 'I'm going to sell the water, you see.' "

p. 100 "And at that very moment, riding through the pine trees just in time to see it all, came the Treegap constable."

Teacher Note

Remind the students to use the discussion prompts during this discussion. Also be ready to reread from the text to help the students recall what they heard.

TEKS 8.B.i

TEKS 8.B.ii

Student/Teacher Activity
Step 3

3 Discuss Conflicts or Problems

Ask:

Q *What has happened in these two chapters?*

Refer to the "Important Elements of Fiction" chart and remind the students that often in a story a character or characters face a conflict or problem. Point out that there are several conflicts or problems happening at this point in the story. Ask:

Q *What are some of the conflicts or problems in the story?*

Q *What do you think might happen next?*

Students might say:

"One conflict is that the man in the yellow suit wants to sell the secret water, and he wants to use the Tucks and Winnie to make money."

"In addition to what [Corey] said, now Mae has a real problem. She is in trouble because she hit the man with the shotgun and the constable saw her do it."

"I think Mae might attack the constable, too."

"I disagree with [Hannah] because Mae is not a violent character most of the time. She's gentle. I think the constable will arrest her."

If necessary, point out the following conflicts or problems in the story at this point: the man in the yellow suit has shown himself to be an enemy who plans to reveal the Tucks' secret and make Winnie drink the water; Mae, normally such a gentle character, has violently attacked the man in the yellow suit; and the constable has witnessed Mae's attack of the man in the yellow suit.

4 Use Questions to Further Discuss the Story



Ask the students to review their questions on *Student Response Book* pages 22–25 and to put a check mark next to any questions they think have been answered in the story. Then have partners discuss the story with each other using their questions. Ask them to think about what they heard in the story that might help answer their questions and whether their questions were answered either directly or indirectly through clues.

When most pairs have finished talking, facilitate a class discussion using the following questions:

- Q *What is a question that got you and your partner talking about the story?*
- Q *Is that question answered directly, or did you figure out the answer from clues? What clues?*
- Q *What questions were not answered? How do you know?*
- Q *Do others agree that the question is [answered in that way/not answered]? Explain your thinking.*

Explain that tomorrow the students will have another opportunity to use their questions to think about *Tuck Everlasting*.

INDIVIDUALIZED DAILY READING

5 Write in Reading Journals About the Students' Independent Reading

Ask the students to think as they read about what they are learning about the conflicts or problems the characters in their novels are facing and how the characters are changing. Tell the students that at the end of IDR you will ask them to write about what they are learning. Have the



Facilitation Tip

Continue to practice **asking facilitative questions** during class discussions to help the students respond directly to one another.

Teacher Note

Remember that disagreements are opportunities for the students to think more deeply about a story and to use evidence from the text to support their opinions. After hearing the text just once, the students will likely need help recalling details. Be ready to reread passages from the text as they refer to them in their explanations.

Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

students get their novels and read silently for 25–30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 46) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 49 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Display the “Journal Entry” chart (WA2) and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

WA2

Journal Entry

Write a journal entry about the novel you are reading.

Please include:

- The title and the author’s name
- What the novel is about
- What you learned about:
 - a conflict or problem a character is facing,
 - a change in a character, or
 - something else you learned about a character

ELL Note

Consider having your students with limited English proficiency dictate journal entries for you to write down.

Teacher Note

If the students struggle to write, you might wish to model writing a journal entry, as you did in Unit 2, Week 1, Day 4 (see Step 3).



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

Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class.

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

In this lesson, the students:

- Hear and discuss part of a novel
- Use questioning to make sense of the novel
- Explore climax
- Discuss character change
- Read independently for 25–30 minutes
- Use discussion prompts to build on one another’s thinking

1 Briefly Review the Story and Explore Climax

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Briefly review what happened in yesterday’s reading from *Tuck Everlasting* by discussing:

Q *What happened at the Tuck cottage in yesterday’s reading?*

Q *What else did we learn about the man in the yellow suit?*

Explain that most fiction plots have a climax and that a *climax* is a “point of great excitement and interest in a story.” Explain that usually the climax of a plot centers around one of the story’s conflicts, such as the conflict between the Tucks and the man in the yellow suit. Ask:

Q *What exciting and interesting event happened in yesterday’s reading involving the Tucks and the man in the yellow suit?*

If necessary, remind the students that Mae Tuck hit the man in the yellow suit with a shotgun. Explain that this event is the climax of the story because it is a moment of great excitement and interest and also because it lets us know how the conflict between the Tucks and the man in the yellow suit ends. Add *climax* and its definition to the “Important Elements of Fiction” chart.

Materials

- *Tuck Everlasting* (pages 101–110)
- “Important Elements of Fiction” chart and a marker
- “Winnie’s Character” chart (WA1) from Week 1
- “Class Assessment Record” sheet (CA3)
- *Student Response Book* pages 22–25

Important Elements of Fiction

- *character*: person in a story
- *setting*: where and when a story takes place
- *plot*: what happens to the characters in a story (the events that make up the story)
- *conflict or problem*
- *climax*: point of great excitement and interest in a story

Explain that after the climax, characters often change in some way. Display the “Winnie’s Character” chart (🌍 WA1) and briefly review the items on it. Explain that as you read chapters 20 and 21 today, you would like the students to listen for ways that Winnie might be changing. Tell them that you will stop several times during the reading so partners can discuss their thinking.

2 Read Aloud Chapters 20 and 21

Reread the last paragraph on page 100 aloud; then read pages 101–110 aloud slowly and clearly, stopping as described on the next page. Clarify vocabulary as you read.

Suggested Vocabulary

marionette: puppet that moves by strings or wires (p. 102)

entranced: in a trance; filled with wonder (p. 103)

necessity: something you must have (p. 105)

🌍 ELL Vocabulary

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

unflinchingly: boldly; without fear (p. 102)

envious: wanting something that someone else has; jealous (p. 103)

I’ll make out: I’ll be all right (p. 103)

of her own free will: because she wanted to (p. 106)

Stop after:

p. 104 “‘Mr. Tuck,’ she said, ‘don’t worry. Everything’s going to be all right.’”

Ask:



Q *What are you thinking about the part of the story you just heard? Turn to your partner.*

Without discussing as a class, reread the last sentence before the stop and continue reading to the next stopping point. Follow this procedure at the remaining stops:

p. 105 “. . . Mae Tuck would not be able to die.”

p. 108 “And no amount of telling about it could help them understand or share what she felt.”

3 Discuss Character Change

Refer to the “Winnie’s Character” chart. Use “Think, Pair, Share” to discuss the following questions:



Q *How is Winnie changing? What makes you think so? [pause] Turn to your partner.*

Q *What do you think has caused her to change? [pause] Turn to your partner.*

Have a few volunteers share their thinking.

Students might say:

“Winnie is not as afraid as she was at first. She knows that she loves the Tucks and wants to defend them.”

“I agree with [Jonah]. Winnie is brave when she tells the constable that she wanted to go with the Tucks and that they didn’t kidnap her.”

“In addition to what [Jonah and Minoru] said, I think one thing that makes Winnie change is that she realizes the Tucks care about saving others from having to live forever like they do.”

Circulate among pairs. Listen for evidence that the students understand the idea of character change and are referring to the text to discuss their ideas.



CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to identify ways that Winnie is changing?
- Are they referring to the text to discuss their ideas?

(continues)

Teacher Note

Remind the students to use the discussion prompts during this discussion. Also be ready to reread from the text to help the students recall what they heard.

CLASS ASSESSMENT NOTE *(continued)*

Record your observations on the “Class Assessment Record” sheet (CA3); see page 44 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to use evidence from the text to discuss character change, proceed with the lesson and continue on to Day 4.
- If **about half of the students** or **only a few students** are able to use evidence from the text to discuss character change, you might give the class additional instruction by repeating Day 3 of this week using a familiar story or an alternative book before continuing on to Day 4. Visit the CCC Learning Hub (ccclearninghub.org) to view the “Grade 5 Alternative Texts” list.

4 Use Questions to Further Discuss the Story



As you did yesterday, ask the students to review their questions on *Student Response Book* pages 22–25 and to put a check mark next to any questions they think are being answered in the story. Then have partners discuss the story with each other using their questions.

When most pairs have finished talking, facilitate a class discussion by asking:

- Q *What is a question that got you and your partner talking about the story?*
- Q *Is that question answered directly, or did you figure out the answer from clues? What clues?*
- Q *What questions were not answered? How do you know?*
- Q *Do others agree that the question is [answered in that way/not answered]? Explain your thinking.*

Encourage the students to continue to practice asking questions to deepen their understanding and enjoyment of fiction.

INDIVIDUALIZED DAILY READING

5 Read Independently and Think About Character Change

Ask the students to think as they read about how the characters in their novels are changing. Tell the students that at the end of IDR, you will ask them to share what they are learning with the class. Have the students get their novels and read silently for 25–30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 46) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 49 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Give the students a few minutes to share what they read with partners. Have each partner tell the title of his novel, the author’s name, what the novel is about, and how the characters are changing. After partners have had a chance to share, discuss as a class:

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

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

EXTENSION

Explore Third-person Point of View in *Tuck Everlasting*

Explain that you are going to read aloud a paragraph from *Tuck Everlasting* and that, as you read it, you want the students to think about who is telling the story. Read aloud the first paragraph on page 50 of *Tuck Everlasting* slowly and clearly. Then ask:

Q *Who is telling the story? What in the story makes you think so?*

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

Students might say:

“It’s hard to tell who’s telling the story because the person telling it doesn’t say anything about herself.”

“Maybe the narrator could just be the writer, Natalie Babbitt.”

Explain that the person telling the story in *Tuck Everlasting* is not a character in the story and that when the person telling the story is not a character in the story, we say the story is being told from the *third-person point of view*. Tell the students that when a story is told from the third-person point of view, the story uses pronouns such as *he*, *she*, *they*, *him*, *her*, and *their* to talk about the characters. Review that when a story is

Teacher Note

It is possible that some students are reading novels written in the second-person point of view that use the pronoun *you*. If necessary, explain that *second-person point of view* directly addresses the reader using the pronoun *you* and can make a reader feel as though he or she is in a conversation with the narrator.

told from the *first-person point of view*, the person telling the story is a character in the story and so the story also uses pronouns such as *I*, *my*, and *me*. Ask:

Q *Do you think Tuck Everlasting would be a more interesting story if it were told from the first-person point of view, for example, from Winnie's point of view? Why?*

Have a few volunteers share their thinking with the class.

Have the students page through the novels they are reading independently and determine whether the novels are written in the third-person or first-person point of view. Have them share their thinking in pairs; then have a few volunteers share their thinking with the class. Have them read aloud passages that they think demonstrate which point of view the stories are written in.

Encourage the students to continue to notice the points of view of stories they hear and read and to think about how the points of view affect their thoughts and feelings about the stories.

Day 4

Independent Strategy Practice

Materials

- Medium-size self-stick notes for each student

In this lesson, the students:

- Read independently
- Use questioning to make sense of novels they read independently
- Act respectfully toward their partners

1 Review Questioning

Have the students get their pencils and novels for independent reading and sit at desks with partners together. Remind them that they have been using the strategy of questioning to help them make sense of the novel *Tuck Everlasting*. Review that they thought about whether or not their questions were answered and, if so, whether they were answered directly or indirectly through story clues.

Remind the students that questioning is a valuable strategy for helping readers understand everything they read. Explain that today they will again practice using questioning in their independent reading.

2 Use “Stop and Ask Questions” with Independent Reading

Explain that today the students will practice using “Stop and Ask Questions” as they read novels independently. Review that they will use self-stick notes to mark places in their reading where questions come to mind, and they will write each question on a note. Explain that they will use their written questions to help them write about and discuss their reading afterward.

3 Read Independently and Share Questions



Distribute self-stick notes to each student and have the students read novels independently for 25–30 minutes. Stop the students at 5-minute intervals to have partners share questions they have written on self-stick notes so far. At the first stop, have each student say the title of the book she is reading, the author’s name, and a few sentences about the plot.

Circulate among the students and notice whether they are able to write questions about their reading. Ask individual students questions such as:

- Q *What question can you ask about the setting of the novel? The characters? The conflict?*
- Q *What is happening in the novel right now? What is one thing you wonder about what is happening? How can you ask that as a question?*

4 Discuss the Students’ Questions



Signal to let the students know when it is time to stop reading. Have the students talk with their partners about their questions and what they found out in their reading about those questions. Remind them to act in a respectful way toward each other.

Circulate among pairs. Listen for evidence that the students asked questions during their reading and are referring to the text to discuss their questions.

Have a few volunteers share their questions with the class. Remind each volunteer to say the title of the book he is reading and the author’s name. Probe the students’ thinking by asking:

- Q *What was happening in the text when that question came to mind?*
- Q *How would you answer that question right now? What evidence in the novel makes you think that?*
- Q *Is that question answered directly in the text or indirectly through clues? If directly, how? If indirectly, through what clues?*

Explain that the students will have more opportunities to use “Stop and Ask Questions” to think about their reading.

Teacher Note

If necessary, model the procedure using a fiction story the students are familiar with. Read several sentences aloud, think aloud about a question you have, jot the question on a self-stick note, and place the note in the margin where you stopped reading. For example, you might use *Everybody Cooks Rice* and say, “So far in the story, Carrie has tasted rice made by a family from Barbados and rice made by friends whose grandmother is Puerto Rican. I’m wondering whether Carrie will taste more rice recipes and what countries the recipes will be from. I’m going to write the questions *Will Carrie taste rice recipes from more countries? Which countries?* on a self-stick note and put the note here next to the part that tells about how the Diaz family makes rice.”

Vocabulary Note

Next week you will revisit *Tuck Everlasting* to teach the Week 10 vocabulary lessons.

5 Reflect on Working Together

Remind the students that they have been using discussion prompts to help them listen and build on one another's thinking in partner and class conversations, and that the goal of learning the discussion prompts is to use them naturally throughout the day. Ask and briefly discuss questions such as:

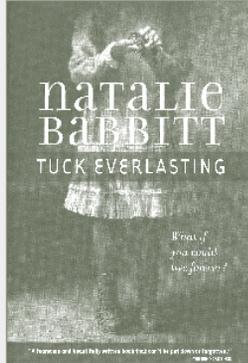
Q *When have you used the discussion prompts outside of our Making Meaning lessons? Tell us about it.*

Q *What helps you remember to use the discussion prompts?*

Encourage the students to continue to look for opportunities to use the discussion prompts naturally throughout the day. Tell them that you will check in with them again next week to see how they are doing. Then have the students return to their desks and put away their books.

Week 4

OVERVIEW



*Tuck Everlasting**

by Natalie Babbitt

When young Winnie Foster meets the Tuck family, who have drunk from the spring of immortality, she must protect their secret while deciding if she will join them on their ageless journey or live a mortal, human life.

**This book is used throughout Unit 4.*



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1, WA3

Assessment Forms

- “Class Assessment Record” sheet (CA4)
- “IDR Conference Notes” record sheet (CN1)
- “Individual Comprehension Assessment” record sheet (IA1)

Reproducible

- Unit 4 family letter (BLM1)

Professional Development Media

- “Creating Audio and Video in the Classroom” tutorial (AV50)

Comprehension Focus

- Students use questioning to make sense of a novel.
- Students think about whether their questions are answered explicitly or implicitly in a novel.
- Students analyze text structure, including the story elements character, setting, plot, and conflict.
- Students explore an important theme in a novel.
- Students read independently.

Social Development Focus

- Students analyze why it is important to be respectful.
- Students build on one another's thinking during partner and class discussions.

DO AHEAD

- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA4); see page 45 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 10 lessons this week.

Day 1

Read-aloud/Strategy Lesson

Materials

- *Tuck Everlasting* (pages 111–120)
- “Important Elements of Fiction” chart from Week 3
- “Winnie’s Character” chart (WA1) from Week 1
- *Student Response Book* pages 22–25
- Medium-size self-stick notes for each student

In this lesson, the students:

- Hear and discuss part of a novel
- Use questioning to make sense of the novel
- Discuss character change
- Read independently for 25–30 minutes
- Use discussion prompts to build on one another’s thinking

1 Review Chapters 16–21

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind the students that they have been exploring elements of fiction through the novel *Tuck Everlasting*. Briefly review the “Important Elements of Fiction” chart and explain that as the students hear the rest of the novel this week, they will talk about how these elements contribute to the story.

Briefly review the story by asking:

Q *What part of the story do you think has been especially interesting?*

Display the “Winnie’s Character” chart (WA1) and review the items on it. Ask and briefly discuss:

Q *What else have you learned about how Winnie is changing?*

Add any new ideas the students have about Winnie’s character to the chart.

2 Read Aloud Chapters 22 and 23

Reread the last two paragraphs of chapter 21 aloud, beginning with “Winnie went back to her room” Then read pages 111–120 slowly and clearly, stopping as described on the next page. Clarify vocabulary as you read.

Suggested Vocabulary

exertion: exercise; effort (p. 111)

perspiration: sweat (p. 111)

remorseless: cruel (p. 116)

lapse from gentility: forgetting one’s manners (p. 116)

prostrate: lying down; exhausted (p. 117)

gratitude: thankfulness (p. 117)

ELL Vocabulary

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

bureau: dresser (p. 117)

forbidden: not allowed; against the rules (p. 118)

Stop after:

p. 111 “And she had answered, ‘Yes.’”

Ask:



Q *What are you thinking about the part of the story you just heard? Turn to your partner.*

Without discussing as a class, reread the last sentence before the stop and continue to the next stopping point. Follow this procedure at the remaining stops:

p. 115 “At midnight she would make a difference in the world.”

p. 119 “Would they ever trust her again?”

p. 119 “And, thinking this, Winnie fell asleep.”

p. 120 “She had not missed her moment—it was five minutes to midnight.”

3 Discuss Character Change

Refer to the “Winnie’s Character” chart ( WA1). Use “Think, Pair, Share” to discuss the following questions:



Q *How is Winnie changing? What makes you think so? [pause] Turn to your partner.*

Q *What do you think has caused her to change? [pause] Turn to your partner.*

Have a few volunteers share their thinking.

Students might say:

“She wants to make a difference in the world.”

“In addition to what [Charlie] said, Winnie is willing to get into a lot of trouble to do what she thinks is right.”

“She has lots of doubts and worries but she’s not letting them stop her from taking action.”

“I think one of the things that’s causing her to change is that she feels needed by the Tucks. That gives her courage and determination. The book says ‘they needed her’ three times.”

Add the students’ ideas to the chart.

Teacher Note

Remind the students to use the discussion prompts during this discussion. Also be ready to reread from the text to help the students recall what they heard.

Teacher Note

Be ready to reread passages from the text as the students refer to them in their explanations.

4 Use Questions to Further Discuss the Story



As you did last week, ask the students to review their questions on *Student Response Book* pages 22–25 and to put a check mark next to any questions they think are being answered in the story. Then have partners discuss the story with each other using their questions.

When most pairs have finished talking, facilitate a class discussion by asking:

- Q *What is a question that got you and your partner talking about the story?*
- Q *Is that question answered directly, or did you figure out the answer from clues? What clues?*
- Q *What questions were not answered? How do you know?*
- Q *Do others agree that the question is [answered in that way/not answered]? Explain your thinking.*

Encourage the students to look for character change and to practice asking questions to make sense of fiction they read independently.

INDIVIDUALIZED DAILY READING

5 Read Independently Using “Stop and Ask Questions”

Distribute self-stick notes and explain that you would like the students to use the thinking tool “Stop and Ask Questions” as they read independently today. If necessary, briefly review the “Stop and Ask Questions” procedure you used in Week 2, Day 4 (see Step 2). Tell the students that at the end of IDR you will ask them to share what they are learning with the class. Have the students get their novels and read silently for 25–30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 46) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 49 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Give partners a few minutes to share with each other the questions they had

as they read, as well as whether and how those questions were answered. Remind partners to tell each other the titles of their books and the authors' names. Then, as a class, briefly discuss:

Q *How does the character in your novel change?*

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

Read-aloud/Strategy Lesson

Day 2

In this lesson, the students:

- Hear and discuss part of a novel
- Use questioning to make sense of the novel
- Discuss plot and character change
- Discuss an important theme
- Read independently for 25–30 minutes
- Use discussion prompts to build on one another's thinking

ABOUT TEACHING THEME

Theme is an abstract concept that can be difficult for students, and even adults, to recognize and define, and a work of literature may have more than one theme. Themes are often messages or lessons about life. In some works of literature, themes are “big questions” that can provoke extended reflection and discussion. Such big questions might address issues such as good vs. evil, self-interest vs. community, or change vs. tradition.

In this unit, the students explore the big question posed by one of the characters (Mae): “Is immortality a blessing or a curse?” They revisit the question from the points of view of different characters and think about how the author seems to be answering the question. These experiences lay the foundation for further work with theme in future grades.

1 Review Using the Discussion Prompts in Pairs

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind the students that they have been trying to use the discussion prompts throughout the day, both in their partner conversations and in class discussions. Ask and briefly discuss:

Q *How have you been doing with using the discussion prompts throughout the day?*

Materials

- *Tuck Everlasting* (pages 121–130)
- “Questions About *Tuck Everlasting*” chart from Week 2
- “Important Elements of Fiction” chart and a marker
- *Student Response Book* pages 22–25
- Medium-size self-stick notes for each student

Teacher Note

During this discussion, be ready to reread the following passages to help the students recall what they heard:

pp. 63-64 “But dying’s part of the wheel And if that means I got to move on at the end of it, then I want that, too.” (Tuck)

pp. 71-72 “I been thinking it over. . . . Wouldn’t that be something?” (Jesse)

pp. 97-98 “I’m going to sell the water, you see. . . . But who wouldn’t give a fortune to live forever?” (the man in the yellow suit)

Teacher Note

If necessary, define the following terms for the students:

immortality: living forever

blessing: something good

curse: misfortune, something bad

Tell the students that another way to word the question would be “Is living forever something good or is it something bad?”

TEKS 8.A.i

Student/Teacher Narrative
Step 2
(first two paragraphs)

TEKS 8.A.i

Student/Teacher Activity
Step 2
(discussion questions)

TEKS 10.A.ii

Student/Teacher Narrative
Step 2
(second and fourth paragraphs)

Explain that you would like the students to focus on practicing the prompts in their partner conversations today.

2 Review the Story and Explore an Important Theme

Briefly review yesterday’s reading from *Tuck Everlasting* by rereading the last paragraph on page 115 aloud and then asking:

Q *What happened to Winnie and the Tucks in yesterday’s reading?*

Q *What does Winnie plan to do to make a difference in the world?*

Tell the students that a story often has one or more themes, and explain that a *theme* is a message, lesson, or big (important) question that the author wants the reader to think about. Refer to the “Questions About *Tuck Everlasting*” chart and direct the students’ attention to the question “Is immortality a blessing or a curse?” which you added to the chart on Week 2, Day 1 (see Step 5). Reread this question aloud and explain that this is a theme, or a big question, in the story, and that each character answers the question in his or her own way. As a class, discuss:

Q *How does Tuck answer this question?*

Q *How does Jesse answer this question?*

Q *How does the man in the yellow suit answer this question?*

Q *How do you think Winnie will answer this question?*

Students might say:

“I think Tuck sees immortality as a curse. He feels like his family is stuck on the wheel of life and that everyone else is passing them by. He feels left out of the natural cycle of being born and growing older and then dying.”

“I think Jesse thinks living forever is a blessing. He thinks life is really fun and that the rest of his family just doesn’t know how to really enjoy immortality.”

“The man in the yellow suit assumes that living forever is a good thing. He also thinks only certain people are special enough to be granted immortality.”

“I think Winnie is going to decide that Tuck has the right idea. I think this because she seems to really respect him and pay a lot of attention to what he says. I think she’s gradually getting used to the idea that death is natural.”

Tell the students that by having each character answer the story’s important question differently, the author is showing us that there are no easy answers to the question and that people might answer it in different ways. Direct the students’ attention to the “Important Elements of Fiction” chart and add *theme: big question, message, or lesson* to the chart.

Important Elements of Fiction

- *character*: person in a story
- *setting*: where and when a story takes place
- *plot*: what happens to the characters in a story (the events that make up the story)
- *conflict or problem*
- *climax*: point of great excitement and interest in a story
- *theme*: big question, message, or lesson

Encourage the students to look for and think about themes in the stories they hear and read.

3 Read Aloud Chapter 24 and Part of Chapter 25

Explain that there are 25 chapters altogether in *Tuck Everlasting* and that the students will hear chapter 24 and part of chapter 25 today. Tell the students that you will stop periodically to give partners a chance to share their thinking. Encourage them to continue to think as they listen about how Winnie is changing.

Read pages 121–130 aloud slowly and clearly, stopping as described on the next page. Clarify vocabulary as you read.

Suggested Vocabulary

detached: separated (p. 122)

pry: take out by pulling or bending (p. 123)

receded: went away (p. 123)

profoundly grateful: deeply thankful (p. 128)

unwittingly: without meaning to (p. 128)

apprehension: fear (p. 129)

staunchly: with loyalty (p. 130)

ELL Vocabulary

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

deserted: empty of people (p. 122)

nostrils: holes of the nose (p. 123)

exhausted: very tired (p. 126)

goldenrod: kind of yellow flower (p. 127)

confined to the yard: not allowed to leave the yard (p. 130)

Stop after:

p. 124 “But the window did not budge.”

Ask:



Q *What are you thinking about the part of the story you just heard? Turn to your partner.*

Without discussing as a class, reread the last sentence before the stop and continue to the next stopping point. Follow this procedure at the remaining stops:

p. 125 “He put his arms around her and hugged her tight, and whispered the single word, ‘Remember!’”

p. 126 “The Tucks—her darling Tucks—were gone.”

p. 129 “But oh!—it made her tremble still to remember the constable’s face when he found her.”

Stop on page 130 after the sentence “In fact, she thought as her spirits lifted, this year it might be rather nice.”

4 Use Questions to Discuss the Story



Ask the students to once again review their questions on *Student Response Book* pages 22–25 and use them to discuss the story in pairs.

When most pairs have finished talking, facilitate a class discussion by asking:

Q *What is a question that got you and your partner talking about the story?*

Q *Is that question answered directly, or did you figure out the answer from clues? What clues?*

Q *What questions were not answered? How do you know?*

Q *Do others agree that the question is [answered in that way/not answered]? Explain your thinking.*

5 Reflect on Using the Prompts

Facilitate a brief discussion of how the students did using the prompts in their partner conversations. Remind the students that the goal of learning the discussion prompts is to use them naturally, in both partner and class conversations, to help them listen well and participate responsibly in all discussions.

INDIVIDUALIZED DAILY READING

6 Read Independently Using “Stop and Ask Questions”

Distribute self-stick notes and explain that you would like the students to use the thinking tool “Stop and Ask Questions” as they read independently today. If necessary, briefly review the “Stop and Ask Questions” procedure you used in Week 2, Day 4 (see Step 2). Tell the students that at the end of IDR you will ask them to share what they are learning with the class. Have the students get their novels and read silently for 25–30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 46) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 49 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Give the students a few minutes to share with partners about the questions they had as they read, as well as whether and how those questions were answered. Remind partners to tell each other the titles of their books and the authors’ names. If time permits, have a few volunteers share about a question they wrote with the class. Then have the students return to their desks and put away their books.

Materials

- *Tuck Everlasting*

TEKS 6.H.i

Student/Teacher Activity
Writing About Reading

Teacher Note

You may wish to forego modeling writing about this question, at least initially, in order to support the students in accessing and expressing their own original opinions about it. You might model writing about the question only if the students struggle to write about their ideas.

WRITING ABOUT READING

Write Opinions About an Important Theme in *Tuck Everlasting*

Show the cover of *Tuck Everlasting*. Remind the students that the question of whether immortality is a blessing or a curse is an important theme in the novel and that each character answers the question in his or her own way. If necessary, briefly review these questions from Week 4, Day 2:

- Q *How does Tuck answer this question?*
- Q *How does Jesse answer this question?*
- Q *How does the man in the yellow suit answer this question?*
- Q *How do you think Winnie will answer this question?*

Ask:

- Q *How would you answer the question “Is immortality a blessing or a curse?” Why?*

Have a few volunteers share their thinking. Explain that today the students will write their opinions about whether immortality is a blessing or a curse. Explain that just like the characters in the novel, students might have different opinions about this big question, and that is fine. What matters is that they give reasons to explain their thinking. Then ask the students to watch as you think aloud and model writing about whether you think immortality is a blessing or a curse.

You might say:

“Part of me thinks immortality would be a blessing, because I’m scared of not existing anymore and there are so many things I love about life. I’ll write: *Part of me thinks immortality would be a blessing. I’m terrified of dying, and there are so many things I treasure about life, from feeling my child’s arms around my neck to the sound of a flute playing a beautiful tune.* But, especially after reading this book, part of me thinks immortality would be a curse, because I’d outlive everyone I love and I’d never get to change. I’ll write: *But another part of me thinks immortality would be a curse. I’d outlive everyone I love, and that would make me sad. And I’d never get to change. Life without change could feel boring, meaningless, and unnatural. I want to write a closing thought about this. I’ll write: I’ll continue pondering this big question for a long time, but I’m leaning toward the view that as scared as I am of dying, immortality would be more a curse than a blessing.*”

Have the students write about whether they think immortality is a blessing or a curse. If time permits, ask a few volunteers to share their writing with the class.

In this lesson, the students:

- Hear and discuss part of a novel, including the epilogue
- Use questioning to make sense of the novel
- Discuss character change
- Discuss an important theme
- Read independently for 25–30 minutes and write in their reading journals
- Use discussion prompts to build on one another’s thinking

1 Discuss Character Change

Gather the class with partners sitting together, facing you. Review that yesterday the students heard chapter 24 and the first part of chapter 25, which is the final chapter of *Tuck Everlasting*. Ask and briefly discuss:

Q *Where did we leave Winnie at the end of yesterday’s reading?*

Q *How do you think the story will end?*

Display the “Winnie’s Character” chart (☐ WA1) and briefly review the items on it. Remind the students that earlier in the week they talked about how they thought Winnie was changing. Explain that readers can expect main characters in fiction to change—to be different at the end of a story from the way they were at the beginning. Add *character change* to the “Important Elements of Fiction” chart.

Important Elements of Fiction

- *character: person in a story*
- *setting: where and when a story takes place*
- *plot: what happens to the characters in a story (the events that make up the story)*
- *conflict or problem*
- *climax: point of great excitement and interest in a story*
- *theme: big question, message, or lesson*
- *character change*

Materials

- *Tuck Everlasting* (pages 131–139)
- “Winnie’s Character” chart (WA1) from Week 1
- “Important Elements of Fiction” chart from Day 2 and a marker
- “Class Assessment Record” sheet (CA4)
- “Reading Comprehension Strategies” chart
- *Student Response Book*, Reading Journal section
- “Journal Entry” chart (WA3)

Teacher Note

Character change and conflict can be subtle and challenging for students to understand. Students often need repeated exposure over many different texts to understand how these elements function in literature. The goal in this unit is for students to develop the awareness that most fiction contains characters who face challenges and learn from them, and that readers should look for these elements to make sense of the fiction they read.

Explain that you will read the rest of chapter 25 aloud, and ask the students to think as they listen about who Winnie has become at the end of the story compared to who she was at the beginning.

2 Read Aloud and Discuss the Rest of Chapter 25

Read aloud beginning in the middle of page 130 with the sentence “Though she was confined to the yard . . .” Continue reading to the end of page 133 slowly and clearly. Clarify vocabulary as you read.

Suggested Vocabulary

revulsion: disgust; intense dislike (p. 131)

Stop after:

p. 131 “He began to bark again, and reached out a long paw.”

Ask:



Q *What’s happening at this point in the story? Turn to your partner.*

Without discussing as a class, reread the last sentence before the stop and continue reading to the end of the chapter. Facilitate a brief discussion using the following questions:

Q *What kind of person is Winnie now, compared to who she was at the beginning of the story? What in the story makes you think that?*

Students might say:

“Winnie is a braver person now. She used to be more afraid.”

“I agree with [Ben]. She’s even able to pick up a toad now. It doesn’t scare her.”

“In addition to what [Lara] said, at the beginning she wanted to change the world but didn’t know how. Now she has done something to make a difference in the world.”

Add a few of the students’ ideas to the “Winnie’s Character” chart as they generate them.

3 Read the Epilogue Aloud

Remind the students that the book opened with a *prologue*, or a “short introduction before the first chapter.” It ends with an *epilogue*, which is a “short section after the main part of the book.” Explain that authors sometimes use epilogues to tell about things that happen long after

stories end. Show the first page of the epilogue on page 134. Then read pages 134–139 aloud slowly and clearly, without stopping. Clarify vocabulary as you read.

Suggested Vocabulary

blacktopped: paved so cars can drive easily on it (p. 134)

cemetery: place with graves where people are buried after death (p. 137)

ELL Vocabulary

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

accustomed to it: used to it (p. 134)

pharmacy: drug store (p. 135)

five-and-ten: store that sells inexpensive things (p. 135)

diner: restaurant (p. 135)

bulldoze: dig out with a tractor (p. 137)

inscription: words carved into a gravestone (p. 137)

4 Revisit the Story's Big Question

Briefly discuss as a class:

Q *What do we find out in the epilogue?*

Review that one of the themes in the novel is the big question “Is immortality a blessing or a curse?” First in pairs and then as a class, discuss the questions that follow. Encourage them to explain their thinking by referring to the text and to use the discussion prompts. Be ready to reread passages to help the students recall what they heard. Ask:



Q *In the end, how does Winnie answer the question of whether immortality is a blessing or a curse? Turn to your partner.*

Q *What is Tuck feeling when he finds the grave, and why do those feelings make sense based on what we know about him? Turn to your partner.*

Q *What do you think about the choice Winnie made? Turn to your partner.*

As partners talk, circulate and listen for evidence that they understand the big question about immortality and are referring to the text to support their ideas.



Facilitation Tip

Reflect on your experience over the past four weeks with **asking facilitative questions**. Does this technique feel comfortable and natural to you? Do you find yourself using it throughout the school day? What effect has using this technique had on your students' listening and participation in discussions? We encourage you to continue to use and reflect on this technique throughout the year.

TEKS 8.A.i
Student/Teacher Activity
Step 4



CLASS ASSESSMENT NOTE

Ask yourself:

- Do the students understand that Winnie has chosen not to become immortal?
- Can they explain Tuck’s conflicted reaction to learning of Winnie’s death?
- Are they referring to the text to justify their thinking?

Record your observations on the “Class Assessment Record” sheet (CA4); see page 45 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to discuss an important theme in the story and refer to the text to support their thinking, proceed with the lesson and continue on to Day 4.
- If **about half of the students** or **only a few students** are able to discuss an important theme in the story and refer to the text to support their thinking, you might give the class additional instruction by repeating Days 2 and 3 of this week using a familiar story or an alternative book before continuing on to Day 4. Visit the CCC Learning Hub (ccclearninghub.org) to view the “Grade 5 Alternative Texts” list.

Refer to the “Important Elements of Fiction” and the “Reading Comprehension Strategies” charts. Remind the students that, in addition to enjoying the book together, the purpose of reading and discussing *Tuck Everlasting* as a class was to learn the strategies of questioning and recognizing story elements to use in their independent reading. These strategies help them to understand and enjoy fiction at a deeper level. Encourage them to continue to practice these strategies anytime they read fiction independently.

INDIVIDUALIZED DAILY READING

5 Write in Reading Journals About the Students’ Independent Reading

Direct the students’ attention to the “Important Elements of Fiction” chart and review that a *theme* is “a big idea, message, or lesson.” Remind the students that a story can have more than one theme. Ask the students to think about the themes in their novels. Tell them that at the end of IDR you will ask them to write about their thinking. Have the students get their novels and read silently for 25–30 minutes. After they have settled into their reading, confer with individual students.

Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit’s Individual Comprehension Assessment.

TEKS 10.A.ii
Student/Teacher Activity
Step 5



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 46) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 49 of the *Assessment Resource Book*.

Display the “Journal Entry” chart (🌐 WA3) and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

Journal Entry

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

- The title and the author’s name
- What the novel is about
- One theme you noticed in the novel
- If you didn’t notice a theme, something you learned about a character, the setting, the plot, or a conflict in the novel

WA3



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

Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class.

WRITING ABOUT READING

Write About Character Change in *Tuck Everlasting*

Show the cover of *Tuck Everlasting* and review that the class has had several discussions in the past few weeks about the main character, Winnie, and how she changes from the beginning to the end of the novel. Display the “Winnie’s Character” chart (🌐 WA1) and briefly review the items on it. Explain that today the students will write about how Winnie changes during the course of the novel.

Use “Think, Pair, Share” to discuss:

Q *What are some important ways you think Winnie changes during this story? What in the story makes you think so?* [pause] *Turn to your partner.*



ELL Note

Consider having your students with limited English proficiency dictate journal entries for you to write down.

Teacher Note

If the students struggle to write, you might wish to model writing a journal entry, as you did in Unit 2, Week 1, Day 4 (see Step 3).

Materials

- *Tuck Everlasting*
- “Winnie’s Character” chart (WA1) from Week 1

Have a few volunteers share their thinking. Then ask the students to watch as you think aloud and model writing about how Winnie changes during the course of the novel.

You might say:

"I think one important way Winnie changes is that she develops courage. I'll write: *Over the course of the story Tuck Everlasting, the main character, Winnie, changes in an important way: she develops courage.* Now I want to explain what in the story makes me think that. I'll write: *Early in the story, Winnie longs for adventure, but when she gets kidnapped by the Tucks, she has several moments of fear and wants to go home. By the end of the story, Winnie is willing to go to the jailhouse in the middle of the night and take Mae's place in order to help her friends escape. That is a courageous act that all of Winnie's experiences, conversations, and reflections have prepared her for.*"

Have the students write about a way that Winnie changes during the story and what in the story makes them think that. If time permits, ask a few volunteers to share their writing with the class.

Day 4

Independent Strategy Practice

Materials

- Medium-size self-stick notes for each student
- "Important Elements of Fiction" chart from Day 3
- *Student Response Book* page 26
- Copy of this unit's family letter (BLM1) for each student

In this lesson, the students:

- Read independently
- Use questioning to make sense of novels they read independently
- Write about story elements
- Act respectfully toward their partners

1 Review Questioning

Have the students get their *Student Response Books*, pencils, and novels for independent reading and sit at desks with partners together. Remind them that they have been using the strategy of questioning to help them make sense of the novel *Tuck Everlasting*. Review that they thought about whether or not their questions were answered and, if so, whether they were answered directly or indirectly through story clues.

Remind the students that questioning is a valuable strategy for helping readers understand everything they read. Explain that today they will again practice using questioning in their independent reading.

2 Use “Stop and Ask Questions” with Independent Reading

Explain that the students will practice using “Stop and Ask Questions” as they read novels independently today. Review that they will use self-stick notes to mark places in their reading where questions come to mind, and they will write each question on a note. Explain that they will use their written questions to help them write about and discuss their reading afterward.

3 Read Independently and Share Questions



Distribute self-stick notes to each student and have the students read novels independently for 25–30 minutes. Stop them at 5-minute intervals to have partners share questions they have written on self-stick notes so far. At the first stop, remind each student to say the title of the book he is reading, the author’s name, and a few sentences about the plot.

Circulate among the students and notice whether they are able to write questions about their reading. Ask individual students questions such as:

- Q *What question can you ask about the setting of the novel? The characters? The conflict?*
- Q *What is happening in the novel right now? What is one thing you wonder about what is happening? How can you ask that as a question?*

4 Discuss the Students’ Questions



Signal to let the students know when it is time to stop reading. Have the students talk with their partners about their questions and what they found out in their reading about those questions. Remind them to act in a respectful way toward each other and tell them that you will check in to see how they did at the end of the lesson.

Circulate among pairs. Listen for evidence that the students asked questions during their reading and are referring to the text to discuss their questions.

Have a few volunteers share their questions with the class. Probe the students’ thinking by asking:

- Q *What was happening in the text when that question came to mind?*
- Q *How would you answer that question right now? What evidence in the novel makes you think that?*
- Q *Is that question answered directly in the text or indirectly through clues? If directly, how? If indirectly, through what clues?*

Explain that the students will have more opportunities to use “Stop and Ask Questions” to think about their reading.

TEKS 6.B.iii
Student/Teacher Activity
Step 3

TEKS 6.F.ii
Student/Teacher Activity
Step 4

Teacher Note

If the students struggle to complete the page, you might model writing about the story elements in *Tuck Everlasting*. (Write where everyone can see.)

Vocabulary Note

Next week you will revisit *Tuck Everlasting* to teach the Week 11 vocabulary lessons.

Teacher Note

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

5 Write About Story Elements

Direct the students’ attention to the “Important Elements of Fiction” chart and remind the students that another way to make sense of stories is to think about story elements such as character, setting, plot, conflict or problem, climax, and theme. Have the students turn to *Student Response Book* page 26, “Story Elements,” and read aloud the items on it. Explain that the students will each write about the story elements in the novels they have been reading.



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

Give the students a few minutes to write about the story elements in the novels they have been reading. If time permits, have a few volunteers share what they wrote with the class.

6 Reflect on Working Together

Remind the students that in this unit they focused on using discussion prompts in both partner and class discussions and on interacting respectfully with their partners. Ask and briefly discuss:

Q *How has your ability to work with another person improved over the past few weeks?*



Have partners take a moment to tell each other one way they’ve worked well together and to thank each other for their work. Then have the students return to their desks and put away their books.

EXTENSION

Watch the Movie Version of *Tuck Everlasting*

Your students might be interested in watching the 2002 movie adaptation of *Tuck Everlasting*, which is available on DVD and online. After showing the movie to the students, invite them to compare it to the original novel. You might discuss questions such as:

Q *What in the movie is the same as what is in the book? What in the movie is different?*

Q *How does what you saw in the movie version compare to the pictures you created in your mind as you heard the book?*

Q *Which version did you prefer, and why?*



TECHNOLOGY EXTENSION

Revisit *Tuck Everlasting* in an Alternative Format

Invite interested students to revisit *Tuck Everlasting* in an alternative format: an audiobook or an e-book. After they have listened to or read the book in the alternative format, ask them to discuss or write about which version they enjoyed most and why.

End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 4. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit's family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.

Assessments

- Before continuing on to the next unit, take this opportunity to assess individual students' reading comprehension using the "Individual Comprehension Assessment" record sheet (IA1); see page 50 of the *Assessment Resource Book*.



Technology Tip

Prior to doing this activity, locate an audiobook or e-book version of *Tuck Everlasting* online using the keywords "Tuck Everlasting audio" or "Tuck Everlasting e-book." Alternatively, you can gain access to these resources through your school or community library or guide interested students in doing so. Bear in mind that students will require devices on which to read e-books; audiobooks lend themselves better to being enjoyed by a group of students or the whole class but can also be listened to on devices by individual students.

Another option is to have the students create their own recording of *Tuck Everlasting*. For more information about creating audio recordings, view the "Creating Audio and Video in the Classroom" tutorial (AV50).



Unit 5

Making Inferences

FICTION AND POETRY

During this unit, the students visualize and make inferences to make sense of narrative text and poetry, and they continue to ask questions and analyze the text structure of narrative text. They also learn to use a double-entry journal to record their thinking. During IDR, the students make inferences and use previously learned comprehension strategies to make sense of their independent reading. They continue to confer with the teacher individually about the texts they are reading. Socially, they are introduced to the skills of confirming that they understand another person's thinking by repeating back what they heard and using clarifying questions and statements. They also analyze the effect of their behavior on others and on the group work.

Unit 5

Making Inferences

RESOURCES

Read-alouds

- *The Van Gogh Cafe*
- “Speech Class”
- “October Saturday”
- “Eraser and School Clock”
- “back yard”

Writing About Reading Activities

- “Write Inferences Based on Setting in *The Van Gogh Cafe*”
- “Write About Visualizations and Inferences Using the Poem ‘Circles’”

IDR Mini-lesson

- Mini-lesson 2, “Self-monitoring and Using ‘Fix-up’ Strategies”



Technology Extensions

- “Meet the Author: Cynthia Rylant”
- “Record and Listen to Poems”
- “Compare a Written Version and an Oral Presentation of a Poem”



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA5

Assessment Forms

- “Class Assessment Record” sheets (CA1–CA2)
- “IDR Conference Notes” record sheet (CN1)
- “Individual Comprehension Assessment” record sheet (IA1)

Reproducibles

- Unit 5 family letter (BLM1)
- (Optional) “The Cafe’ from *The Van Gogh Cafe*” (BLM2)
- (Optional) “Circles” (BLM3)

Professional Development Media

- “Using ‘Heads Together’” (AV9)
- “Pacing Class Discussions” (AV19)
- “Finding, Organizing, and Presenting Online Information” tutorial (AV43)
- “Using Presentation Tools” tutorial (AV44)
- “Using Blogs in the Classroom” tutorial (AV45)
- “Creating Audio and Video in the Classroom” tutorial (AV50)

RESOURCES (continued)

Extensions

- “Read the Rest of *The Van Gogh Cafe*”
- “Write Poems”
- “Explore First- and Third-person Points of View in Poems”
- “Practice Visualizing with Other Poems”

Assessment Resource Book

- Unit 5 assessments

Student Response Book

- “Stop and Ask Questions About *The Van Gogh Cafe* (1)”
- “Excerpt from *The Van Gogh Cafe*”
- “Stop and Ask Questions About *The Van Gogh Cafe* (2)”
- “Speech Class”
- “October Saturday”
- “Double-entry Journal About ‘October Saturday’”
- “Eraser and School Clock”
- “back yard”
- Reading Log
- Reading Journal

Vocabulary Teaching Guide

- Week 11 (*Tuck Everlasting*)
- Week 12 (*The Van Gogh Cafe*)

Unit 5

Making Inferences

DEVELOPMENT ACROSS THE GRADES

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

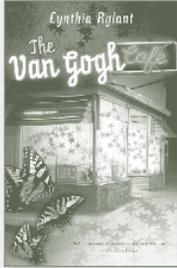
■ formally taught □ informally experienced

GRADE 5 OVERVIEW

	Day 1	Day 2	Day 3	Day 4
Week 1	<p>Read-aloud: <i>The Van Gogh Cafe</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Learning a prompt to confirm another person's thinking ▪ Hearing and discussing part of a fiction chapter book ▪ Using questioning to think about the story ▪ Building awareness of making inferences as they hear the story 	<p>Guided Strategy Practice: <i>The Van Gogh Cafe</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Hearing, reading, and discussing part of a fiction chapter book again to build comprehension ▪ Building awareness of making inferences as they read and hear the story 	<p>Read-aloud/Strategy Lesson: <i>The Van Gogh Cafe</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Learning to use clarifying questions and statements ▪ Hearing and discussing part of a fiction chapter book ▪ Using questioning to think about the story ▪ Building awareness of making inferences as they hear the story 	<p>Independent Strategy Practice</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Reading independently ▪ Building awareness of making inferences as they read independently ▪ Writing in their reading journals
Week 2	<p>Read-aloud/Strategy Lesson: "Speech Class"</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Hearing, reading, and discussing a poem ▪ Building awareness of making inferences as they read and hear the poem ▪ Learning to use a double-entry journal 	<p>Read-aloud/Strategy Lesson: "October Saturday"</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Hearing, reading, and discussing a poem ▪ Visualizing to make sense of the poem ▪ Building awareness of making inferences as they read and hear the poem 	<p>Read-aloud: "Eraser and School Clock"</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Learning the procedure for "Heads Together" ▪ Hearing, reading, and discussing a poem ▪ Building awareness of making inferences as they read and hear the poem 	<p>Read-aloud/Strategy Lesson: "back yard"</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Hearing, reading, and discussing a poem ▪ Visualizing to make sense of the poem ▪ Building awareness of making inferences as they read and hear the poem

Week 1

OVERVIEW



“The Cafe,” “The Possum,” and “Lightning Strikes” from *The Van Gogh Cafe*

by Cynthia Rylant

A series of linked stories describes the wonderful, magical occurrences that are the norm at the Van Gogh Cafe in Flowers, Kansas.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA2

Assessment Forms

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

Reproducible

- (Optional) “The Cafe” from *The Van Gogh Cafe* (BLM2)

Professional Development Media

- “Pacing Class Discussions” (AV19)
- “Finding, Organizing, and Presenting Online Information” tutorial (AV43)

Comprehension Focus

- Students make inferences to understand narrative text.
- Students continue to use questioning and text structure to make sense of narrative text.
- Students read independently.

Social Development Focus

- Students analyze the effect of their behavior on others and on the group work.
- Students develop the skill of confirming that they understand another person's thinking by repeating back what they heard and using clarifying questions and statements.

1 DO AHEAD

- ✓ Consider reading this unit's read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding. In Week 2, you might read each poem once to your English Language Learners without stopping and then reread it, stopping frequently to discuss it and to check for understanding. In addition, you might show the students pictures of things mentioned in the poems (such as a box of cornflakes, a rake, or the outside and inside of an analog clock) to support their comprehension.
- ✓ Make available narrative texts at a variety of levels so that the students can practice asking questions and making inferences during IDR and Independent Strategy Practice throughout the unit.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit.
- ✓ Prior to Day 1, make a class set of "IDR Conference Notes" record sheets (CN1); see page 65 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA1); see page 60 of the *Assessment Resource Book*.

(continues)

J DO AHEAD *(continued)*

- ✓ Prior to Day 3, prepare a sheet of chart paper with the title “Clarifying Questions and Statements.”
- ✓ Prior to Day 4, prepare a sheet of chart paper with the title “Questions to Use When Making Inferences” (see Step 3). Write the following three questions on the chart:
 - *What is one thing you know based on the part you just read?*
 - *Is that stated directly in the text?*
 - *If not, what clue or clues tell you what you know?*
- ✓ Prior to Day 4, prepare to model using questions when making inferences using a text the students are familiar with (see Step 3). Have your responses to the questions in mind ahead of time so the modeling goes smoothly.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 11 lessons this week.

In this lesson, the students:

- Begin working with new partners
- Learn a prompt to confirm another person’s thinking
- Hear and discuss part of a fiction chapter book
- Use questioning to think about the story
- Build awareness of making inferences as they hear the story
- Read independently for up to 30 minutes

1 Pair Students and Introduce a New Social Skill

Randomly assign partners and make sure they know each other’s names. Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Explain that during the coming weeks the students will work with the same partners.

Remind the students that working in pairs builds both their reading comprehension and their ability to work together. So far this year, they have learned and practiced several skills to help them work with partners, including how to explain their thinking, listen to each other, and use discussion prompts to add to each other’s thinking. Explain that today they will focus on a new skill—confirming their understanding of another person’s thinking by repeating back what they heard.

2 Model Using a Prompt to Confirm Another Person’s Thinking

Write the prompt *I heard you say _____ . Did I get that right?* where everyone can see it. Explain that today you would like the students to practice making sure they have understood what their partners have said by using the prompt to repeat back what they heard. Ask the students to watch as you model this briefly.

Say that today you will read aloud a story about a place where magical things happen. Ask the students to think quietly of magical places they have read about or seen in movies or on television. Then ask:

Q *What is the magical place you are thinking of, and what is magical about it?*

ELPS 2.D.i
Steps 1 and 2

Materials

- *The Van Gogh Cafe* (pages 1–11)
- *Student Response Book* page 27
- Scratch paper and a pencil
- “Thinking About My Reading” chart
- Self-stick notes for each student
- Class set of “IDR Conference Notes” record sheets (CN1)
- *Assessment Resource Book* page 62
- “Reading Comprehension Strategies” chart

Teacher Note

Today’s lesson may take longer than usual to complete. You might consider stopping after Step 5 and then completing the remainder of the lesson at another time.

Teacher Note

If your students are already familiar with this prompt from *Making Meaning* grade 4, you might want to skip the modeling and just review it briefly here.

Have a volunteer share his thinking with the class, and then model using the prompt to confirm what the student said.

You might say:

"I heard Keith say that Narnia is a magical place in *The Lion, the Witch, and the Wardrobe*, because the characters must climb through a coat closet to get there. Keith, did I get that right?"



Model using the prompt with another student; then have the students take turns sharing their thoughts about magical places with their partners and practice using the prompt.

Encourage the students to continue to practice this skill with their partners today. Point out that the idea is to repeat the main things they hear their partners say. Explain that practicing this skill may feel awkward, but knowing the skill can be helpful when they have difficulty understanding someone.

Teacher Note

You may want to explain that Vincent van Gogh, a painter who lived from 1853 to 1890, is world-famous today.

ELL Note

To support your English Language Learners, you might model the procedure using a story the students are familiar with. Read several sentences aloud, think aloud about a question you have, and write the question where everyone can see it. For example, you might use *The Lotus Seed* and say, "Bà has kept her special lotus seed with her for many years. Now her grandson has stolen it and planted it, but he doesn't remember where. I'm wondering whether anyone will find the lotus seed. I'm going to write the question *Will anyone find the lotus seed?*"

3 Introduce *The Van Gogh Cafe*

Show the cover of *The Van Gogh Cafe* and read the title and the author's name aloud. Explain that this is a book of stories about a place called the Van Gogh Cafe. Read the description on the back cover aloud and ask:

Q *What do you already know about this book?*

4 Read "The Cafe" and "The Possum" Aloud with "Stop and Ask Questions"

Have the students turn to *Student Response Book* page 27, "Stop and Ask Questions About *The Van Gogh Cafe* (1)," and explain that they will use the thinking tool "Stop and Ask Questions" as they listen to the first two chapters of the book, which are titled "The Cafe" and "The Possum." You will stop three times to let them write their questions about the story. After the reading, they will use their questions to discuss the story with their partners.

Read the first two chapters of the book (pages 1–11) aloud slowly and clearly, stopping as described on the next page. Clarify vocabulary as you read.

Suggested Vocabulary

harbor: shelter; hide (p. 2)

porcelain: fine clay pottery (p. 2)

hydrangeas: kind of flower (p. 2)

possum: short for *opossum*, a small, furry animal that can hang by its tail (p. 3)

picturesque: beautiful (p. 4)

I-70: Interstate 70, a major highway that travels east–west across most of the United States (p. 6)

ELL Vocabulary

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

theater: building where people perform plays (p. 1)

cash register: machine that holds money in a store (p. 2)

phonograph: machine that plays recorded music (p. 2)

word spreads: one person tells another person, and that person tells another person, and so on (p. 2)

preferred: liked better (p. 5)

loneliness: feeling of sadness about being alone (p. 10)

Read the first paragraph twice before continuing, as it contains information that might be missed on a first reading.

At each of the following stopping points, have the students write *any* questions they can think of:

p. 2 "... people and animals and things notice it."

p. 7 "A minute ago it wasn't there and now it is."

p. 10 "... eating the scraps of muffins and potatoes."

Continue reading to the end of the chapter.

5 Use Questions to Discuss the Story



Ask the students to review their questions individually and think about whether the questions are discussed in the story. Then, have the students take turns using their questions to talk to their partners about the story. Remind them to confirm their partners' thinking by repeating back what they heard.

As partners share, circulate and listen for questions that get at important ideas in the story. Jot these down on a sheet of scratch paper to use in the class discussion.

ELPS 2.D.i
Step 5

Teacher Note

During the stops, circulate and notice whether the students are able to write questions and whether the questions are relevant to the story. If the students have difficulty asking questions at the stops, have one or two volunteers share their questions with the class as examples of the types of questions that can be asked.

Teacher Note

Examples of questions that get at important ideas are:

- What kind of magic happens at the Van Gogh Cafe?
- What does the possum have to do with the story?
- Is the possum magical?
- What happens to the man who lost his wife?

Teacher Note

If necessary, remind the students to use the discussion prompts they learned in Unit 4 as they respond. They are:

- “I agree with _____ because . . .”
- “I disagree with _____ because . . .”
- “In addition to what _____ said, I think . . .”

Teacher Note

In discussing this story and other texts, the students may make inferences that are illogical or not supported by the text. When that happens, refer the students to the text and ask, “Where in the text is the evidence that supports your idea?” Remind them that an inference must be based on clues in the text.

TEKS 6.F.i

Student/Teacher Narrative

Step 6

(last paragraph)

Teacher Note

During IDR today, the students practice two “fix-up” strategies they can use when they do not understand what they have read: rereading and reading ahead. To provide the students with additional support with using these and other “fix-up” strategies, you might teach all or part of IDR Mini-lesson 2, “Self-monitoring and Using ‘Fix-up’ Strategies” (found in Appendix A).

After a few minutes, facilitate a class discussion. Ask:

Q *What happens in these chapters?*



Explain that you will read aloud a few students’ questions that you noticed as you walked around. Read aloud a question from your scratch paper and have the students take turns discussing the question with their partners. Then have one or two volunteers share their thinking with the class. Repeat this process for other questions you recorded.

6 Highlight Inferences

Reread the passage on page 5 that begins “Marc bought the cafe seven years ago . . .” and ends “It seems right for her.” Ask:

Q *What do you know about Clara based on what you heard in this section?*

Q *Clara says, “Kansas is like a tall person relaxing.” What do you think that means?*

Students might say:

“Clara’s mother and father are separated, and Clara lives with her father.”

“Clara doesn’t like New York.”

“In addition to what [Sharon] said, Clara thinks Kansas is slow-moving, like a tall person might be when she relaxes or lies down.”

During this discussion, point out that the students are making inferences to understand that Clara’s parents are separated and that Clara likes the pace of life in Kansas better than the pace of life in New York City. Remind them that when a reader uses clues to figure out something that is not stated directly, the reader is making an inference. Explain that making inferences is an important comprehension strategy that the students will explore in the coming weeks.

7 Reflect on Confirming Partners’ Thinking

Facilitate a brief discussion of how the students did repeating back what they heard their partners say. Share any examples you observed of students repeating what their partners said or of partners clarifying misunderstandings. Tell them that they will continue to practice this skill in the coming weeks.

INDIVIDUALIZED DAILY READING

8 Review and Practice Using “Fix-up” Strategies

Tell the students that for the next week they will read narrative texts (fiction and nonfiction texts that tell stories) during IDR.

Direct the students' attention to the "Thinking About My Reading" chart and remind the students that it is important for them to check their comprehension as they are reading. Remind the students that earlier they learned a couple of "fix-up" strategies, or tools a student can use when she does not understand what she has read. Review that one strategy is to reread the part of the book she does not understand slowly and carefully. Another strategy is to read ahead and look for more information.

Distribute self-stick notes to each student. Tell the students that as they read today, you want them to pause occasionally and ask themselves if they understand what they are reading. If a student does not understand what he is reading, he should mark the place in the text that he does not understand with a self-stick note and then try one or both of the "fix-up" strategies—rereading and reading ahead—to see if the strategies help him understand what he is reading. Explain that at the end of IDR you will check in with the students to see how they did with using "fix-up" strategies. Then have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Over the next two weeks, confer individually with the students about what they are reading during IDR.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 62) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 65 of the *Assessment Resource Book*.

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

- Q** *Was there any part of your reading that you did not understand today? Tell us about it.*
- Q** *What "fix-up" strategy did you try? What happened when you [reread/read ahead]?*

If a student has tried both of the "fix-up" strategies and still does not understand the text she is reading, refer her to the "Reading Comprehension Strategies" chart and encourage her to try the strategies listed on it. Alternatively, you might encourage the student to ask you or a classmate for help.

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

ELL Note

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

Teacher Note

Provide time on a regular basis for the students to record the books they have completed in their reading logs.

Materials

- *The Van Gogh Cafe*
- “Reading Comprehension Strategies” chart and a marker
- *Student Response Book* page 28
- “Excerpt from *The Van Gogh Cafe*” chart (WA1)
- “Class Assessment Record” sheet (CA1)
- Self-stick notes for each student

In this lesson, the students:

- Practice using a prompt to confirm another person’s thinking
- Hear, read, and discuss part of a fiction chapter book
- Build awareness of making inferences as they read and hear the story
- Read independently for up to 30 minutes

ABOUT MAKING INFERENCES

Making inferences is a powerful reading comprehension strategy that many students use naturally, although they may not be aware of it. Most narrative texts contain passages that readers can understand only through inference. The *Making Meaning* program focuses on helping the students become aware of making inferences by externalizing this thinking through writing and discussion. The goal, as with all the reading comprehension strategies, is for the students to be able to make and be aware of making inferences in their independent reading. For more information, see “The Grade 5 Comprehension Strategies” in the Introduction.

1 Review Confirming One Another’s Thinking and *The Van Gogh Cafe*

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Briefly explain that the students will talk in pairs again today and that you would like them to practice using the prompt “I heard you say _____. Did I get that right?” to confirm their partners’ thinking. Explain that they will report how this went at the end of the lesson. If necessary, write the prompt again where everyone can see it.

Briefly review the first two chapters of *The Van Gogh Cafe* by asking:

- Q *What do you remember about yesterday’s reading?*
- Q *What happened in the chapter called “The Possum”?*

2 Add to the “Reading Comprehension Strategies” Chart

Review that yesterday the students inferred some things about Clara that are not directly stated in the story. Remind them that when a reader uses clues to figure out something that is not stated directly, the reader is making an inference.

Direct the students' attention to the "Reading Comprehension Strategies" chart and add *making inferences* to it. Explain that today they will explore other inferences they make about *The Van Gogh Cafe*.

Reading Comprehension Strategies

- using text features
- questioning
- recognizing story elements
- making inferences

3 Reread and Discuss a Passage from "The Possum"

Turn to page 9 of *The Van Gogh Cafe* and explain that you will reread an important passage from the story, in which much of what happens must be inferred. Ask the students to listen closely and think about what is happening.

Read aloud the passage beginning on page 9 with "And this goes on for a while until the biggest story happens" and ending on page 10 with "... animals who come to him and take away his loneliness."

First in pairs, and then as a class, have the students discuss the following question. Remind them to confirm their partners' thinking by repeating back what they heard.



Q *What happens in this passage? Turn to your partner.*

Have one or two volunteers share their thinking.

Students might say:

"A man whose wife has died is driving by and he sees the animals eating below the possum."

"The man turns around and drives home and opens a home for stray animals."

4 Look for Clues to Support Inferences

Reread the sentence "And the man sees something else there, too, something no one has seen until now." Have the students think quietly about this question:

Q *What do you think the man sees that no one else sees?*

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

Without discussing the question, have the students turn to *Student Response Book* page 28, “Excerpt from *The Van Gogh Cafe*.” Explain that you would like the students to read the excerpt silently and underline clues that help them infer what the man sees. If necessary, read the excerpt aloud again as the students follow along.

Circulate among the pairs and notice which passages they underline.



CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students underlining passages that give clues that the man sees a solution to his loneliness?
- Are they able to explain how the passages help them infer that?

Record your observations on the “Class Assessment Record” sheet (CA1); see page 60 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are identifying clues that the man sees a solution to his loneliness, proceed with the lesson and continue on to Day 3.
- If **about half of the students** or **only a few students** are identifying clues that the man sees a solution to his loneliness, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the “Grade 5 Alternative Texts” list.



Facilitation Tip

During this unit, we invite you to focus on **pacing class discussions** so that they are lively and focused without dragging, losing the attention of your participants, or wandering off the topic. Class discussions should be long enough to allow time for thinking and short enough to sustain the students’ attention. Good pacing requires careful observation of the class (not just the students who are responding) and the timely use of various pacing techniques. To speed up a discussion:

- Call on only a few students to respond to each question, even if others have their hands up.
- Use “Turn to Your Partner” if many students want to speak; then call on just two or three students to share with the whole class.

To deepen or refocus a discussion:

- Restate the question if the discussion strays from the original topic.
- Use wait-time before calling on anyone to respond.

To see this Facilitation Tip in action, view “Pacing Class Discussions” (AV19).



5 Discuss Clues and Inferences as a Class

When most students have finished, display the “Excerpt from *The Van Gogh Cafe*” chart (U WA1). Ask volunteers to share with the class the passages they underlined. As the students report their passages, underline them on the chart and ask:

Q *How does this passage help you infer what the man has seen?*

Students might say:

“When it says the man saw ‘something no one has seen until now,’ it means that lots of people saw the possum and the stray animals eating, but no one else saw that they could feed stray animals themselves.”

“I underlined ‘drives back where he belongs,’ because I think the possum helps him see that he belongs at the farm.”

“I underlined ‘He really isn’t sure where he’s going,’ because that sentence explains why he saw something no one else has seen until now. He figured out where he was going after he saw the possum. He went home.”

TEKS 6.F.i
Student/Teacher Activity
Step 5

If necessary, point out that the author does not directly state that the man is sad and uncertain until the possum helps him find a purpose and a way to be happy again, but the students can infer this from the clues they underlined. Explain that readers naturally make inferences all the time when they read, and that in the coming days the students will try to notice when they make inferences and what clues they use to help them make those inferences.

6 Reflect on Confirming Each Other's Thinking

Give the students an opportunity to report how they did today confirming their partners' thinking. Emphasize that the purpose of practicing this skill is to help them to be responsible listeners.

INDIVIDUALIZED DAILY READING

7 Read Independently Using "Stop and Ask Questions"

Explain that you would like the students to use the thinking tool "Stop and Ask Questions" as they read independently today. Distribute self-stick notes. Remind the students that they will use the notes to mark places in their reading where questions come to mind, and they will write a question on each note. Tell them that at the end of IDR they will use their written questions to help them discuss their reading. Have the students get their books and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 62) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 65 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share the titles of their books, the authors' names, and what the books are about. Ask questions such as:

- Q *What is a question you wrote while you were reading?*
- Q *Did the part of the story you read today answer your question? If so, how? If not, how do you think it might be answered as you keep reading?*

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

Materials

- *The Van Gogh Cafe* (pages 12–21)
- “Clarifying Questions and Statements” chart, prepared ahead, and a marker
- *Student Response Book* page 29
- A sheet of scratch paper and a pencil
- Self-stick notes for each student

ELPS 2.D.ii
Step 1

In this lesson, the students:

- Learn to use clarifying questions and statements
- Hear and discuss part of a fiction chapter book
- Use questioning to think about the story
- Build awareness of making inferences as they hear the story
- Read independently for up to 30 minutes

1 Introduce Using Clarifying Questions and Statements

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind the students that yesterday they practiced the skill of confirming their partners’ thinking by repeating back what they heard. Explain that today they will learn to use clarifying questions and statements. Explain that when you do not understand what your partner is saying, you might ask your partner to clarify, or explain, what he or she said in a different way to help you understand. Explain that it is important to speak politely and respectfully when seeking clarification. Ask:

Q *If you don’t understand what your partner is saying, what are some questions you can ask or things you can say to help you understand?*

Have a few volunteers share their thinking. Direct the students’ attention to the “Clarifying Questions and Statements” chart and list a few of the students’ ideas on the chart as they generate them. If the students have difficulty generating questions and statements, suggest some such as those listed on the diagram.

Clarifying Questions and Statements

I’m not sure I understand you.

Can you say that in a different way?

Can you tell me more about that?

What did you mean when you said . . . ?

2 Review *The Van Gogh Cafe*

Briefly review that the students have been hearing stories from the chapter book *The Van Gogh Cafe*. Reread the last paragraph on page 11 and ask:

Q *What do you think will happen in the next chapter?*

3 Read “Lightning Strikes” Aloud with “Stop and Ask Questions”

Have the students turn to *Student Response Book* page 29, “Stop and Ask Questions About *The Van Gogh Cafe* (2),” and explain that they will use the thinking tool “Stop and Ask Questions” as they listen to the third chapter of the book, which is titled “Lightning Strikes.” You will stop three times to let them write their questions about the story. After the reading, they will use their questions to discuss the story with their partners.

Read the third chapter of the book (pages 12–21) aloud slowly and clearly, stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

the effect of this has not been lost on Marc: Marc has noticed this (p. 12)

ELL Vocabulary

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

is so fond of: likes so much (p. 15)

stranded: stuck (p. 16)

ivy: type of climbing plant (p. 20)

planter: pot with a plant in it (p. 20)

omens, fortunes, signs: things that tell what will happen in the future (p. 20)

At each of the following stopping points, have the students write *any* questions they can think of:

p. 14 “However, food that cooks itself does.”

p. 16 “. . . then the bigger story begins.”

p. 18 “Blackberries love / a moon-faced man / so sleepy.”

Continue reading to the end of the chapter.

Teacher Note

During the stops, circulate and notice whether the students are able to write questions and whether the questions are relevant to the story. If the students have difficulty asking questions at the stops, have one or two volunteers share their questions with the class as examples of the types of questions that can be asked.

4 Use Questions to Discuss the Story



Ask the students to review their questions individually and think about whether the questions are discussed in the story. Then, have partners use the questions to talk about the story with each other. Refer to the “Clarifying Questions and Statements” chart and remind the students to use the questions and statements listed on it to make sure they understand what their partners are saying.

As partners share, circulate and listen for questions that get at important ideas in the story. Jot these down on a sheet of scratch paper to use in the class discussion.

After a few minutes, facilitate a class discussion. Ask:

Q *What happens in this chapter?*



Explain that you will read aloud a few of the students’ questions that you noticed as you walked around. Read aloud a question from your scratch paper and have the students take turns discussing the question with their partners. Then have one or two volunteers share their thinking with the class. Repeat this process for other questions you recorded.

5 Highlight Inferences

Reread the passage on pages 15–16 that begins “Something else is bound to happen eventually. . . .” and ends “. . . then the bigger story begins.” Ask:

Q *What does Karla think when she first reads the poem?*

Q *What does Karla think when she remembers the poem?*

Students might say:

“When Karla first reads the poem, she likes it but she doesn’t understand it.”

“Karla realizes the poem predicted that her truck would break down.”

“In addition to what [Grace] said, she realizes that all the words in the poem are clues about what ends up happening to her.”

“I agree with [Ahmad]. Karla figures out that the word *blue* is the color of her truck; *waiting, waiting* tells what she’s doing; *silver* is the name of the lake she’s next to; and *night* is the time her truck breaks down.”

During this discussion, point out that the students are making inferences to figure out that Karla does not at first understand the poem or think it has anything to do with her but that after she has been stranded a long time with her broken-down truck, she remembers the poem and realizes that the words in the poem predicted exactly what would happen to her. Remind them that when a reader uses clues to figure out something that is not stated directly, the reader is making an inference. Review that making inferences is an important comprehension strategy that the students will continue to explore.

Teacher Note

Examples of questions that get at important ideas are:

- What is Marc writing poems about?
- Is Marc’s poetry going to make more magic happen?
- Did the poem Marc gave to Karla predict that her truck would break down?
- Is the poem the boy reads on the board going to help him find his cat?

Teacher Note

Save the “Clarifying Questions and Statements” chart to use throughout the unit.

Teacher Note

If the students make inferences that are illogical or not supported by the text, refer the students to the text and ask, “Where in the text is the evidence that supports your idea?” Remind them that an inference must be based on clues in the text.

6 Discuss Using Clarifying Questions and Statements

Share any examples you observed of students using clarifying questions and statements in their partner conversations. Ask:

Q *Why is it important to be respectful when asking your partner to clarify his or her thinking?*

Tell the students that they will continue to practice this skill in the coming days.

INDIVIDUALIZED DAILY READING

7 Read Independently Using “Stop and Ask Questions”

Explain that you would like the students to use the thinking tool “Stop and Ask Questions” as they read independently today. Distribute self-stick notes. Remind the students that they will use the notes to mark places in their reading where questions come to mind, and they will write a question on each note. Tell the students that at the end of IDR they will use their written questions to help them discuss their reading. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 62) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 65 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Give the students a few minutes to share with their partners the titles of their books, the authors’ names, what the texts are about, questions they had as they read, and how those questions were answered. After partners have had a chance to share, discuss as a class:

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

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

Materials

- *The Van Gogh Cafe*
- *Tuck Everlasting* from Unit 4
- Copy of “‘The Cafe’ from *The Van Gogh Cafe*” (BLM2) for each student

Teacher Note

Prior to doing this activity, visit the CCC Learning Hub (ccclearninghub.org) to access and print “‘The Cafe’ from *The Van Gogh Cafe*” (BLM2). Make enough copies for each student to have one, and set aside a copy for yourself.

WRITING ABOUT READING

Write Inferences Based on Setting in *The Van Gogh Cafe*

Show the cover of *The Van Gogh Cafe* and review that the students have heard the first three chapters of this book: “The Cafe,” “The Possum,” and “Lightning Strikes.” Ask and briefly discuss:

Q *What do you remember about the reading?*

Have volunteers share their thinking. Show the cover of *Tuck Everlasting* and remind the students that they discussed the story’s setting, or when and where the story takes place, and that this helped them understand and enjoy the story. Explain that today the students will take a closer look at the setting in *The Van Gogh Cafe*.

Distribute copies of “‘The Cafe’ from *The Van Gogh Cafe*” (BLM2) and explain that this is the first chapter in *The Van Gogh Cafe*. Ask the students to follow along as you read the excerpt and to think as they listen about what they are learning about the setting.

Read “The Cafe” aloud slowly and clearly. Then ask and discuss:

Q *What information did you hear about the setting?*

Have volunteers share their thinking.

Students might say:

“The cafe is on Main Street in a town called Flowers.”

“It’s in a building that used to be a theater.”

“It has a sign in it that says ‘Bless All Dogs.’”

“It’s got a statue of a hen on top of something that has pies in it.”

“There are purple flowers painted all over the women’s bathroom.”

“There’s a song called ‘You’d Be So Nice to Come Home To’ playing on an old-fashioned record player.”

Remind the students that they have been making inferences, or using clues to figure out something that is not stated directly. Ask:

Q *Based on the clues about the setting that you just mentioned, what kind of place do you think the cafe is?*

Have volunteers share their thinking.

Students might say:

“It seems like a friendly place. I think that because the sign that says ‘Bless All Dogs’ makes it seem like dogs are welcome there.”

“In addition to what [Natasha] said, I think it’s a fun place. It would be fun to visit the bathroom and see purple flowers all over the walls.”

“I agree with [Natasha and Lee], and I also think it’s homey. The song that plays is about coming home.”

Explain that today the students will write about what they infer about the Van Gogh Cafe, using clues about the setting. Ask the students to watch as you think aloud and model writing about this.

You might say:

"The details about the setting make me think that the cafe is a fun, relaxed place. I'll write: *The details about the setting in The Van Gogh Cafe suggest that it is a fun, relaxed place to visit. I want to give evidence from the book for this idea. I'll write: *The sign 'Bless All Dogs' suggests that the cafe is a warm, inviting place where everyone is accepted, even dogs. The fact that a tender song is playing on the phonograph also tells me that this is a happy, casual place to be.*"*

Have the students write about their inferences about the Van Gogh Cafe using clues about the setting. If time permits, ask a few volunteers to share their writing with the class.

EXTENSION

Read the Rest of *The Van Gogh Cafe*

If the students are interested, read the rest of *The Van Gogh Cafe* aloud. Look for opportunities to highlight and discuss the inferences the students make.



TECHNOLOGY EXTENSION

Meet the Author: Cynthia Rylant

The students may be interested in learning more about Cynthia Rylant, the award-winning author of *The Van Gogh Cafe* and many other beloved books, including *When I Was Young in the Mountains*, *Every Living Thing*, and *Missing May*. Tell the students that Cynthia Rylant grew up in a family of coal miners in West Virginia and often draws on her childhood memories in writing her books. Ask:

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

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

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



Technology Tip

Prior to doing this activity, locate a few age-appropriate sources that provide information about Cynthia Rylant. Search for information online using the keywords "biography Cynthia Rylant" or "about Cynthia Rylant." You might wish to bookmark the web pages that you will share with your students in your browser. For more information, view the "Finding, Organizing, and Presenting Online Information" tutorial (AV43).



Materials

- *The Van Gogh Cafe*
- “Clarifying Questions and Statements” chart from Day 3
- Small self-stick note for each student
- “Questions to Use When Making Inferences” chart, prepared ahead
- Narrative text for modeling, selected ahead
- *Student Response Book*, Reading Journal section
- “Journal Entry” chart (WA2)

Teacher Note

To help the students recall the inferences they made, you might ask them to review what they underlined on *Student Response Book* page 28, “Excerpt from *The Van Gogh Cafe*.” You might also remind them about the passages on page 5 and pages 15–16 of the book and ask them what inferences they made about each of these passages.

TEKS 1.A.iii
Student/Teacher Narrative
Step 3

In this lesson, the students:

- Practice using clarifying questions and statements
- Read independently
- Build awareness of making inferences as they read independently
- Write in their reading journals

1 Review Making Inferences

Have the students get their *Student Response Books*, pencils, and texts for independent reading and sit at desks with partners together. Remind the students that this week they heard the first three chapters of *The Van Gogh Cafe* and explored how they made inferences to understand the story. Ask and briefly discuss:

Q *What were some of the inferences you made to make sense of The Van Gogh Cafe?*

Refer to the “Clarifying Questions and Statements” chart and point out that the students learned the skill of using clarifying questions and statements to help them understand their partners’ thinking. Explain that they will practice this skill again today.

Explain that today the students will also practice making inferences in their independent reading. Tell them that they will read their own books for 10–15 minutes and then read the same section again while thinking about inferences they might make.

2 Read Independently Without Stopping

Distribute a self-stick note to each student. Ask the students to use self-stick notes to mark where they begin reading today, and have them read independently for 10–15 minutes.

3 Model Using Questions to Make Inferences During Rereading

After 10–15 minutes, direct the students’ attention to the “Questions to Use When Making Inferences” chart and read aloud the questions on it. Explain that the students will reread, starting again at their self-stick notes. Ask them to think about these three questions as they read.

Questions to Use When Making Inferences

What is one thing you know based on the part you just read?

Is that stated directly in the text?

If not, what clue or clues tell you what you know?

Have the students watch as you model this briefly with your own book. Model asking yourself each of the three questions one at a time and thinking aloud about the answer to each question before going on to the next question.

You might say:

"I just read the first few pages of *The Summer My Father Was Ten*. What is one thing I know based on the part I just read? I know that Mr. Bellavista's garden is very important to him. Is that stated directly in the text? No. Since it is not, what clues tell me what I know? In the story it says that Mr. Bellavista works hard to clear the vacant lot so that he can plant his garden, and it describes how he weeds, waters, and watches over his plants every morning."

Tell the students that you will stop them every few minutes to think about the three questions and talk with their partners.

4 Read Independently and Talk in Pairs

Have the students begin rereading independently. Stop them at 5-minute intervals. At each stop, direct the students' attention to the "Questions to Use When Making Inferences" chart and ask each of the three questions from the chart one at a time, pausing after each question to allow the students time to think.



After the students have thought about all three questions, have them take turns discussing their thinking with their partners. Remind them to confirm their partners' thinking by repeating back what they heard.

Teacher Note

Pausing after each question gives the students time to go through the thinking process before talking in pairs. At each stop, ask:

Q *What is one thing you know based on the part you just read? [pause] Is that stated directly in the text? [pause] If not, what clues tell you what you know? [pause] Turn to your partner and discuss your thinking.*

Teacher Note

Save the "Questions to Use When Making Inferences" chart to use throughout the year.

Teacher Note

As you circulate, notice whether the students recognize both meanings stated directly in their books and meanings they have inferred. Be aware that many students will have difficulty making inferences at this point, and students who can make inferences may be unable to recognize that they have done so. This is to be expected, as they have just been introduced to this challenging thinking. In addition, some books contain more opportunities to infer than others. The students will have more opportunities to explore making inferences in the coming weeks.

Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

ELL Note

Consider having students with limited English proficiency dictate journal entries for you to write down.

Teacher Note

If the students struggle to write, you might wish to model writing a journal entry, as you did in Unit 2, Week 1, Day 4 (see Step 3).

Circulate among the students as they read and encourage them to think about what they are reading by asking questions such as:

Q What is happening in your text at this point? How do you know? Are those things stated directly, or are you inferring them from clues? What clues?

5 Write in Reading Journals About the Students' Independent Reading

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

WA2

Journal Entry

Write a journal entry about the story you are reading.

Please include:

- The title and the author's name
- What the story is about
- One thing you know based on the part you read today
- Whether that is stated directly or indirectly in the text
- If indirectly, what clue or clues helped you infer it

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

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

6 Discuss What the Students Noticed

 Call for the students' attention and have them take turns talking about their journal entries with their partners. Remind them to use clarifying questions and statements when necessary.

Have a few volunteers share their journal entries with the class. Ask questions such as:

Q What did you hear [Carla] say about her book? Did [Larry] get it right, [Carla]?

Q What do you want to ask [Carla] about her book or about what she shared?

Explain that making inferences is challenging, and assure the students that they will have many more opportunities to explore making inferences and to think about when they are making them in their independent reading.

7 Discuss How the Students Worked Together

Review that the students have been focusing on using clarifying questions and statements respectfully if they did not understand their partners. Use “Think, Pair, Share” to discuss questions such as:



Q *How did using clarifying questions and statements help you and your partner work together this week? [pause] Turn to your partner.*

Q *How has your partner helped you feel respected? How does that help you be a better learner? [pause] Turn to your partner.*

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

Vocabulary Note

Next week you will revisit *The Van Gogh Cafe* to teach the Week 12 vocabulary lessons.

Week 2

OVERVIEW

Poems

“Speech Class”

by Jim Daniels (see page 289)

The poet recounts bittersweet memories of attending speech class with a friend.

“October Saturday”

by Bobbi Katz (see page 290)

A child describes raking leaves with his or her father on an autumn day.

“Eraser and School Clock”

by Gary Soto (see page 291)

While taking a math test, a student daydreams about playing baseball.

“back yard”

by Valerie Worth (see page 293)

Sunlight takes on a personality in a back yard as a day progresses.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA3–WA5

Assessment Forms

- “Class Assessment Record” sheet (CA2)
- “IDR Conference Notes” record sheet (CN1)
- “Individual Comprehension Assessment” record sheet (IA1)

Reproducibles

- Unit 5 family letter (BLM1)
- (Optional) “Circles” (BLM3)

Professional Development Media

- “Using ‘Heads Together’” (AV9)
- “Finding, Organizing, and Presenting Online Information” tutorial (AV43)
- “Using Presentation Tools” tutorial (AV44)
- “Using Blogs in the Classroom” tutorial (AV45)
- “Creating Audio and Video in the Classroom” tutorial (AV50)

Comprehension Focus

- Students make inferences to understand poems.
- Students visualize to make sense of poems.
- Students learn to use a double-entry journal to record their thinking.
- Students read independently.

Social Development Focus

- Students analyze why it is important to be responsible.
- Students learn and practice the procedure for “Heads Together.”

① DO AHEAD

- ✓ Prior to Day 1, review some of the poems the students have learned this year. If your students have not heard much poetry this year, consider taking time to immerse them in poetry before you proceed with this week’s instruction.
- ✓ Make available poems and narrative texts at a variety of levels so that the students can practice asking questions, making inferences, and visualizing during IDR throughout Week 2.
- ✓ Prior to Day 3, decide how you will randomly assign pairs to work together in groups of four on Days 3 and 4.
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA2); see page 61 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 12 lessons this week.

Materials

- “Speech Class” (see page 289)
- “Clarifying Questions and Statements” chart from Week 1
- “Reading Comprehension Strategies” chart
- *Student Response Book* page 30
- “Double-entry Journal About ‘Speech Class’” chart (WA3)
- “Questions to Use When Making Inferences” chart
- Self-stick notes for each student

In this lesson, the students:

- Hear, read, and discuss a poem
- Build awareness of making inferences as they read and hear the poem
- Learn to use a double-entry journal
- Read independently for up to 30 minutes
- Use clarifying questions and statements

1 Review Using Clarifying Questions and Statements

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Briefly review the “Clarifying Questions and Statements” chart and remind the students that last week they practiced using the charted questions and statements when they did not understand what their partners said. Explain that you would like the students to continue using the questions and statements with their partners today.

2 Review Making Inferences and Introduce Poetry

Direct the students’ attention to the “Reading Comprehension Strategies” chart and review that last week they practiced making inferences to help them understand the stories in *The Van Gogh Cafe*. Remind them that when a reader uses clues to figure out something that is not stated directly in a text, the reader is making an inference. Explain that this week they will practice making inferences as they listen to a different kind of text, poetry. Ask the students to think silently for a moment about poems they have heard and read. Then briefly discuss:

Q *What do you know about poems?*

If the students have difficulty answering this question, follow up with questions such as:

Q *What do poems look like?*

Q *How are they the same as or different from stories?*

Students might say:

“Poems sometimes rhyme.”

“Poems have lines and stanzas.”

“Some poems are funny, like limericks.”

3 Introduce “Speech Class”

Tell the students that this week they will hear several poems. Explain that to understand poems, readers must often make inferences. They will have opportunities to think and talk with one another about inferences they make.

Tell the students that today you will read a poem called “Speech Class” by Jim Daniels. Explain that in the poem, Jim Daniels describes what it was like to have speech difficulties in school and what it was like to get help from a speech therapist during the school day.

Explain that you will read the poem aloud twice, and ask the students to pay attention to the feelings the poet describes.

4 Read Aloud

Read “Speech Class” (including the title and the poet’s name) aloud twice, slowly and clearly, pausing between the readings. Clarify vocabulary during the first reading.

Suggested Vocabulary

outcasts: people driven out or rejected by a group (p. 289)

stutters, slurring: two kinds of speech difficulties (p. 289)

therapist: person trained to help people with difficulties (p. 289)

graduated: successfully completed a program (p. 289)

deserter: person who leaves a place before he or she should (p. 289)

ELL Vocabulary

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

clenched: pressed tightly together (p. 289)

After the second reading, ask:

- Q *What happens in this poem?*
- Q *The dedication of the poem is “for Joe.” Who do you think Joe might be? Why do you think so?*
- Q *What are some feelings that Jim Daniels remembers having? Are those feelings stated directly, or did you infer them?*

ELL Note

The imagery and metaphorical language of poetry can be especially difficult for English Language Learners to comprehend. This week you may want to read each poem aloud to your English Language Learners a few times and discuss it prior to reading and discussing the poem with the class.

Teacher Note

You might wish to point out that sometimes poets write about their own experiences, and sometimes they write as if they were someone else. In this poem, the poet writes about his own experiences. We know this because he refers to himself by name in the poem.

Facilitation Tip

Continue to focus on **pacing class discussions** so they are neither too short nor too long. Scan the whole class (not just the students who are responding) and use techniques such as the following:

- Call on just a few students to respond to each question, even if others have their hands up.
- Use “Turn to Your Partner” if many students want to speak, and then call on just two or three students to share with the whole class.
- Restate the question if the discussion strays from the original topic.
- Use wait-time before calling on anyone to respond.

Teacher Note

Circulate as partners work together. Notice whether they identify words that are clues to the poet's feelings. Also notice whether they use clarifying questions and statements and work together to decide what to underline.

Students might say:

"I think Joe is the other kid with speech problems in the poem. I think so because of the line about 'me and Joe' having to go to speech class. 'Me' is Jim."

"He remembers feeling frustrated about the kids who were mean to them. I inferred that because he says they had 'clenched teeth.'"

"He remembers feeling embarrassed. I inferred that because he says 'we hoped they wouldn't laugh.'"

"He remembers feeling happy. I inferred that because he says he and Joe were friends and that the speech therapist was also their friend."

"He remembers feeling guilty. I inferred that because he says 'he felt like a deserter.'"

Have the students turn to *Student Response Book* page 30, "Speech Class," and ask them to read along as you read the poem aloud a third time.

5 Look for Clues to Support Inferences

Point out that the poet does not directly say how he felt, but the students can use clues in the poem to make inferences about his feelings.



Have partners work together to underline words and phrases in the poem that are clues to Jim Daniels's feelings. Remind them to use clarifying questions and statements if they do not understand what their partners are saying.

6 Introduce the Double-entry Journal and Complete It as a Class

When most pairs have finished, display the "Double-entry Journal About 'Speech Class'" chart (C WA3). Explain that a double-entry journal is a tool the students can use to record their thinking. Tell them that today they will use the tool as a class to record the inferences they made about the poet's feelings and the clues that helped them make these inferences.

Explain that in the left-hand column of the journal you will write the words or phrases from the poem that the students used to make the inferences. In the right-hand column, you will write their inferences.

Ask pairs to share the words and phrases they underlined and the inferences they made. Record these on the chart.

Double-entry Journal About "Speech Class"

What I Read	What I Inferred
"and that was plenty for a friendship"	He felt happy to have a friend with the same problem.
"We hoped they wouldn't laugh"	He felt embarrassed about going to speech class.
"We clenched teeth and went"	He felt angry but went anyway.
"I felt that punch in the gut"	He felt bad about not going to speech class with his friend.



If the students do not offer words or phrases from the poem, write the lines from the example above in the "What I Read" column and then have the students discuss in pairs and as a class what they can infer about the poet's feelings from these lines.

Remind the students that making inferences helps them think more deeply about texts. Tell them that in the next lesson, they will read another poem and use a double-entry journal again to record inferences they notice.

INDIVIDUALIZED DAILY READING

7 Practice Making Inferences

Tell the students that this week they will read poetry and narrative texts during IDR.

Explain that today the students will practice rereading and making inferences in their independent reading. Explain that they will read their texts for 15 minutes and then read the same section again while thinking about inferences they might make.

Distribute self-stick notes. Have the students get their texts, place self-stick notes where they start to read, and read silently for up to 30 minutes. Stop them after 15 minutes and direct their attention to the "Questions to Use When Making Inferences" chart. Ask the students to use the questions on the chart to think quietly about their inferences.



After a few moments, have them take turns discussing their thinking with their partners. Have them place self-stick notes where they stopped reading and then resume reading for another 15 minutes.

Teacher Note

The students may disagree about the inference that makes the most sense for a line. Some students may have difficulty inferring any meaning that makes sense. These differences are to be expected as the students learn the skill of making inferences and develop as readers. Rather than stating an inference yourself, facilitate a discussion about disagreements by having the students refer to the poem to support their opinions.

Teacher Note

Save the completed "Double-entry Journal About 'Speech Class'" chart (WA3) to use on Day 2.

Teacher Note

Be aware that some books contain more opportunities to make inferences than others.

Tell the students that at the end of IDR they will discuss their inferences with the class. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 62) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 65 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask a few volunteers to share with the class the titles of their texts, the authors’ names, and what the texts are about. Follow up by asking questions such as:

Q *What is happening in the part of the text that you read today? How do you know? Are those things stated directly, or are you inferring them from clues? What clues?*

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



Technology Tip

Rather than creating a class book, you might have each student type his or her poem using a slideshow application. Assemble the students’ slides into one file to create a digital presentation of the class’s poems. For more information about using slideshow applications, view the “Using Presentation Tools” tutorial (AV44).



EXTENSION

Write Poems

This week, invite interested students to write poems. They might write poems about school memories, or they might write about any other subject that interests them. Have the students share their poems with the class. You might collect the poems into a book and include it in the classroom library.

In this lesson, the students:

- Hear, read, and discuss a poem
- Visualize to make sense of the poem
- Build awareness of making inferences as they read and hear the poem
- Read independently for up to 30 minutes
- Use clarifying questions and statements

1 Review Making Inferences and Get Ready to Work Together

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you.

Display the completed “Double-entry Journal About ‘Speech Class’” chart (WA3). Remind the students that in the previous lesson they heard the poem “Speech Class” and, as a class, used the double-entry journal to record their inferences about the poem and the clues they used to make the inferences.

Point out that using the strategy of making inferences helped the students think about the poem. Tell them that today you will read another poem aloud and they will talk about the poem with their partners, use a double-entry journal to record their inferences, and discuss the inferences.

2 Introduce “October Saturday” and Visualizing

Tell the students that you will read “October Saturday” by Bobbi Katz aloud. Explain that in the poem a child describes raking leaves with his or her father.

Explain that as the students listen to the poem, you would like them to visualize, or create mental images of, what is happening in the poem. Tell them that their mental images can include sounds, smells, and feelings, as well as things they see.

Explain that you will read the poem aloud twice and that after the second reading the students will share their visualizations in pairs.

3 Read Aloud

Read “October Saturday” (including the title and the poet’s name) aloud slowly and clearly, clarifying vocabulary as you read. Then have the students turn to *Student Response Book* page 31, “October Saturday,” and follow along as you read the poem aloud again.

Materials

- “October Saturday” (see page 290)
- “Double-entry Journal About ‘Speech Class’” chart (WA3) from Day 1
- *Student Response Book* pages 31–33
- “Questions to Use When Making Inferences” chart
- Self-stick notes for each student

TEKS 6.D.i
Student/Teacher Narrative
Step 2 and Step 4

TEKS 9.B.ii
TEKS 10.D.iii
Student/Teacher Activity
Step 4

TEKS 9.B.ii
TEKS 10.D.iii
Student/Teacher Narrative
first Teacher Note on p. 272

Teacher Note

You might point out that in the line “All the leaves have turned to cornflakes,” the poet is describing the leaves by comparing them to cornflakes. This kind of comparison, in which one thing is described as if it were another thing, is called a *metaphor*, which is a type of *figurative language*.

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit’s Individual Comprehension Assessment.

ELPS 4.G.iv
Step 5

Suggested Vocabulary

rubber clogs: rubber shoes with thick soles (p. 290)

flippers: flat rubber shoes used for swimming (p. 290)

ELL Vocabulary

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

cornflakes: breakfast cereal (p. 290)

scattered: thrown over a wide area (p. 290)

nervously: in an almost scared way (p. 290)

chattering: talking on and on (p. 290)

rake: collect leaves with a rake, a garden tool (p. 290)

4 Discuss the Students’ Inferences and Visualizations

Ask:



Q *What did you see in your mind as you listened to the poem? What sounds did you imagine? What feelings did you imagine as part of your mental picture? Turn to your partner.*

Have a few volunteers share their thinking with the class. Then reread the lines beginning with “millions and millions of cornflakes” and ending with “nervously chattering.” Ask:

Q *What do you think these lines mean? Explain your thinking.*

Students might say:

“I imagined the cool wind on my face and lots of crunching from the dry leaves.”

“When the wind blows, it sounds like the leaves are nervously talking to each other.”

Ask and briefly discuss:

Q *If you didn’t know the title of the poem, what clues would help you infer that it is about fall?*

5 Introduce the Double-entry Journal Activity

Have the students turn to *Student Response Book* page 33, “Double-entry Journal About ‘October Saturday,’” and explain that they will use this page to write about inferences they made while reading the poem. Point out that an example of a journal entry is provided, and read aloud the “What I Read” and “What I Inferred” columns for number 1. Explain that the students will select another line or set of lines from which they can infer a meaning and record the lines and the inference in the second space on their journal page.

<p>Unit 5 • Week 2 • Day 2</p> <p>Making Inferences 33</p>	<p>What I Read</p> <p>1. "millions and millions of cornflakes— crunching, crunching under our feet. When the wind blows, they rattle against each other, nervously chattering."</p> <p>2. "rubber clogs and flippers— in a box marked SUMMER."</p>	<p>What I Inferred</p> <p>The wind makes the leaves rub together, and it sounds like the leaves are talking.</p> <p>The mom is packing away the summer clothes because summer is over.</p>	<p>Double-entry Journal About "October Saturday"</p> <p>Name: <u>Elisia</u></p>
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As the students work, circulate and observe them. Follow up with questions such as:

Q *What did you infer from the line or lines you selected? Why does that inference make sense?*

6 Discuss Inferences



When most of the students have finished writing, have partners discuss the inferences they wrote about. Remind them to use clarifying questions and statements if they do not understand their partners' thinking.

After a few minutes, facilitate a class discussion of the students' inferences using questions such as:

- Q** *Why does that inference make sense?*
- Q** *What question do you want to ask [José] about the line and inference he shared?*
- Q** *Did anyone make a different inference from the same line? What inference? Do both make sense? Why or why not?*

Students might say:

"I think that when it says that the leaves are cornflakes, it means they are brown and crispy, like leaves get in fall."

"I chose the lines 'Inside the house my mother is packing / short sleeved shirts and faded bathing suits— / rubber clogs and flippers— / in a box marked SUMMER.' It sounds like summer is over. All the summer things are being put away."

INDIVIDUALIZED DAILY READING

7 Practice Making Inferences

Explain that today the students will practice rereading and making inferences in their independent reading. Explain that they will read their texts for 15 minutes and then read the same section again while thinking about inferences they might make.

Distribute self-stick notes. Have the students get their texts, place self-stick notes where they start to read, and read silently for up to 30 minutes. Stop them after 15 minutes and direct their attention to the “Questions to Use When Making Inferences” chart. Ask the students to use the questions on the chart to think quietly about their inferences.



After a few moments, have them take turns discussing their thinking with their partners. Have them place self-stick notes where they stopped reading and then resume reading for another 15 minutes.

Tell the students that at the end of IDR they will discuss their inferences with the class. After they have settled into their reading, confer with individual students.

Teacher Note

Be aware that some books contain more opportunities to make inferences than others.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 62) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 65 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask a few volunteers to share with the class the titles of their texts, the authors’ names, and what the texts are about. Follow up by asking questions such as:

Q *What is happening in the part of the text you read today? How do you know? Are those things stated directly or are you inferring them from clues? What clues?*

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

In this lesson, the students:

- Learn the procedure for “Heads Together”
- Hear, read, and discuss a poem
- Build awareness of making inferences as they read and hear the poem
- Read independently for up to 30 minutes
- Contribute to group work
- Include everyone in the group work and discussions

1 Introduce “Heads Together”

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Point out that in past lessons the students shared ideas about their reading with their partners, but during today’s lesson they will share their thinking in groups of four. Ask:

- Q** *How might talking in a group of four be different from talking with a partner?*
- Q** *What challenges or difficulties might you face talking in a group of four?*

Students might say:

“It might be hard to decide whose turn it is to talk.”

“I think it will be different because we’ll get to hear more people’s thinking.”

“We’ll have to make sure that everyone has a chance to talk. That might be hard with more people.”

Put pairs together to form groups of four and ask group members to sit together. Explain that this week the students will continue to hear and discuss poetry. Tell them that after they hear a poem today they will use a technique called “Heads Together,” in which the students turn to their group members to discuss the poem. Explain that the purpose of “Heads Together” is to hear the thinking of several other people and practice sharing their own thinking in a group. Explain the “Heads Together” procedure.

You might say:

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

Materials

- “Eraser and School Clock” (see page 291)
- *Student Response Book* pages 34–36
- “Questions to Use When Making Inferences” chart

Teacher Note

Group work fosters both academic and social development. In groups, the students are exposed to a greater variety of ideas, and the more complex interactions of the group require that students develop critical social skills, such as including one another, solving problems, making decisions, and reaching agreement. For more information, see “Focus on Social/Ethical Development” in the Introduction.

Teacher Note

If your students are already familiar with “Heads Together,” you do not need to practice it in Step 2. Instead, briefly review the procedure and continue with the rest of the lesson. To see an example, view “Using ‘Heads Together’” (AV9).



ELPS 2.I.iii
Steps 2 and 5

Teacher Note

If some groups have difficulty initiating a discussion, you might interrupt the activity and ask a group that successfully started a discussion to model what they did. You can use a similar process if groups are having trouble sustaining discussions.

TEKS 9.B.iii
Student/Teacher Narrative
Step 3

2 Practice “Heads Together”

Tell the students that they will briefly practice “Heads Together” once before they use the technique to discuss the poem. Ask the groups to turn and face each other and introduce themselves. After a moment, raise your hand and have the students turn back to face you. Practice again by asking:



Q *What have you learned from working with a partner that can help you work in a group of four? Heads together.*

Give the groups a few minutes to talk; then signal for them to come back together as a class. Have a few volunteers share what their groups discussed.

Students might say:

“Look at the person who is talking.”

“Don’t interrupt someone who is talking. Wait for your turn.”

“If you don’t understand what someone said, ask that person a question.”

“Contribute ideas.”

Encourage the students to use these ideas as they work in their groups today. Tell them that you will check in with them at the end of the lesson to see how the groups did using “Heads Together.”

3 Introduce “Eraser and School Clock”

Tell the students that the poem you will read aloud today is called “Eraser and School Clock” by Gary Soto. After you have read the poem aloud once, they will follow along as you read it a second time. After the second reading, they will use “Heads Together” to share their thoughts.

Explain that the narrator of the poem is a student who is taking a math test and that you would like the students to listen for clues about the narrator’s feelings.

4 Read Aloud

Read “Eraser and School Clock” (including the title and the poet’s name) aloud once, slowly and clearly, without stopping. Then clarify any vocabulary you think your students need to know to understand the poem.

Suggested Vocabulary

workings: parts (springs and gears) inside a watch that make it work (p. 291)

ELL Vocabulary

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

freeze: stop moving (p. 291)

lasso: piece of rope with a loop at one end that can be thrown over an animal to catch it (p. 292)

walkie-talkie: two-way radio (p. 292)

homer: home run in baseball (p. 292)

flight: movement through the air (p. 292)

Have the students turn to *Student Response Book* page 34, “Eraser and School Clock,” and ask them to read along as you read the poem aloud again.

5 Discuss the Poem in Groups and as a Class

After the second reading, tell the students that they will use “Heads Together” to discuss what the poem is about. Remind them of the suggestions they made earlier about how to work effectively in a group. Ask:



Q *What is this poem about? Heads together.*

After a few minutes, facilitate a class discussion using the following questions:

Q *What happens in this poem?*

Q *How does the narrator feel about the math test? What words or lines in the poem support your inference that [he feels like he’s not doing well on the test]?*

Q *Why do you think part of the poem is in italics? Why does this make sense in this poem?*

Students might say:

“The writer doesn’t think he’s doing well on the math test; he says his math test is ‘All wrong, like / When I unscrewed / The back of my watch / And the workings / Fell out.’”

“The italics let us know that this person is daydreaming about hitting home runs during the test. At the end of the italicized section, the line says, ‘What a dream.’”

“It makes sense that he is daydreaming about hitting homers because he feels bad about the way his test is going. He says it’s a ‘mess of numbers.’ He probably plays baseball better than he does math.”

Teacher Note

As the students read the poem, they may notice the poet’s use of italicization to communicate a daydream. This will be discussed during the class discussion.

TEKS 9.B.iii

Student/Teacher Activity
Step 5

ELPS 3.E.i

Step 5

Teacher Note

As groups share, circulate and notice whether the students are referring to the poem to support their ideas. Also observe how the discussions are going. Note groups in which everyone is participating and groups in which only some students are participating. Be ready to report your observations to the students at the end of the lesson.

Reread the lines “I shrug / And look around / The classroom / Of erasers and pencils, / The clock racing / My answers to the finish.” Then ask:

Q *Is the clock actually racing with the narrator here? If not, what other meaning might we infer?*

As the students make inferences about the narrator’s feelings, the significance of the clock, and what happens in the poem, help them make their inferences explicit by asking:

Q *Is that stated directly in the poem, or did you infer it? What words or lines helped you infer that?*

6 Discuss Working in Groups of Four

Facilitate a brief discussion of the group work. Ask:

Q *How did “Heads Together” go for your group?*

Q *What problems did you have? How did you try to solve the problems? How did that work?*

Without mentioning any of the students’ names, share examples you observed of groups in which all members were participating well and groups in which only some members were participating. Also, describe any problems you noticed and follow up with questions such as:

Q *I noticed that in some groups, one or two people did all the talking. Why is it important for everyone’s ideas to be heard?*

Q *Whose responsibility is it to make sure everyone in your group participates?*

Q *If you find yourself in a group where only one or two people are talking, what can you do to make sure all members are involved?*

INDIVIDUALIZED DAILY READING

7 Read Independently and Make Inferences

Explain that today the students will practice making inferences in their independent reading. Direct the students’ attention to the “Questions to Use When Making Inferences” chart and remind them to use the questions to help them make inferences. Tell them that at the end of IDR you will ask them to share their inferences with the class. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.

ELL Note

Prior to independent reading, preview the questions you will ask the students as they read today. Tell them to be aware of what their stories or poems are about as they are reading and what inferences they are making.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 62) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 65 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Give the students a few minutes to share with their partners the titles of their texts, the authors’ names, what the texts are about, what inferences the students made, and what clues helped them make those inferences. After partners have had a chance to share, discuss as a class:

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

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

Read-aloud/Strategy Lesson

Day 4

In this lesson, the students:

- Practice the procedure for “Heads Together”
- Hear, read, and discuss a poem
- Visualize to make sense of the poem
- Build awareness of making inferences as they read and hear the poem
- Read independently for up to 30 minutes
- Contribute to group work and include everyone

1 Get Ready to Work in Groups of Four

Have the students bring their *Student Response Books* and gather in their groups of four, facing you. Review that in the previous lesson they used “Heads Together” to talk about the poem “Eraser and School Clock.” Explain that today they will hear a poem by a different poet and use “Heads Together” to share their thinking. Ask:

Q *If you notice that there are group members who are not talking in your group, what can you do or say to help them feel included?*

Materials

- “back yard” (see page 293)
- *Student Response Book* page 37
- “Class Assessment Record” sheet (CA2)
- “back yard” chart (WA4)
- “Reading Comprehension Strategies” chart and a marker
- “Questions to Use When Making Inferences” chart
- *Student Response Book*, Reading Journal section
- “Journal Entry” chart (WA5)
- Copy of this unit’s family letter (BLM1) for each student

Q *Why is it important that you personally contribute your own thinking to the group?*

Students might say:

"If one person in the group isn't talking, I can ask her what she thinks."

"We can ask the person if he agrees or disagrees with what other people have said."

"It's important to contribute your own thinking because you might be able to help someone in your group understand something better."

Explain that today you would like the students to focus on contributing their own thinking and including everyone as they work in their groups.

 **ELL Note**

You may wish to explain to your English Language Learners that a *back yard* is a "yard, or grassy area, in back of a house."

2 Introduce "back yard"

Tell the students that you will read aloud a poem called "back yard," by Valerie Worth, and that they will have another opportunity today to create mental images about what is happening as they hear it.

Review that when readers form mental images as they read, they are using an important comprehension strategy called *visualizing*. Visualizing can include not only what they see in their minds, but also sounds, smells, and feelings they imagine from the words.

Explain that you will read today's poem aloud twice and that you would like the students to close their eyes and visualize what is happening. After the second reading, you will ask them to share their thoughts in their groups.

3 Read Aloud

Read "back yard" (including the title and the poet's name) aloud twice, slowly and clearly, as the students listen with their eyes closed. Clarify vocabulary after reading the poem through the first time without interruption.

 **ELL Vocabulary**

English Language Learners may benefit from hearing the following vocabulary defined:

dozing: sleeping lightly (p. 293)

porch: outdoor sitting area attached to a house (p. 293)

nosing about: moving slowly and carefully as if looking for something (p. 293)

gazing: looking at something for a long time (p. 293)

easing: moving slowly (p. 293)

After the second reading, ask the students to open their eyes. Have the students turn to *Student Response Book* page 37, "back yard," and read the poem silently to themselves.

4 Discuss the Students' Inferences and Visualizations



Have the students use “Heads Together” to discuss what they visualized. Remind them to focus on ways to include everyone in the group work. Circulate among the groups as they talk.



CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to describe what is happening in the poem?
- Are their visualizations connected to the text?
- Do they recognize clues in the poem that helped them make inferences?

Record your observations on the “Class Assessment Record” sheet (CA2); see page 61 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to make inferences and visualize what is happening in the poem, proceed with the lesson and continue on to Unit 6.
- If **about half of the students** or **only a few students** are able to make inferences and visualize what is happening in the poem, you might give the class additional instruction by repeating Days 3 and 4 of this week using alternative poems before continuing on to Unit 6. Visit the CCC Learning Hub (ccclearninghub.org) to view the “Grade 5 Alternative Texts” list.

After several minutes, signal for the students’ attention and display the “back yard” chart (WA4). Facilitate a class discussion using the questions that follow, and as the students mention words or lines they used to visualize or infer, underline them on the chart. Ask:

- Q *What is happening in this poem?*
- Q *What sights, sounds, smells, or feelings did you imagine from the poem? What words helped you imagine those things?*

Explain that in the poem the poet writes about the sun as if it were a person and that writing about things in this way is called *personification*. Ask:

- Q *What are some descriptions the poet uses to personify the sun?*

Read the first ten lines of the poem, beginning with “Sun in the back yard” and ending with “For a nap.” Ask:

- Q *What meanings can we infer from these lines?*



Facilitation Tip

Reflect on your experience over the past two weeks with **pacing class discussions**. Do the pacing techniques feel comfortable and natural for you? Do you find yourself using them throughout the school day? What effect has your focus on pacing had on your students’ participation in discussions? We encourage you to continue to think about how to pace class discussions throughout the year.

Teacher Note

You might explain that *personification* is a type of *figurative language*. You might remind the students that earlier, in the poem “October Saturday,” the students encountered another type of figurative language: a metaphor (“All the leaves have turned to cornflakes”).

Students might say:

"I felt the wind blowing and heard the sound of laundry blowing in the wind, because it said 'a rush and a clap' in the poem."

"First the sun is described as 'lazy,' 'dozing,' and getting ready 'for a nap.' Then, when someone hangs out the wash, the sun is 'wide awake in the white sheets.'"

"The sun isn't actually doing those things, but the words make you think the sunlight is a person moving slowly and quietly across the yard."

As the students make inferences, make the inferences explicit by pointing them out.

You might say:

"The poem doesn't say the sunlight moved slowly across the lawn, but you inferred that from the words 'grows lazy,' 'nosing about corners,' and 'easing over the grass.'"

You might also want to point out that there is a dramatic contrast in the poem; the first half of the poem is quiet, sleepy, and slow-moving, while the second half is noisy with "a rush and a clap" of the wet cloth and the sun "wide awake in the white sheets."

5 Add to the "Reading Comprehension Strategies" Chart

Direct the students' attention to the "Reading Comprehension Strategies" chart and add *visualizing* to it. Explain that visualizing is a powerful strategy to help readers understand and remember what they read, and that readers sometimes use inference and visualization at the same time.

Reading Comprehension Strategies

- using text features
- questioning
- recognizing story elements
- making inferences
- visualizing

Encourage the students to visualize, make inferences, and use other comprehension strategies they have learned as they read independently.

6 Discuss Working Together

Let the students know that they will be assigned new partners before the next lesson. Facilitate a discussion about how the students worked with their partners and fellow group members over the past two weeks. Ask:



- Q *What did you like about working with your partner over the past two weeks? Tell your partner that now.*
- Q *What did you like about how your group has worked together this week? Tell your group members now.*

INDIVIDUALIZED DAILY READING

7 Write in Reading Journals About the Students' Independent Reading

Explain that today the students will practice making inferences in their independent reading. Direct the students' attention to the "Questions to Use When Making Inferences" chart and remind them to use the questions to help them make inferences. Tell them that at the end of IDR you will ask them to write about their inferences. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 62) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 65 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Display the "Journal Entry" chart (WA5) and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

ELL Note

Prior to independent reading, remind the students to be aware of the inferences they are making as they read and the clues that are helping them make inferences. At the end of independent reading, students who struggle to write about their inferences may be encouraged to draw what they inferred or dictate journal entries for you to write down.

Vocabulary Note

Next week you will revisit “Speech Class” and “Eraser and School Clock” to teach the Week 13 vocabulary lessons.

Teacher Note

For information on wrapping up this unit and conducting unit assessments, see “End-of-unit Considerations” on page 288.

Materials

- “Speech Class” (see page 289)
- “October Saturday” (see page 290)
- “Eraser and School Clock” (see page 291)
- “back yard” (see page 293)
- *Student Response Book* pages 31–32 and 34–37
- Copy of “Circles” (BLM3) for each student

Teacher Note

Prior to doing this activity, visit the CCC Learning Hub (cclearninghub.org) to access and print “Circles” (BLM3). Make enough copies for each student to have one, and set aside a copy for yourself. Preview the poem and identify vocabulary that you want to clarify as you read.

Journal Entry

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

- The title and the author’s name
- What the text is about
- One thing you know based on the part you read today
- Whether that is stated directly or indirectly in the text
- If indirectly, what clue or clues helped you infer it



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

Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class.

WRITING ABOUT READING

Write About Visualizations and Inferences Using the Poem “Circles”

Remind the students that they have heard, read, and discussed four poems this week. Have them turn to *Student Response Book* page 30, “Speech Class.” Ask:

Q *What did you visualize when you heard this poem?*

Q *What inferences did we make about this poem?*

Have a few volunteers share their thinking. Repeat this procedure with the poems “October Saturday,” “Eraser and School Clock,” and “back yard.” Then explain that today the students will hear, read, discuss, and write about another poem.

Distribute copies of “Circles” (BLM3). Ask the students to follow along as you read the poem aloud, slowly and clearly, without stopping. Clarify vocabulary after the first reading. Then read the poem again, asking the students to close their eyes and create mental images of what is happening. Have them open their eyes, and ask:

Q *What did you visualize as you heard the poem? What lines in the poem made you think that?*

Have volunteers share their thinking. Ask:

Q *What do you think the circles represent, or stand for, in this poem? Why does that make sense?*

TEKS 6.D.i
Student/Teacher Activity
Writing About Reading

Have volunteers share their thinking. Reread the line “I am speaking of circles broken.” Ask:

Q *What inferences can we make about what this line means? What else in the poem supports your thinking?*

Have volunteers share their thinking.

Students might say:

“Maybe she’s talking about how the family doesn’t eat dinner together anymore.”

“If the people found their own places at the table every evening, then maybe the broken circle means they don’t have their own places anymore.”

As the students make inferences, point them out.

You might say:

“The poet doesn’t tell us who is having dinner together, but we can infer from the poem that the dinners once happened often and that they no longer do.”

Explain that today the students will write about what they visualized and inferred when they heard the poem “Circles.” Ask the students to watch as you think aloud and model writing about this.

You might say:

“I pictured a family gathering for dinner each night, with each family member sitting in his or her own place at the table, and enjoying each other’s company as they passed food to one another. I’ll write: *The poem ‘Circles’ by Myra Cohn Livingston created an image in my mind of a family that enjoys gathering to share a daily meal. I want to give evidence from the poem for this visualization. I’ll write: The line ‘our hands brushing as we passed potatoes’ makes me think they liked being together, or else they would have tried to avoid touching. The lines ‘finding our own place at the table / with its own napkin in its own ring’ suggest that the family members each had their own special place to sit and maybe even their own special way of participating. I think at the end the poet is saying that these regular family meals stopped happening and she’s sad about that. I’ll write: I think all the circles in the poem contribute to the image of a family that likes to gather daily to share a meal. The broken circle at the end makes me think that the family meals stopped happening and that the poet is sad about that.*”

Have the students write about their visualizations and inferences. If time permits, ask a few volunteers to share their writing with the class.

Teacher Note

Alternatively, you might have volunteers read the poems aloud.

EXTENSIONS

Explore First- and Third-person Points of View in Poems

Revisit the poems the students heard this week to think about the point of view of each poem. Read each poem aloud as the students follow along on pages 30–32 and 34–37 of their *Student Response Books*. After you read each poem aloud, ask questions such as:

Q *Who is narrating (speaking)? What in the poem makes you think so?*

Students might say:

“‘Speech Class’ is told by Jim Daniels, the poet, looking back on his childhood. You can tell because he says ‘We were outcasts’ and he includes his own name in the poem.”

“‘October Saturday’ is written as if a kid is telling you what she’s doing. But I think it’s by the poet, Bobbi Katz, and that it’s about a memory. I think she just makes it sound like it’s happening now because that’s how it feels when you have a strong memory.”

“I think ‘Eraser and School Clock’ is written by the poet looking back on his childhood, like ‘October Saturday.’”

“I agree with [Wendell] that ‘Eraser and School Clock’ could be a memory, but I think it could also just be describing what the poet imagines a kid might go through. It might not actually be about his own childhood.”

Point out that “Speech Class,” “October Saturday,” and “Eraser and School Clock” are told from the first-person point of view. Review that when a poem or story is told from the *first-person point of view*, it uses pronouns like *I*, *my*, and *me*. Explain that “back yard” is told from the *third-person point of view* and that we can tell because it does not use pronouns like *I*, *my*, and *me*. Encourage the students to notice the points of view of the stories and poems they read independently and to think about how points of view affects their thoughts and feelings about what they read. You might also encourage them to write poems and experiment with using different points of view.

Practice Visualizing with Other Poems

You might invite the students to look for poems with especially descriptive language and read them aloud to their classmates. Encourage the students to listen to the poems with their eyes closed and visualize what is being described. They might then describe their visualizations to one another.



TECHNOLOGY EXTENSIONS

Record and Listen to Poems

You might have the students create audio (voice) recordings of themselves reading the poems they heard this week, poems they have discovered on their own during IDR, or poems they have written themselves. Show them how to record their voices using a smartphone, computer, tablet, or other recording device.

Before recording, have the students practice reading aloud the poems several times until they can read them smoothly. Remind them to speak loudly and clearly so their voices can be heard in the recordings. Play the recordings for the class and ask questions such as:

- Q *Why is it important to practice reading a poem aloud before you record it?*
- Q *What did you enjoy most about recording a poem? What was challenging, or difficult, about it?*
- Q *What did you enjoy about hearing your classmates read a poem?*
- Q *Which do you prefer: reading a poem yourself or hearing a poem read aloud? Why?*

Alternatively, have the students post the recordings on the class blog, along with the questions above, and invite classmates, family members, and other members of the school community to listen to the recordings and write responses to the questions.

Compare a Written Version and an Oral Presentation of a Poem

Remind the students that over the past few days they have listened to poems read aloud by you and they have also read poems to themselves. Explain that hearing poetry read aloud can help the listener better understand poems.

Tell the students that they are going to read a poem silently to themselves and then they will listen to a recording of the poet reading his or her poem aloud. Distribute a copy of the poem you selected and have the students read it silently to themselves. Ask:

- Q *What is this poem about?*

Have a few volunteers share their thinking. Tell the students that they will listen to the poet reading the poem they just read. Ask them to notice what the poet does to make the poem interesting to hear. Then play the recording of the poem. After listening to the poem, facilitate a discussion about the differences between the oral presentation of the poem and the written poem. Ask questions such as:

- Q *What did you notice about the way the poet read the poem?*



Technology Tip

For more information about creating audio recordings, view the “Creating Audio and Video in the Classroom” tutorial (AV50).



For more information about setting up and maintaining a class blog, view the “Using Blogs in the Classroom” tutorial (AV45).



Technology Tip

Prior to doing this activity, find one or two audio recordings of poets reading their poetry aloud that you can play for the students. The Children’s Poetry Archive offers many such recordings to choose from. To find it, search online with the keywords “children’s poetry archive.” You will also need to locate a written version of each poem you choose and make a copy for each student. For more information, view the “Finding, Organizing, and Presenting Online Information” tutorial (AV43).



Q *What is it like to hear a reading of a poem, compared to reading it to yourself? How does your understanding of the poem change when you hear a recording of it?*

Q *Which version of the poem did you like better? Why?*

If time permits, you might repeat this activity using another poem.

End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 5. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit’s family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.

Assessment

- Before continuing on to the next unit, take this opportunity to assess individual students’ reading comprehension using the “Individual Comprehension Assessment” record sheet (IA1); see page 66 of the *Assessment Resource Book*.

Poem

Speech Class

(for Joe)

by Jim Daniels

We were outcasts—
you with your stutters,
me with my slurring—
and that was plenty for a friendship.

When we left class to go to the therapist
we hoped they wouldn't laugh—
took turns reminding the teacher:
“Me and Joe have to go to shpeesh class now,”
or “M-m-me and J-Jim ha-have to go to
s-s-speech now.”

Mrs. Clark, therapist, was also god, friend, mother.
Once she took us to the zoo on a field trip:
“Aw, ya gonna go look at the monkeys?”
“Maybe they'll teach you how to talk.”
We clenched teeth and went
and felt the sun and fed the animals
and we were a family of broken words.

For years we both tried so hard
and I finally learned
where to put my tongue and how to make the sounds
and graduated,
but the first time you left class without me
I felt that punch in the gut—
I felt like a deserter
and wanted you
to have my voice.

“Speech Class” from *The Place My Words Are Looking For* by Jim Daniels. Copyright © 1990 by Jim Daniels. Used by permission of Jim Daniels.

Poem

October Saturday

by Bobbi Katz

All the leaves have turned to cornflakes.
It looks as if some giant's baby brother
had tipped the box
and scattered them upon our lawn—
millions and millions of cornflakes—
crunching, crunching under our feet.
When the wind blows,
they rattle against each other,
nervously chattering.

We rake them into piles—
Dad and I.
Piles and piles of cornflakes!
A breakfast for a whole family of giants!
We do not talk much as we rake—
a word here—
a word there.
The leaves are never silent.

Inside the house my mother is packing
short sleeved shirts and faded bathing suits—
rubber clogs and flippers—
in a box marked SUMMER.

We are raking,
Dad and I.
Raking, raking.
The sky is blue, then orange, then gray.
My arms are tired.
I am dreaming of the box marked SUMMER.

"October Saturday" by Bobbi Katz. Copyright © 1990 by Bobbi Katz. Used with permission of the author.

Poem

Eraser and School Clock

by Gary Soto

My eraser
Is pink
And car-shaped.
It skids across
My math test,
Which is a mess of numbers,
All wrong, like
When I unscrewed
The back of my watch
And the workings
Fell out.
The teacher frowned
When she saw
The watch,
Its poor heart
Torn out. Now
I'm working
On my math,
And I think,
I think, I think
I know. I look
Up at the school clock
With its hammerlike tick.
I could tear
Open its back,
And perhaps
The springs and gears
Would jump
And time stop.
This test could stop,
And my friends
Freeze, pencils
In their hands,
Erasers, too.

(continues)

"Eraser and School Clock" from *Canto Familiar* by Gary Soto. Copyright © 1995 by Gary Soto.
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Eraser and School Clock

(continued)

All would freeze,
Including my teacher,
And I could blow
On the skid marks
Of my eraser.
*I walk out
To the playground,
My eight fingers
And two thumbs
Wrapped around
A baseball bat.
The janitor
Is frozen
To his broom,
The gardener
To his lasso of
Hose and sprinkler,
And the principal
To his walkie-talkie.
I hit homer
After homer,
And they stand,
Faces frozen
And mouths open,
Their eyes maybe moving,
Maybe following
The flight
Of each sweet homer.
What a dream.
I shrug
And look around
The classroom
Of erasers and pencils,
The clock racing
My answers to the finish.*

“Eraser and School Clock” from *Canto Familiar* by Gary Soto. Copyright © 1995 by Gary Soto.
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Poem

back yard

by Valerie Worth

Sun in the back yard
Grows lazy,

Dozing on the porch steps
All morning,

Getting up and nosing
About corners,

Gazing into an empty
Flowerpot,

Later easing over the grass
For a nap,

Unless
Someone hangs out the wash—

Which changes
Everything to a rush and a clap

Of wet
Cloth, and fresh wind

And sun
Wide awake in the white sheets.

“back yard” from *All the Small Poems and Fourteen More*, by Valerie Worth. Copyright © 1987 Valerie Worth. Reprinted by permission of Farrar, Straus and Giroux, LLC.

Unit 6

Making Inferences

FICTION AND EXPOSITORY NONFICTION

During this unit, the students make inferences to understand causes and effects in narrative and expository text. They continue to use text structure to explore narrative text. They make text-to-text connections as they compare two historical fiction texts on their approaches to similar themes and topics, and explore the use of first- and third-person points of view in the texts. They also use schema to articulate all they think they know about a topic before they read. During IDR, the students think about the comprehension strategies they use to make sense of their independent reading. They also think about the inferences they make as they read independently, and they continue to confer with the teacher individually about the books they are reading. Socially, they develop the skills of including everyone in and contributing to group work and of using prompts to extend a conversation. They also analyze the effect of their behavior on others and on the group work and work in a responsible way.

Unit 6

Making Inferences

RESOURCES

Read-alouds

- *Richard Wright and the Library Card*
- *Uncle Jed's Barber Shop*
- *Hurricanes*
- *Global Warming*
- *Rainforests* (also used in Unit 2, Week 1)

Writing About Reading Activities

- “Compare Two Historical Fiction Texts”
- “Write Opinions About First- and Secondhand Accounts of Hurricane Katrina”



Technology Extensions

- “Learn About Other African American Authors”
- “Research Global Warming”

Extensions

- “Read and Compare Other Works of Historical Fiction About the Segregated South”
- “Analyze Paired Texts About the Great Depression”
- “Analyze Paired Texts About a Hurricane”
- “Read Other Books About Global Warming and Make Text-to-text Connections”



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA12

Assessment Forms

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

Reproducibles

- Unit 6 family letter (BLM1)
- (Optional) “First- and Secondhand Accounts of Hurricane Katrina” (BLM2)

Professional Development Media

- “Using ‘Heads Together’” (AV9)
- “Using ‘Group Brainstorming’” (AV11)
- “Avoid Repeating or Paraphrasing” (AV24)
- “Finding, Organizing, and Presenting Online Information” tutorial (AV43)
- “Using Web-based Maps and Related Tools” tutorial (AV49)

RESOURCES *(continued)*

Assessment Resource Book

- Unit 6 assessments

Student Response Book

- “Excerpt from *Richard Wright and the Library Card*”
- “Double-entry Journal About *Richard Wright and the Library Card*”
- “Excerpt from *Hurricanes*”
- “Double-entry Journal About _____”
- “Excerpt from *Global Warming*”
- “Double-entry Journal About *Global Warming*”
- “Excerpt from *Rainforests*”
- Reading Log
- Reading Journal

Vocabulary Teaching Guide

- Week 13 (“Speech Class”; “Eraser and School Clock”)
- Week 14 (*Richard Wright and the Library Card*; *Uncle Jed’s Barbershop*)
- Week 15 (*Hurricanes*)

Unit 6

Making Inferences

DEVELOPMENT ACROSS THE GRADES

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

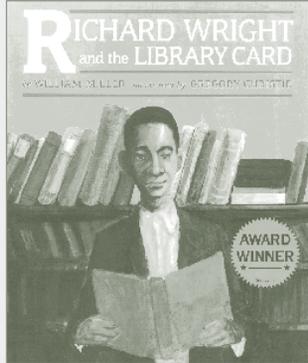
■ formally taught □ informally experienced

GRADE 5 OVERVIEW

	Day 1	Day 2	Day 3	Day 4
Week 1	<p>Read-aloud: <i>Richard Wright and the Library Card</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Learning prompts to extend a conversation ▪ Hearing and discussing a historical fiction book ▪ Making inferences about the story's plot, setting, and characters ▪ Exploring social and ethical issues in the story 	<p>Strategy Lesson: <i>Richard Wright and the Library Card</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Hearing a historical fiction book again to build comprehension ▪ Making inferences as they hear the story ▪ Discussing character change in the story 	<p>Guided Strategy Practice: <i>Richard Wright and the Library Card</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Hearing, reading, and discussing part of a historical fiction book ▪ Making inferences to explore causes of events in the story 	<p>Read-aloud/Strategy Lesson: <i>Richard Wright and the Library Card; Uncle Jed's Barbershop</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Hearing and discussing a historical fiction book ▪ Making inferences about the story's plot, setting, and characters ▪ Comparing two historical fiction books ▪ Exploring the use of first- and third-person points of view
Week 2	<p>Read-aloud: <i>Hurricanes</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Learning the procedure for "Group Brainstorming" ▪ Hearing and discussing part of an expository nonfiction book ▪ Exploring causes and effects in the book 	<p>Guided Strategy Practice: <i>Hurricanes</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Hearing, reading, and discussing part of an expository nonfiction book ▪ Exploring causes in the book 	<p>Independent Strategy Practice</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Reading independently ▪ Making inferences and exploring causes and effects 	<p>Independent Strategy Practice</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Reading independently ▪ Making inferences and exploring causes and effects ▪ Writing in their reading journals
Week 3	<p>Read-aloud: <i>Global Warming</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Practicing the procedure for "Group Brainstorming" ▪ Hearing and discussing part of an expository nonfiction book ▪ Exploring causes in the book 	<p>Read-aloud/Strategy Lesson: <i>Global Warming</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Hearing and discussing part of an expository nonfiction book ▪ Exploring effects in the book 	<p>Guided Strategy Practice: <i>Global Warming</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Hearing, reading, and discussing part of an expository nonfiction book ▪ Exploring causes in the book 	<p>Guided Strategy Practice: <i>Rainforests</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Hearing, reading, and discussing part of an expository nonfiction book ▪ Exploring causes and effects in the book ▪ Writing in their reading journals

Week 1

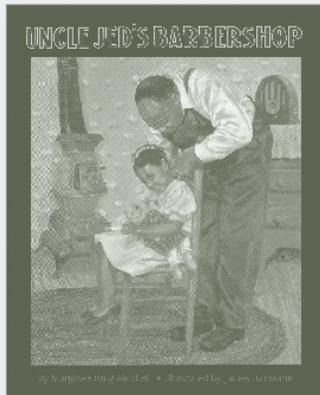
OVERVIEW



Richard Wright and the Library Card

by William Miller, illustrated by Gregory Christie

In this fictionalized account, writer Richard Wright gains access to a library and a new world of books and ideas.



Uncle Jed's Barbershop

by Margaree King Mitchell, illustrated by James Ransome

Sarah Jean tells the story of her Uncle Jed, the only black barber in the county, who overcomes obstacles and setbacks to realize his dream of opening a barbershop.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Assessment Forms

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

Professional Development Media

- “Avoid Repeating or Paraphrasing” (AV24)
- “Finding, Organizing, and Presenting Online Information” tutorial (AV43)

Comprehension Focus

- Students make inferences to understand causes and effects in a historical fiction story.
- Students continue to use text structure to explore narrative text.
- Students make text-to-text connections.
- Students read independently.

Social Development Focus

- Students analyze the effect of their behavior on others.
- Students develop the skill of using prompts to extend a conversation.

DO AHEAD

- ✓ Consider reading this unit’s read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding. Take time to show and discuss the illustrations and photographs.
- ✓ Make available poetry, fiction, narrative nonfiction, and expository nonfiction at a variety of levels for the students to read during IDR and Independent Strategy Practice throughout the unit.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during the unit.
- ✓ Prior to Day 1, prepare a sheet of chart paper with the title “Prompts to Extend a Conversation.”
- ✓ Prior to Day 1, make a class set of “IDR Conference Notes” record sheets (CN1); see page 83 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA1); see page 77 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 13 lessons this week.

Materials

- *Richard Wright and the Library Card*
- “Prompts to Extend a Conversation” chart, prepared ahead, and a marker
- “Thinking About My Reading” chart
- “Reading Comprehension Strategies” chart
- Class set of “IDR Conference Notes” record sheets (CN1)
- *Assessment Resource Book* page 80

Teacher Note

The discussion prompts are:

- “I agree with you because . . .”
- “I disagree with you because . . .”
- “In addition to what you said, I think . . .”

In this lesson, the students:

- Begin working with new partners
- Learn prompts to extend a conversation
- Hear and discuss a historical fiction book
- Make inferences about the story’s plot, conflict, setting, and characters
- Explore social and ethical issues in the story
- Read independently for up to 30 minutes

1 Pair Students and Brainstorm Prompts to Extend Conversations

Randomly assign partners and make sure they know each other’s names. Gather the class with partners sitting together, facing you. Review that in previous lessons the students learned to ask clarifying questions, confirm their partners’ thinking by repeating back what they heard, and use discussion prompts to add to their partner conversations. Remind them that they should be using these skills as needed in their partner conversations.

Point out that sometimes partners quickly finish what they are saying and then end up sitting without saying anything for the rest of the partner discussion time. Ask:

- Q *What suggestions do you have to help partners keep their conversations going?*
- Q *What are some prompts partners might use to get each other talking again?*

As the students make suggestions, write them on the “Prompts to Extend a Conversation” chart.

Prompts to Extend a Conversation

- “Tell me more of your thinking about . . .”
- “Let’s talk a little more about . . .”
- “Another way to think about it might be . . .”

State your expectation that during “Turn to Your Partner” and “Think, Pair, Share,” partners will continue talking until you signal them to end their conversations. Encourage the students to use the prompts on the chart as well as the skills they learned previously as they work today.

2 Introduce *Richard Wright and the Library Card*

Remind the students that they have been using the strategy of making inferences to help them make sense of stories and poems. Explain that this week they will continue to make inferences and review story elements, including character, setting, conflict, and plot.

Tell the students that the story you will read aloud today is *Richard Wright and the Library Card*. Show the cover of the book and read the names of the author and the illustrator aloud. Explain that the story is based on a true incident from the life of Richard Wright, a famous author. To provide background knowledge about Wright, read aloud or paraphrase the author’s note on the last page of the book.

Explain that the setting of the story is the 1920s in the South, when segregation was part of everyday life. Ask and briefly discuss:

Q *What do you think you know about segregation?*

If necessary, explain that *segregation*, or “the practice of keeping people of different racial groups apart,” was a way of life throughout the United States until the mid-1900s. Some states in the South had laws that required African Americans to attend different schools from white people and to use separate public facilities like restrooms and drinking fountains. Many businesses owned by white people, such as hotels and restaurants, refused to serve African Americans. Segregation resulted in great inequality and hardship for African Americans. In the 1920s, when *Richard Wright and the Library Card* takes place, many African Americans were moving north, seeking freedom and opportunity in states without segregation laws.

3 Read Aloud

Read the book aloud slowly and clearly, showing the illustrations and clarifying vocabulary as you read.

Teacher Note

Save the “Prompts to Extend a Conversation” chart to use throughout the unit.

Teacher Note

You may want to remind the students that when they make inferences, they use clues from a story or poem to figure out something that is not stated directly.

TEKS 8.D.i

TEKS 8.D.ii

Student/Teacher Narrative

Step 2

Teacher Note

The pages of *Richard Wright and the Library Card* are unnumbered. For easy reference, pencil in page numbers, beginning with the number 1 on the right-hand title page that includes the author’s name. (Page 5 begins “Richard loved the sound of words.”) This system is used throughout the program for all read-alouds with unnumbered pages.

ELL Note

English Language Learners may benefit from additional stops to discuss the reading, for example, after pages 12, 22, and 27.

TEKS 8.D.i
TEKS 8.D.ii
Student/Teacher Activity
Step 4

Suggested Vocabulary

Rebel army: the army of the South (Confederacy), which fought against the North during the Civil War (p. 5)

ash cans: trash cans (p. 9)

optician: person who makes and sells eyeglasses (p. 10)

spines: parts of books where the pages are fastened together (p. 21)

Dickens: Charles Dickens, an English author from the 1800s (p. 25)

Tolstoy: Leo Tolstoy, a Russian author who wrote from the mid-1800s to the early 1900s (p. 25)

Stephen Crane: American author who wrote during the late 1800s (p. 25)

ELL Vocabulary

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

the war: the American Civil War (p. 5)

longed: wanted very much (p. 7)

funny papers: comic strip pages of the newspaper (p. 7)

4 Discuss Plot, Conflict, Setting, and Character in the Story

First in pairs and then as a class, discuss the following questions. During the partner discussions, remind the students to continue talking until you signal them to end their conversations. Tell them to use the prompts on the “Prompts to Extend a Conversation” chart as needed. Ask:



- Q *What is the plot of this story (what happens in the story)? Turn to your partner.*
- Q *What conflicts or problems are there in the story? Turn to your partner.*
- Q *What is the setting (the time and place)? Why is the setting an important part of this story? Turn to your partner.*
- Q *What kind of person is Richard? What in the story makes you think that? Turn to your partner.*
- Q *What do you admire about Richard Wright? What can we learn from his life that might help us in our own? Turn to your partner.*

Have a few volunteers share their thinking.

Students might say:

"Richard asks his coworker to help him get library books in a time and place where that wasn't allowed."

"There was a lot of prejudice during the time of the story. That explains why the white people at the library are mean to Richard."

"Richard is smart. He reads all kinds of books and understands them, and he figures out how to get a library card."

"He lies to get the books. That shows he's determined to read."

"In addition to what [Michaela] said, I think he's also brave. He goes to Memphis by himself when he's seventeen, and he asks the white man for his library card."

During the class discussion, be ready to reread passages from the text and show illustrations again to help the students recall what they heard. Also, as the students make inferences about the plot, setting, and characters, point them out.

You might say:

"The author does not say directly that Richard is smart, but you inferred that, or figured it out from clues in the story."

Remind the students that as they talked about the plot, conflict, setting, and characters in the story, they made inferences. Explain that in the next lesson they will continue to explore making inferences as they hear the story read aloud again.

5 Reflect on Using Prompts to Extend a Conversation

Facilitate a brief discussion about how the students did extending their partner conversations. Share your own observations, and ask:

Q *What prompt on the "Prompts to Extend a Conversation" chart did you try using today? How did that help to keep you and your partner talking?*

INDIVIDUALIZED DAILY READING

6 Review and Practice Self-monitoring and "Fix-up" Strategies

Tell the students that for the next three weeks they will read poetry, fiction, narrative nonfiction, or expository nonfiction during IDR.

Refer to the "Thinking About My Reading" chart and review the questions. Remind the students that it is important to stop, think about what they are reading, and use the questions on the chart to help them monitor their comprehension. If a student does not understand what he is reading, the student should use one or both of the "fix-up" strategies of rereading and reading ahead.

Teacher Note

Facilitate interaction among the students during the class discussion with questions such as:

Q *Who will confirm [Travis's] thinking by repeating back what you heard him say?*

Q *Do you agree or disagree with what [Travis] just said? Why? Turn to your partner.*

Q *Did you agree or disagree? Explain your thinking.*

ELL Note

To support your English Language Learners, consider modeling reading a text and stopping periodically to ask yourself the self-monitoring questions listed on the chart. Discuss each question with your students to make sure they understand the process.

Teacher Note

Provide time on a regular basis for the students to record the books they have completed in their reading logs.

If a student has tried both of the “fix-up” strategies and still does not understand the text, he can try the strategies listed on the “Reading Comprehension Strategies” chart. Alternatively, the student might ask you or a classmate for help.

Have the students get their texts and read silently for up to 30 minutes. Stop them at 10-minute intervals and have them monitor their comprehension by thinking about the questions on the “Thinking About My Reading” chart.

After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Beginning today, and continuing throughout the unit, confer individually with the students about the texts they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 80) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 83 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Facilitate a brief class discussion about using the questions on the “Thinking About My Reading” chart to track reading comprehension. Ask and briefly discuss questions such as:

- Q *Why is it important to stop as you are reading and ask yourself if you understand what you read?*
- Q *How do rereading and reading ahead help you make sense of text?*
- Q *Which comprehension strategy do you find the most helpful when you're not understanding something you're reading? Why?*

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

In this lesson, the students:

- Practice prompts to extend a conversation
- Hear a historical fiction book read aloud again
- Make inferences as they hear the story
- Discuss character change in the story
- Read independently for up to 30 minutes

1 Review Using Prompts to Extend Conversations

Gather the students with partners sitting together, facing you. Direct the students' attention to the "Prompts to Extend a Conversation" chart and read the prompts aloud. Remind the students to focus today on talking for the whole time during partner conversations, using the prompts as needed. Tell the students that you will check in with them at the end of the lesson to see how they did.

2 Highlight Clues for Making Inferences in *Richard Wright and the Library Card*

Remind the students that they heard *Richard Wright and the Library Card* yesterday. Display the "Clues for Making Inferences in *Richard Wright and the Library Card*" chart (🌐 WA1) and read the chart title aloud. Explain that these are passages from the story from which a reader can infer how Richard feels.

Clues for Making Inferences in *Richard Wright and the Library Card*

"As long as he kept his head down, as long as he began every sentence with 'sir,' Richard was safe."

"'I want to read books. I want to use the library, but I can't get a card,' Richard said, hoping Jim would not laugh in his face."

"After work, Richard walked through the crowded streets to the library. He felt as if he were on a train to Chicago, as if he were traveling north already."

Read the sentences aloud. Then explain that you will read the story aloud again and that you will stop after each of the three passages on the chart and have the students use "Think, Pair, Share" to talk about what they infer about Richard's feelings.

Materials

- *Richard Wright and the Library Card*
- "Prompts to Extend a Conversation" chart from Day 1
- "Clues for Making Inferences in *Richard Wright and the Library Card*" chart (WA1)
- "Reading Comprehension Strategies" chart

WA1

🌐 ELL Note

Remind the students that when they infer, or make inferences, they use clues from the story to figure out something that is not stated directly.



Facilitation Tip

During this unit, we encourage you to **avoid repeating or paraphrasing** students' responses. It is easy to habitually repeat what students say when they speak too quietly or to paraphrase what they say when they do not speak clearly. This teaches the students to listen to you but not necessarily to one another. Try to refrain from repeating or paraphrasing and see what happens. Encourage the students to take responsibility by asking one another to speak up or by asking a question if they do not understand what a classmate has said.

To see this Facilitation Tip in action, view "Avoid Repeating or Paraphrasing" (AV24).



3 Reread the Story

Read the story aloud slowly and clearly. Stop after each of the charted passages (on pages 10, 14, and 19). After you reread each passage, use "Think, Pair, Share" to discuss:



Q *What can you infer about how Richard feels? [pause] Turn to your partner.*

Have one or two volunteers report their inferences at each stopping point; then reread the passage and continue reading to the next stopping point. Do not spend too long at any one stop.

Students might say:

"My partner and I inferred from these sentences that Richard probably feels afraid and intimidated. He has to be careful around white people or he will get into trouble."

"Richard is afraid Jim will make fun of him, but he wants a library card more than anything, so he's determined to ask Jim for help."

"My partner and I figured out that Richard is feeling happy and free. He thinks reading books will help him have a better life."

If the students disagree significantly on what inferences make sense for any of the three clues, discuss this before continuing on with the lesson. Ask the students to refer to the text to support their opinions, and ask probing questions such as:

Q *What do you think Richard might be thinking at that moment? What in the story makes you think that?*

Q *Why do you think Richard is worried that Jim will laugh at him? Explain your thinking.*

4 Discuss Character Change in the Story

Review that characters often change over the course of a story. Facilitate a class discussion by asking the following question:

Q *The sentence "Richard knew he would never be the same again" is a dramatic clue that he has changed after staying up all night reading. How do you think Richard has changed? Explain your thinking.*

Reread aloud the third and fourth sentences on page 25, beginning: "He read about people who had suffered as he had . . ." Ask:

Q *Why might reading about these things have changed Richard so dramatically?*

Students might say:

"Richard changes because the ideas in the books open his mind and make him understand important things about life."

"Maybe the words he read make him feel like he isn't the only one struggling for freedom."

"In addition to what [Grady] said, maybe now Richard understands that not all white people acted like the ones around him. In different times and places, they have suffered, too."

Point out that in most stories, the author does not say directly how a character changes. In this case, the reader must infer how Richard changes.

Explain that many of the students naturally made inferences throughout the story and that one of the goals of studying inference is for the students to become more aware of when they are making inferences. Being aware of making inferences will help them think more about what they read.

5 Reflect on Partner Conversations

Facilitate a brief discussion of how partners worked together, and share examples you noticed of partners confirming and clarifying each other's thinking and using prompts to add to or extend their conversations.

INDIVIDUALIZED DAILY READING

6 Review the "Reading Comprehension Strategies" Chart and Read Independently

Direct the students' attention to the "Reading Comprehension Strategies" chart and remind them that these are the comprehension strategies they have learned so far this year. Ask them to notice which strategies they use and where they use them during their independent reading today. Tell the students that at the end of IDR you will ask them to share with the class the strategies they used. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 80) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 83 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share their reading with the class. Have each volunteer share the title of the text she read, the author's name, and what the text is about. Then have her share with the class the strategy she used and where in the text she used it. If students cannot think of a comprehension strategy they used, ask them to talk about what they read. Have the students return to their desks and put away their texts.

Technology Tip

Prior to doing this activity, you might wish to view the "Finding, Organizing, and Presenting Online Information" tutorial (AV43).



TECHNOLOGY EXTENSION

Learn About Other African American Authors

Have the students work in pairs to research and report on the lives of prominent African American authors. Some possible authors are: Maya Angelou, James Baldwin, Amiri Baraka, Donald Crews, Edwidge Danticat, Frederick Douglass, Ralph Ellison, Henry Louis Gates, Alex Haley, Francis Harper, Zora Neale Hurston, Julius Lester, Paule Marshall, Toni Morrison, Walter Dean Myers, ZZ Packer, Suzan-Lori Parks, Mildred D. Taylor, Alice Walker, Phillis Wheatley, Colson Whitehead, and August Wilson.

Have each pair create a presentation slide about the author they researched. Then assemble the slides into a presentation to show to the class. After the class has viewed the presentation, discuss questions such as:

- Q *What did you learn that was especially interesting to you?*
- Q *Which of these authors might you want to learn more about?*

In this lesson, the students:

- Hear, read, and discuss part of a historical fiction book
- Make inferences to explore causes of events in the story
- Read independently for up to 30 minutes
- Use prompts to extend a conversation

1 Review Using Prompts to Extend Conversations

Have the students get their *Student Response Books* and pencils and sit at desks with partners together. Explain that today partners will continue to focus on using prompts to extend conversations. Briefly review the items on the “Prompts to Extend a Conversation” chart.

2 Introduce Exploring Causes

Remind the students that they have been making inferences to help them understand what is happening in books such as *Richard Wright and the Library Card* and *The Van Gogh Cafe*. Point out that they can also use the strategy to help them figure out why something happens—what causes an event to happen as it does in a book.

Explain that today they will explore why some things happen as they do in *Richard Wright and the Library Card*.

3 Explore Causes in *Richard Wright and the Library Card*

Remind the students that in the story, Richard asks one particular man in his office, Jim Falk, for help. Ask:



Q Why does Richard choose Jim Falk to help him? Turn to your partner.

Without discussing the question as a class, direct the students’ attention to *Student Response Book* page 38, “Excerpt from *Richard Wright and the Library Card*,” and explain that the excerpt is the part of the story in which Richard asks Jim Falk for help. Display the “Directions” chart (WA2) and explain the directions on it.

Materials

- *Richard Wright and the Library Card*
- “Prompts to Extend a Conversation” chart from Day 1
- *Student Response Book* pages 38–39
- “Directions” chart (WA2)
- “Class Assessment Record” sheet (CA1)
- “Excerpt from *Richard Wright and the Library Card* (1)” chart (WA3)
- “Reading Comprehension Strategies” chart

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit’s Individual Comprehension Assessment.

Teacher Note

Have students who are unable to read the excerpt on their own read it quietly aloud with partners, or you might read it aloud yourself as the students follow along. Then have them go back and underline the clues in the passage.

ELPS 4.E.i

Step 3 and ELL Note in margin on page 312



ELL Note

English Language Learners may benefit from extra support to make sense of the excerpt. Show and discuss the illustrations on pages 14–17 again; then read the excerpt aloud as they follow along, stopping intermittently to talk about what is happening. The students may benefit from an explanation of the following words and passages:

- “ignored”
- “. . . Richard had been sent to the library to check out books for him.”
- “a suspicious look”
- “cautiously”
- “ ‘I’ll write a note,’ Richard said, ‘like the ones you wrote when I got books for you.’ ”

WA2

Directions

1. Read the excerpt quietly to yourself.
2. Reread the excerpt, and underline sentences that help to answer this question: Why does Richard choose Jim Falk to help him?
3. Turn to *Student Response Book* page 39, “Double-entry Journal About *Richard Wright and the Library Card*.”
4. Choose a part you underlined in the excerpt, write the words or sentences in the “What I Read” column, and write the inference you made in the “What I Inferred” column.
5. If you have time, repeat Step 4 for another part you underlined.

As the students work, circulate, notice which sentences they underline, and ask them the following questions to help them think about the inferences they are making:

- Q** You underlined [“*Only one man seemed different from the others*”]. What did you infer from that sentence about why Richard chooses Jim?
- Q** You wrote [“‘*What do you want to read?*’ Jim asked cautiously. ‘*Novels, plays, history?*’”]. What inference can you make from those sentences?



CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students identifying clues about why Richard selects Jim?

Record your observations on the “Class Assessment Record” sheet (CA1); see page 77 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to identify clues about why Richard selects Jim, proceed with the lesson and continue on to Day 4.
- If **about half of the students** are able to identify clues about why Richard selects Jim, proceed with the lesson and continue on to Day 4 and plan to check in with students who are having difficulty identifying simple causal relationships during IDR.
- If **only a few students** are able to identify clues about why Richard selects Jim, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub (ccclearninghub.org) to view the “Grade 5 Alternative Texts” list.

4 Discuss Inferences as a Class

When most pairs have finished, display the “Excerpt from *Richard Wright and the Library Card (1)*” chart (🗨️ WA3). Repeat the question “Why does Richard choose Jim Falk to help him?”; then ask a few students to share the sentences they underlined and the inferences they made. Facilitate a discussion among the students, using questions such as:

- Q *Do you agree or disagree with what [Jamil] shared? Why?*
- Q *What question do you want to ask [Jamil] to better understand what he’s thinking?*
- Q *Does Jim Falk really think differently from the other white men? What in the excerpt supports the opinion that he [does/doesn’t] think differently?*

Students might say:

“I underlined the sentence ‘Jim Falk kept to himself, and the other men ignored him, as they ignored Richard.’ I wrote *Richard thinks Jim is an outsider like he is. That’s why he chooses Jim.*”

“In addition to what [Latisha] said, I think Richard chooses Jim because he’s a reader and might understand another reader. The sentence I underlined about that is ‘Several times, Richard had been sent to the library to check out books for him.’”

“I think Jim Falk does think differently from the others because he gives Richard his library card.”

“I disagree with [Mattie]. I think Jim Falk doesn’t think differently from the other white men because he was immediately suspicious of Richard and he is also nervous about getting into trouble if anyone finds out he has helped Richard.”

Point out that the author does not directly say *why* Richard selects Jim but that the students can infer this from the story. Explain that authors often don’t explain why events happen in stories or why characters behave as they do. Instead, readers have to make inferences to figure out why.

Explain that the students will have more opportunities in the coming weeks to practice making inferences about why things happen as they do.

5 Reflect on This Week’s Partner Work

Facilitate a brief discussion about how partners worked together. Ask:



- Q *What did you enjoy about working with your partner this week? Turn to your partner.*

After partners have had a chance to share, discuss as a class:

- Q *What did your partner share with you?*

Remind the students that the purpose of sharing their partners’ thinking is to help them develop their listening skills.

INDIVIDUALIZED DAILY READING

6 Read Independently and Discuss the Comprehension Strategies the Students Used

Direct the students' attention to the "Reading Comprehension Strategies" chart and ask them to notice which strategies they use and where they use them during their independent reading today. Tell the students that at the end of IDR you will ask them to share the strategies they used with partners. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 80) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 83 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have the students share with partners what they read. Have each student tell his partner the title of his text, the author's name, and what the text is about. Then have each student share the strategy he used and where in the text he used it. If students cannot think of comprehension strategies they used, ask them to talk about what they read. Have the students return to their desks and put away their texts.

In this lesson, the students:

- Hear and discuss a historical fiction book
- Make inferences about the story’s plot, conflict, setting, and characters
- Compare two historical fiction books
- Explore the use of first- and third-person points of view
- Read independently for up to 30 minutes
- Use prompts to extend a conversation

1 Review Story Elements

Gather the class with partners sitting together, facing you. Remind the students that earlier they heard *Richard Wright and the Library Card* and talked about story elements, including character change. Tell the students that today you will read another story aloud and partners will talk about the story elements they notice. Remind the students that thinking about elements such as character and character change, setting, plot, and conflict can help readers identify with and remember what is important in the story.

Direct the students’ attention to the “Prompts to Extend a Conversation” chart and remind the students that they have been practicing using these prompts to extend their conversations. Encourage them to continue to practice this skill today.

2 Introduce *Uncle Jed’s Barbershop*

Show the cover of *Uncle Jed’s Barbershop* and read the names of the author and the illustrator aloud. Explain that the setting of the story is the South during a time when segregation was part of everyday life. Remind the students that *Richard Wright and the Library Card* also takes place in the segregated South. Explain that the time period of the two stories is a little different. *Richard Wright and the Library Card* takes place during the 1920s. The first part of *Uncle Jed’s Barbershop* takes place during the Great Depression, a period in the 1930s when many factories and businesses closed and millions of Americans were out of work. Thousands of banks also shut down and many people lost their life savings.

Explain that the author of *Uncle Jed’s Barbershop* based the character of Uncle Jed on her grandfather.

Materials

- *Uncle Jed’s Barbershop*
- *Richard Wright and the Library Card*
- “Prompts to Extend a Conversation” chart from Day 1
- “Excerpt from *Uncle Jed’s Barbershop*” chart (WA4)
- “Excerpt from *Richard Wright and the Library Card* (2)” chart (WA5)
- Self-stick notes for each student
- (Optional) “Questions to Use When Making Inferences” chart from Unit 5

Teacher Note

Today’s lesson may take longer than usual to complete. You might consider stopping after Step 5 and then completing the remainder of the lesson at another time.

ELPS 4.F.v
ELPS 4.F.x
 Steps 2 and 3 and ELL Note on page 316

ELL Note

English Language Learners may benefit from additional stops to discuss the reading, for example, after pages 7, 15, 21, and 25.

ELPS 4.G.iii

Steps 3–5, including margin notes on pages 316–317

3 Read Aloud

Read *Uncle Jed's Barbershop* aloud slowly and clearly, showing the illustrations and stopping as described below.

ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

barbershop: place where a barber cuts hair and trims beards (title)

clippers: scissors used to cut hair (p. 4)

barber: person who cuts hair and shaves or trims beards for a living (p. 4)

lathered: covered with foam made of soap and water (p. 6)

lotion: liquid rubbed on the skin to keep it soft (p. 6)

unconscious: not conscious, or awake; unable to see, feel, or think (p. 16)

operation: the cutting open of someone's body to treat an illness or repair an injury (p. 16)

Talk about some hard times: Life was very difficult and people suffered (p. 22)

Stop after:

- p. 11** "That meant they lived in a shack and worked somebody else's land in exchange for a share of the crop."

Ask:

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

 Without sharing as a class, reread the last sentence and continue to the next stopping point. At each of the following stops, have the students share in pairs; then reread the last sentence and continue reading to the next stop.

- p. 16** "And the doctors wouldn't do the operation until they had the money."

- p. 22** "Uncle Jed had over three thousand dollars in the bank, and it was gone."

As pairs talk, circulate among them and notice whether they are referring to the story in their discussions. If the students are having difficulty, you might spark their thinking with questions such as:

Q *Who do you think is the main character in the story?*

Q *What problem do you think the main character is facing? Why do you think that?*

Q *How do you think the main character is dealing with the problem?*

Continue reading to the end of the story.

4 Discuss the Story

Facilitate a class discussion of *Uncle Jed's Barbershop* using the questions that follow. Remind the students to use the prompts they have learned. Be ready to reread passages and show illustrations again to help the students recall what they heard. Ask:

- Q *What challenges does Uncle Jed face as he tries to fulfill his dream? How does he deal with the challenges?*
- Q *What do we know about the setting in this story? How does the setting affect what happens to the characters?*
- Q *What can we learn from Uncle Jed about dealing with challenges in our own lives? Explain your thinking.*

Students might say:

"First, Uncle Jed uses some of his savings to pay for Sarah Jean's operation. Then he loses his savings when the bank fails."

"Uncle Jed lives in the South during segregation. It was hard then for African American people to own their own businesses."

"In addition to what [Cheryl] said, the white doctors wouldn't treat the African Americans until after the white people were treated. That was because of segregation, too."

"We can learn never to give up on our dreams, even if it takes a long time and we have big setbacks."

5 Compare *Uncle Jed's Barbershop* and *Richard Wright and the Library Card*

Show the cover of *Richard Wright and the Library Card* and remind the students that they heard this story earlier. Use "Think, Pair, Share" to discuss:

-  Q *In what ways are these two stories similar? [pause] Turn to your partner.*

Have a few volunteers share their thinking.

Students might say:

"They're both stories that mix made-up parts with real history. The story about Richard Wright is based on his life. That means some of the details might be made up. And Uncle Jed and Sarah Jean are made-up characters."

"In addition to what [Lia] said, they're both about African American men who live in the South during segregation."

"I agree with [Taylor]. Also, they're both about people who keep fighting to live their dreams even though they face big challenges. Uncle Jed gets his barbershop and Richard Wright is able to get books and moves north."

"In addition to what everyone else has said, both characters are treated badly by the racist society, but they don't let that get them down."

Teacher Note

Keep this discussion moving. It is not necessary to ask all the questions or to hear from all the students. Use "Turn to Your Partner" to engage everyone in thinking about the questions, but call on just a few students to share aloud during the class discussion.

Teacher Note

If the students do not mention the Great Depression, you might wish to explain that it is part of the story's setting. During the Depression many people lost their jobs and savings. It was a time of hardship for many Americans.

 **Q** *In what ways are these two stories different?* [pause] *Turn to your partner.*

Have a few volunteers share their thinking.

Students might say:

"Richard Wright was a real person. Uncle Jed is a made-up character."

"Another difference is that Richard is a teenager, just getting started with life. Uncle Jed is an older man who dies at the end of the story."

"The settings are different. The story about Richard Wright starts out in the country but takes place mostly in a city. The story about Uncle Jed is set in the country."

"*Uncle Jed's Barbershop* is told by a character named Sarah Jean. I think that's called *first-person point of view*."

"In addition to what [Angie] said, the story about Richard Wright isn't told by someone who's in the story. I think it's written from the third-person point of view."

6 Explore First- and Third-person Points of View in the Two Stories

Display the "Excerpt from *Uncle Jed's Barbershop*" chart (🗨️ WA4) and explain that this is a passage from near the end of *Uncle Jed's Barbershop*. Explain that you will read the passage aloud and that as the students listen, you would like them to think about who is telling the story. Read the passage aloud slowly and clearly. Then use "Think, Pair, Share" to discuss:

 **Q** *Who is telling the story? What in the story makes you think so?* [pause] *Turn to your partner.*

Have one or two volunteers share their thinking. If necessary, show pages 28–29 of the book, point to the woman in the illustration, and explain that this character, whose name is Sarah Jean, is telling the story. Remind the students that when the person telling the story is a character in the story, we say the story is being told from the *first-person point of view*. Explain that words like *my*, *I*, and *me* are clues that can help the students recognize first-person point of view. Circle these words on the chart.

Display the "Excerpt from *Richard Wright and the Library Card (2)*" chart (🗨️ WA5) and explain that this is a passage from near the beginning of *Richard Wright and the Library Card*. Explain that you will read the passage aloud and that, as before, you want the students to think about who is telling the story. Read the passage aloud slowly and clearly. Then use "Think, Pair, Share" to discuss:

 **Q** *Who is telling the story? What in the story makes you think so?* [pause] *Turn to your partner.*

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

Students might say:

"It's hard to tell who's telling the story because the person telling it doesn't say anything about himself."

"I think the narrator could be someone who has read a lot about Richard Wright and wanted to write a book about Richard Wright's life."

Explain that, unlike the narrator in *Uncle Jed's Barbershop*, the person telling the story in *Richard Wright and the Library Card* is not a character in the story. Explain that when the person telling the story is not a character in the story, we say the story is being told from the *third-person point of view*.

Explain that if *Richard Wright and the Library Card* were being told from the first-person point of view, it would use the words *I*, *me*, and *myself* instead of the words *he*, *him*, and *himself*. Point to each sentence on the chart and read it as if it were written in the first-person point of view: "When I finally learned to read, I couldn't buy or borrow the books I wanted . . . the doors of the library were shut against me because I was black. . . . So I read whatever I could find When I was seventeen, I caught a bus to Memphis. I hoped to find work, earn enough money to move to Chicago, where I would make a new life for myself in the north." Ask:



Q Do you think *Richard Wright and the Library Card* would be a more interesting story if it were told from the first-person point of view? Why? Turn to your partner.

Have a few volunteers share their thinking with the class.

Students might say:

"I think it would be more interesting because if it said *I* and *my* and *me*, it would be more like Richard Wright was telling his own story."

"I think it's more interesting the way it is. Richard Wright was a real person, and this book is telling us what happened in his childhood that led to him becoming a famous author. That's why it says, 'he did this, he did that.'"

Explain that making connections between texts, or thinking about what is the same and different about the texts, helps readers enjoy and understand what they read. One of the ways readers make connections is to think about each text's point of view, or who is telling a story. Encourage the students to continue to notice connections between texts that they hear and read.

INDIVIDUALIZED DAILY READING

7 Read Independently and Practice Making Inferences

Explain that the students will practice making inferences in their independent reading today. Explain that they will read their texts for 15 minutes and then read the same sections again and think about inferences they might make. Tell the students that at the end of IDR they will discuss their inferences with the class.

Distribute self-stick notes to each student. Have the students get their texts, place self-stick notes where they start to read, and then read silently for 15 minutes. After they have settled into their reading, confer with individual students.

Teacher Note

Be aware that some books contain more opportunities to infer than others.

Teacher Note

If the students struggle to make inferences, display the “Questions to Use When Making Inferences” chart from Unit 5, Week 1, and encourage the students to think about the questions on the chart as they reread.

Vocabulary Note

Next week you will revisit *Richard Wright and the Library Card* and *Uncle Jed’s Barbershop* to teach the Week 14 vocabulary lessons.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 80) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 83 of the *Assessment Resource Book*.

Stop the students after 15 minutes and have them place self-stick notes where they stopped reading. Then have the students reread their texts and use additional self-stick notes to mark clues that help them make inferences. After they have settled into their reading, continue to confer with individual students.

Signal to let the students know when it is time to stop reading. Ask a few volunteers to share their reading with the class. Have each volunteer share the title of her text, the author’s name, and what the text is about. Then have her share any inferences she made and read aloud the passages that helped her make those inferences. If the student struggles to share inferences, probe her thinking by asking questions such as:

Q *What is happening in the part of the text that you read today? How do you know? Are those things stated directly or are you inferring them from clues? What clues?*

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

WRITING ABOUT READING

Compare Two Historical Fiction Texts

Show the covers of *Richard Wright and the Library Card* and *Uncle Jed's Barbershop* and review that the students heard these stories earlier and compared them. Ask:

Q *What did we identify as similar about the two stories?*

Q *What did we identify as different about the two stories?*

Have volunteers share their thinking. Explain that today the students will write about what is similar and what is different in the two stories. Ask the students to watch as you think aloud and model writing about what is similar and what is different in the stories.

You might say:

"First I want to describe some of the ways the two stories are alike. I'll write: *Richard Wright and the Library Card* and *Uncle Jed's Barbershop* are both historical fiction about segregation in the South early in the 20th century. In both stories, the main character overcomes barriers created by racism in order to achieve his goals. Now I want to describe some of the things that are different about the two stories. I'll write: Although both stories are based on historical events, *Uncle Jed's Barbershop* is a made-up story with made-up characters. *Richard Wright and the Library Card* is based on something that happened to the famous author Richard Wright."

Have the students write about what is the same and what is different in *Richard Wright and the Library Card* and *Uncle Jed's Barbershop*. If time permits, ask a few volunteers to share their writing with the class.

EXTENSIONS

Read and Compare Other Works of Historical Fiction About the Segregated South

If the students enjoyed hearing *Richard Wright and the Library Card* and *Uncle Jed's Barbershop*, you might read and discuss other works of historical fiction about the effects of segregation. Titles dealing with this period in American history include *The Gold Cadillac* by Mildred D. Taylor, *Abby Takes a Stand* by Patricia C. McKissack, and *Finding Lincoln* by Ann Malaspina. After reading each book, discuss questions such as:

Q *What else did you learn about segregation from this story?*

Q *What about this story reminds you of Richard Wright and the Library Card?*

Q *What about it reminds you of Uncle Jed's Barbershop?*

Q *What are you still wondering about segregation after hearing this story?*

Materials

- *Richard Wright and the Library Card*
- *Uncle Jed's Barbershop*

TEKS 8.D.ii
Student/Teacher Activity
Extensions on pp. 321–322

Teacher Note

These books vary in length and difficulty. If you select a longer book, you might read a few chapters of it or set aside time to read it over several days.

Teacher Note

You might have the students record their questions about the Great Depression and what they learned about this period in American history in a double-entry journal. Have them title one column "Questions About the Great Depression" and the other column "What I Learned About the Great Depression."

Analyze Paired Texts About the Great Depression

If the students enjoyed reading *Uncle Jed's Barbershop*, which is set during the Great Depression, you might extend the exploration by reading aloud and discussing a nonfiction book about that period. Some possible nonfiction titles include *Children of the Great Depression* by Russell Freedman, *Kids During the Great Depression* by Lisa A. Wroble, *The Great Depression: An Interactive History Adventure* by Michael Burgan, and *The Great Depression* by Elaine Landau.

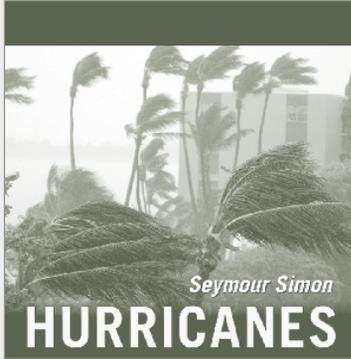
Prior to reading, have the students discuss any questions they have about the Great Depression after hearing *Uncle Jed's Barbershop*. Then read aloud the nonfiction book you selected. Have the students listen for answers to their questions as you read. Afterward, have the students discuss what they learned about the Great Depression.

Encourage the students to compare the two texts and make text-to-text connections by asking questions such as:

- Q *How are the books *Uncle Jed's Barbershop* and [Children of the Great Depression] the same? How are they different?*
- Q *How is each book organized?*
- Q *Were your questions about the Great Depression answered after hearing [Children of the Great Depression]?*
- Q *Which book did you like better? Why?*

Week 2

OVERVIEW



Hurricanes

by Seymour Simon

Seymour Simon explains how hurricanes are formed and classified, describes the devastation they can wreak, and provides tips on how to stay safe during a hurricane.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA6–WA8

Assessment Forms

- “Class Assessment Record” sheet (CA2)
- “IDR Conference Notes” record sheet (CN1)

Reproducible

- (Optional) “First- and Secondhand Accounts of Hurricane Katrina” (BLM2)

Professional Development Media

- “Using ‘Heads Together’” (AV9)
- “Using ‘Group Brainstorming’” (AV11)
- “Using Web-based Maps and Related Tools” tutorial (AV49)

Comprehension Focus

- Students make inferences to understand causes and effects in an expository nonfiction book.
- Students use schema to articulate all they think they know about a topic before they read.
- Students read independently.

Social Development Focus

- Students learn and practice the procedure for “Group Brainstorming.”
- Students work in a responsible way.
- Students develop the skill of including everyone in and contributing to the group work.
- Students develop the skill of using prompts to extend a conversation.

⌚ DO AHEAD

- ✓ Prior to Day 1, decide how you will assign pairs to work in groups of four throughout the unit.
- ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA2); see page 78 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 14 lessons this week.

Day 1

Read-aloud

Materials

- *Hurricanes* (pages 5–8, 14, 19–23)
- Scratch paper and a pencil for each group of four

Teacher Note

The students learned “Heads Together” in Unit 5, Week 2, Day 3 (see Step 1). If you have not yet had the opportunity, you might wish to view “Using ‘Heads Together’” (AV9).



Teacher Note

If your students are already familiar with “Group Brainstorming,” you may not need to teach it. Briefly review the technique and continue with the rest of the lesson. To see an example, view “Using ‘Group Brainstorming’” (AV11).



In this lesson, the students:

- Learn the procedure for “Group Brainstorming” and brainstorm what they think they know about a topic
- Hear and discuss part of an expository nonfiction book
- Explore causes and effects in the book
- Read independently for up to 30 minutes
- Include everyone in and contribute to the group work
- Work in a responsible way

ABOUT CAUSES AND EFFECTS

This week and next week, the lessons provide an informal introduction to exploring causes and effects in expository text. Identifying causes and effects can be challenging for students. In these lessons, the teacher asks specific questions (such as “What causes a hurricane?” and “Why does Seymour Simon say that human activities contribute to the increase in greenhouse gases?”) to guide the students toward seeing and understanding these relationships. The students are not expected to master identifying cause and effect on their own. Rather, the lessons prepare the students to identify cause/effect relationships without support as they get older.

1 Introduce “Group Brainstorming”

Assign pairs to groups of four and have them gather, facing you. Remind the students that in a previous lesson they learned “Heads Together” to talk in a group of four. Ask:

Q *What are some things you can do to help the work go smoothly in your group of four?*

Explain that today the students will learn a technique called “Group Brainstorming,” in which group members generate and record as many ideas as they can in a short period of time. Group members will state their ideas briefly, and these ideas will be written down quickly on a sheet of scratch paper by the group recorder, without discussion. Tell the students that all ideas should be recorded and that the ideas do not have to be written as complete sentences.

Choose a topic (for example, “fiction characters I like” or “topics I enjoy reading about”) and model quickly jotting down a few of your own brainstormed ideas where everyone can see them.



Explain that the students will use “Group Brainstorming” to think about what they know about the topic of today’s book before they hear it. Give the groups 30 seconds to determine who will be their group recorder today.

2 Introduce *Hurricanes* and Brainstorm About Hurricanes

Tell the students that the book you will read aloud over the next few days is called *Hurricanes*. Show the cover of the book and read the author’s name. Explain that the book is an expository text that gives information about hurricanes.

Have the students use “Group Brainstorming” to discuss:



Q *What do you think you know about hurricanes? Brainstorm ideas in your groups.*

Give the groups 3–4 minutes to brainstorm and record their ideas; then stop them and have each group review their list and select one idea to share with the whole class. Ask each group to select a backup idea in case their first idea is shared by another group.

Have all the groups report their ideas; then ask if there are any other ideas the groups generated that were not reported. Ask the students to keep their ideas in mind as they listen to the reading today.

3 Introduce the Reading

Briefly explain that you will read only parts of the book and that today you will read parts that explain what hurricanes are, how they are formed, and how they affect human life and the natural world. Explain that you will stop periodically during the reading and have groups put their heads together to discuss what they have learned from the book up to that point.

4 Read Aloud Part of *Hurricanes* with Brief Section Introductions

Read pages 5–8, 14, and 19–23 aloud slowly and clearly, introducing each section and stopping as described on the next page. Clarify vocabulary as you read.

Teacher Note

The 30-second limit for choosing a group recorder encourages the students to pick a recorder quickly without getting stuck in a selection process.

ELL Note

You may want to explain that a *hurricane* is a “huge, powerful storm with very strong winds that forms over warm waters near the equator.”

Teacher Note

Limiting the brainstorming time encourages the students to be brief and to get out many ideas without getting stuck on any particular idea.

Asking the groups to select backup ideas encourages the students to listen to one another and to avoid repeating what others have said.

Technology Tip

Because there is a lot of geographic information in the book, you may want to display a world map on the whiteboard during the reading. For more information, view the “Using Web-based Maps and Related Tools” tutorial (AV49).



Teacher Note

Hurricanes contains a lot of factual information that the students might have difficulty following. To support them, you will briefly introduce each section before you read it. This will help to focus the students’ listening on the main ideas discussed in that section.

Suggested Vocabulary

eye: center (p. 19)

ELL Vocabulary

You might point out to English Language Learners that some words from the reading are defined in the text (for example, the word *hurricane* on p. 5) and that they should listen for these. They also may benefit from hearing additional vocabulary defined, including:

inland areas: areas away from coasts (p. 5)

peak: highest (p. 5)

moist: wet (p. 8)

evaporating: changing from liquid into air (p. 8)

spiral: move in a circle that gets smaller and smaller (p. 8)

trigger: start (p. 20)

Teacher Note

During the stops, listen for evidence that the students are discussing the book and understanding it. If necessary, reread parts of the text to help the students recall what they heard. Also, look for examples of groups working together well and groups having difficulty, and be ready to share your observations at the end of the lesson.

Tell the students that the first part of the book you will read explains what causes a hurricane. Ask the students to listen for the causes. Read pages 5–8 aloud slowly and clearly, showing the photographs and clarifying vocabulary as you read. Stop after:

p. 8 “. . . before whirling north and west into the United States.”

Use “Heads Together” to discuss:

 **Q** *What did you learn about what causes hurricanes? Heads together.*

After a minute or two, explain that the next part you will read compares hurricanes to tornadoes. Ask the students to listen for the difference between hurricanes and tornadoes. Read page 14, stopping after:

p. 14 “But even hurricanes with a rating of 1 or 2 are very dangerous.”

Use “Heads Together” to discuss:

 **Q** *What did you learn about the difference between hurricanes and tornadoes? Heads together.*

After a minute or two, explain that the next part you will read explains how hurricanes cause destruction. Ask the students to listen for the different ways hurricanes cause damage. Read pages 19–23, stopping after:

p. 23 “. . . the most storms and hurricanes ever in a single season.”

Use “Heads Together” to discuss:

 **Q** *What did you learn about how hurricanes cause damage? Heads together.*

5 Discuss the Reading as a Class

Facilitate a class discussion about the reading using the questions that follow. Be ready to reread passages from the text to help the students recall what they heard.

- Q *What did you learn about hurricanes that you didn't know before?*
- Q *What did you hear about the different ways hurricanes can be destructive?*

Students might say:

"The book talked about hurricanes destroying houses and knocking down trees and power lines."

"In addition to what [Jay] said, hurricanes can pick up things like toys and throw them like missiles."

"In addition to what [Jay and Romina] said, the heavy rains that come with hurricanes can cause flooding, which is dangerous."

"Hurricane Katrina ruined most of New Orleans, cost a huge amount of money, and killed more than 1,000 people."

During this discussion, point out that the students are recognizing the effects of hurricanes on human life and the natural world. Remind them that recognizing causes and effects helps readers better understand what they are reading.

Tell the students that tomorrow they will continue to think about what they are learning from *Hurricanes*.

6 Reflect on "Group Brainstorming"

Facilitate a brief discussion about how the students did with "Group Brainstorming." Ask:

- Q *What did you do to be responsible in your group today?*
- Q *What went well in your brainstorming? What do you want to try next time to help your brainstorming?*

INDIVIDUALIZED DAILY READING

7 Read Independently and Think About Inferences

Ask the students to think about inferences they make as they read independently today. Tell the students that at the end of IDR they will discuss their inferences with partners. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.

Teacher Note

This question focuses the students on the effects of hurricanes. On Day 2, the students will focus on the causes of hurricanes.

Facilitation Tip

This week, continue to **avoid repeating or paraphrasing** the students' responses. Help them learn to participate responsibly in class discussions by encouraging them to ask one another to speak up or to ask a question if they do not understand what a classmate has said. (For special considerations for English Language Learners, see "Additional Strategies for Supporting ELLs" in the Introduction.)



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 80) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 83 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have each student share with her partner the title of her text, the author’s name, what the text is about, and any inferences she made. Circulate and listen as partners share. If the students struggle to share inferences, probe their thinking by asking questions such as:

- Q *What is happening in the part of the text you read today? How do you know? Are those things stated directly or did you infer them from clues? What clues?*
- Q *What is your book about? What do you think will happen next? Why do you think that?*
- Q *What are you learning about [a character] in your book? What parts of the text reveal those things about [that character]?*

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

Materials

- *Global Warming*
- *Hurricanes*
- Copy of “First- and Secondhand Accounts of Hurricane Katrina” (BLM2) for each student

Teacher Note

Prior to doing this activity, visit the CCC Learning Hub (ccclearninghub.org) to access and print “First- and Secondhand Accounts of Hurricane Katrina” (BLM2). Make enough copies for each student to have one, and set aside a copy for yourself. Preview the passages and identify any vocabulary you want to clarify as you read.

WRITING ABOUT READING

Write Opinions About First- and Secondhand Accounts of Hurricane Katrina

Show the cover of *Hurricanes* and remind the students that they heard parts of this book earlier. Ask:

- Q *What do you remember about this book?*

If necessary, remind the students that this is a nonfiction book about hurricanes. Explain that when author Seymour Simon wrote *Hurricanes*, he researched the topic and then used what he learned to write about it. Explain that since Seymour Simon wrote about things he didn’t experience himself, this book is a *secondhand account* of the events.

Distribute a copy of “First- and Secondhand Accounts of Hurricane Katrina” (BLM2) to each student. Direct the students’ attention to the first passage and explain that this is an excerpt from *Hurricanes*. Ask the students to follow along as you read the passage aloud and to think as

they listen about how the author writes about Hurricane Katrina. After you read the passage aloud, ask:

Q *What did you notice about the way the author writes about Hurricane Katrina?*

Record the students' ideas where everyone can see them, under the heading "Secondhand Account."

Tell the students that Buck Taylor is a Montana resident who helps run a group of health clinics in Montana and volunteers as a firefighter and emergency medical technician. Along with many other Americans, he flew to New Orleans after Hurricane Katrina to help people who were affected by the hurricane. Explain that because Buck Taylor wrote this article about what he himself experienced, it is a *firsthand account* about the damage caused by Hurricane Katrina.

Direct the students' attention to the second passage and explain that this is an excerpt from Buck Taylor's article. Ask the students to follow along as you read the excerpt aloud and to think as they listen about what they notice about how Buck Taylor writes and what new things they learn about Hurricane Katrina. Read the passage aloud, clarifying the vocabulary you identified. After the reading, ask:

Q *What did you notice about how Buck Taylor writes?*

Q *What did you learn from Taylor's account of these events?*

Students might say:

"He makes it personal. For example, he starts it with saying he used his five-year-old's frequent flyer miles."

"In addition to what [Regina] said, he writes about what he noticed with his senses, and what he thought and felt."

"His details helped me understand how hard life was for a lot of people after Katrina."

"In addition to what [Melvin] said, Buck Taylor's account taught me that there are poor people in New Orleans who struggle to survive, hurricane or no hurricane."

Record the students' ideas where everyone can see them, under the heading "Firsthand Account." Facilitate a discussion comparing the first- and secondhand accounts by asking the following questions:

Q *How is the firsthand account similar to the secondhand account? How is it different?*

Q *Which do you think is more interesting, the firsthand account or the secondhand account? Why?*

Tell the students that when they talk about which account of Hurricane Katrina is more interesting, they are giving an opinion. Explain that people might have different opinions about the same thing, and that is fine. What matters is that they give reasons to explain their thinking.

TEKS 6.F.ii
Student/Teacher Narrative
Writing About Reading
("You might say" example)

 **Technology Tip**

To provide the students with more practice comparing first- and secondhand accounts, you might search online for stories about people who lived through Hurricane Katrina. These might include audio or video interviews with survivors, news stories, or selections from documentaries. Search online using keywords such as "Hurricane Katrina stories" or "Hurricane Katrina interviews." (Be sure to preview the stories for age-appropriateness.) Have the students watch or listen to the stories, determine which parts are first- or secondhand accounts of the event, and discuss why they think so.

Teacher Note

The novels suggested for this extension vary in length and difficulty; select a novel that you think is suitable for your students and that you can schedule the time to read. Preview the extension and the novel you have selected, and plan time over the next several weeks to read the novel aloud to the students. Then follow the instructions in the extension to introduce the novel and read it aloud in sections. After you have finished reading the novel, have the students compare it to *Hurricanes*.

For support with teaching novels, see Unit 4, "Analyzing Text Structure."

Then ask the students to watch as you think aloud and model writing about which account you think is more interesting.

You might say:

"I think the firsthand account written by Buck Taylor is more interesting. I'll write: *I think the firsthand account of Hurricane Katrina is more interesting.* Now I will give a reason why I think the firsthand account is more interesting, based on what we've read. I'll write: *I think so because the firsthand account tells what someone who was in New Orleans after the hurricane witnessed.* I want to explain how Taylor describes what happened in his firsthand account. I'll write: *For example, Taylor describes in detail the human suffering he witnessed at the New Orleans Convention Center, where he volunteered. His description helps me realize that Hurricane Katrina affected real people just like me, and it also makes me appreciate how many good-hearted people volunteered to try to help people who had been affected by the hurricane.* I can think of another reason why I preferred the firsthand account. I'll write: *The firsthand account is also more interesting because it includes sensory details—like the description of the 'eerie scene' he saw when he arrived.*"

Have the students write their own opinions about which account they think is more interesting and why. Encourage the students to refer to "First- and Secondhand Accounts of Hurricane Katrina" (BLM2) as they write. If time permits, invite volunteers to share their writing with the class.

EXTENSION

Analyze Paired Texts About a Hurricane

If the students are interested in learning more about hurricanes after hearing Seymour Simon's *Hurricanes*, you might extend the exploration by reading aloud and discussing a fictional book on the topic. Novels that focus on Hurricane Katrina include *Ninth Ward* by Jewell Parker Rhodes; *Zane and the Hurricane: A Story of Katrina* by Rodman Philbrick; *I Survived Hurricane Katrina, 2005* by Lauren Tarshis; and *Saint Louis Armstrong Beach* by Brenda Woods. A novel that focuses on the hurricane that occurred in Galveston, Texas, in 1900 (described on pages 12–13 of *Hurricanes*) is *Dark Water Rising* by Marian Hale.

Show the cover of *Hurricanes* by Seymour Simon and remind the students that they heard parts of this book earlier. Ask and briefly discuss:

- Q *What are some facts about hurricanes that you learned from this book?*
- Q *What do you still wonder about hurricanes?*

TEKS 6.B.v
TEKS 6.B.vi
Student/Teacher Activity
Extension

Tell the students that over the next few weeks they will hear a fictional account of a hurricane. Show the cover of the novel you selected and read the title and the author's name aloud. Point out that fiction authors are free to mix facts with invented details (things they have made up), which means that works of fiction are not necessarily factually correct. But fictional texts can help readers understand what people at certain times in history might have felt, thought, and experienced. Fictional accounts of history can give readers an "inside look" into a time and place in a way that expository nonfiction books cannot. Ask and discuss:

Q *Keeping in mind that fiction does not always stick to the facts, what might you learn about hurricanes from a fictional account?*

Have volunteers share their thinking.

Read aloud a section of the novel, stopping periodically to ask the students what they are learning about the experiences of people who have lived through a hurricane:

Q *What have you learned so far about the experience of living through a hurricane?*

Q *What has been especially surprising or interesting so far?*

Repeat this procedure over several weeks until you have read the entire novel.

After you have finished reading the novel, take some time to review what the students learned from the novel and what they learned from *Hurricanes*. Encourage the students to compare the two texts and make text-to-text connections by asking questions such as:

Q *How are the books *Hurricanes* and *[Ninth Ward]* the same? How are they different?*

Q *How is each book organized?*

Q *Which book did you like better? Why?*

Teacher Note

You might have the students record what they learned about hurricanes in a double-entry journal. Have them title one column "What I Learned About Hurricanes from a Nonfiction Book" and the other column "What I Learned About Hurricanes from a Fiction Book."

Materials

- *Hurricanes*
- “Prompts to Extend a Conversation” chart from Week 1
- *Student Response Book* page 40
- “Directions” chart (WA6)
- “Class Assessment Record” sheet (CA2)
- “Excerpt from *Hurricanes*” chart (WA7)

Teacher Note

If the students are having difficulty understanding cause/effect relationships, you might provide an example or two from everyday life. For example, if you strike a match (cause), the match flames (effect); if you drop a rubber ball (cause), the ball bounces (effect). Have the students use “Heads Together” to come up with other examples of cause/effect relationships.

In this lesson, the students:

- Hear, read, and discuss part of an expository nonfiction book
- Explore causes in the book
- Read independently for up to 30 minutes
- Include everyone in and contribute to the group work
- Use prompts to extend a conversation

1 Review Using Prompts to Extend Conversations

Have the students bring their *Student Response Books* and pencils and gather in their groups of four, facing you. Tell the students that they will be using “Heads Together” again today to talk about their thinking. Remind them that last week they practiced using prompts to extend their conversations as they talked in pairs. Refer to the “Prompts to Extend a Conversation” chart and encourage the students to use the prompts in their groups today and to continue to include everyone in the discussions and contribute responsibly to the group work.

State your expectation that during “Heads Together,” group members will continue talking until you signal them to end their conversations.

2 Review Exploring Cause and Effect

Remind the students that they heard parts of *Hurricanes* and discussed the causes and the effects of hurricanes. Review that a cause is the reason something happens and the effect is what happens as a result. Explain that today the students will talk more about the causes of hurricanes. Ask:

Q *What do you remember hearing about why hurricanes happen?*

Without discussing the question, explain that there are many clues in the book to help them answer this question and that they will explore some of these clues today.

3 Explore the Causes of Hurricanes

Have the students turn to *Student Response Book* page 40, “Excerpt from *Hurricanes*.” Explain that the excerpt describes how hurricanes are formed. Display the “Directions” chart (WA6) and explain the directions on it.

Directions

1. Read the excerpt quietly to yourself.
2. Reread the excerpt, and underline sentences that help to answer this question: What causes a hurricane?
3. Use “Heads Together” to talk about the sentences you underlined and why you chose those sentences.

WA6

As the students work individually and in groups, circulate and ask them the following questions to help them think about how they are making sense of the excerpt:

- Q *You underlined [“The growing hurricane forms bands of clouds and winds near the ocean surface that spiral air inward”]. How does this sentence help to explain what causes a hurricane?*
- Q *Do you agree or disagree with [Jordan]? Why?*
- Q *What question do you want to ask [Jordan] to better understand what he’s thinking?*

As you circulate among the students, notice which passages they underline.



CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students identifying clues about what causes a hurricane?

Record your observations on the “Class Assessment Record” sheet (CA2); see page 78 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to identify clues about what causes a hurricane, proceed with the lesson and continue on to Day 3.
- If **about half of the students** or **only a few students** are able to identify clues about what causes a hurricane, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the “Grade 5 Alternative Texts” list.

Teacher Note

Have students who are unable to read the excerpt on their own read it quietly aloud with partners, or you might read it aloud yourself as the students follow along. Then have them go back and underline the clues in the passage.

ELL Note

English Language Learners may benefit from extra support to make sense of the excerpt. Show and discuss the photograph on page 9 again; then read page 8 aloud as they follow along on *Student Response Book* page 40. Stop intermittently to talk about what they are reading.

4 Discuss Causes in Groups and as a Class

When most students have finished, have the students use “Heads Together” to discuss:

 **Q** *What did you underline in the excerpt that helps to answer the question “What causes a hurricane?” Heads together.*

Then display the “Excerpt from *Hurricanes*” chart (CC WA7) and ask a few volunteers to share passages they underlined and what information those passages gave them about what causes hurricanes. As the students share passages, underline them on the chart.

Students might say:

“I underlined ‘First, the atmosphere gathers heat energy through contact with ocean waters that are above 80 degrees Fahrenheit.’ The warm water makes the atmosphere warm.”

“I underlined ‘moisture evaporating from the warm waters enters the atmosphere and begins to power the infant hurricane.’ The evaporating ocean water enters the atmosphere and helps the hurricane get started.”

Teacher Note

Other sentences the students might underline include:

- “They begin life in the warm, moist atmosphere over tropical ocean waters.”
- “The air is heated by warm ocean water, creating strong winds and forcing them to rise higher. This increases the power of the hurricane and leads to stormy conditions over huge areas.”

Facilitate a discussion using questions such as:

Q *Do you agree or disagree with what [Tanya] shared? Why?*

Q *What question do you want to ask [Tanya] about what she shared?*

Point out that the students are gathering information in the excerpt to understand what causes a hurricane. Remind them that they have been discussing both the causes and the effects of hurricanes and that they will look for cause/effect relationships to help them make sense of books in the coming days.

5 Reflect on “Heads Together”

Share some of your observations of how the groups worked together during “Heads Together.” Without mentioning any of the students’ names, describe what you saw in groups in which all of the members were engaged and contributing and any examples of groups in which some members were not participating. For example, you might discuss:

Q *I noticed a group in which all four members were leaning into the center of the table and looking at each other. I also heard one group member ask another group member what she thought. How might these actions help a group work well together?*

Q *I noticed a group in which it looked like the students were working in pairs rather than as one group of four. Why might that happen? What can a group do to make sure they are working as a group during “Heads Together”?*

INDIVIDUALIZED DAILY READING

6 Read Independently and Think About Inferences

Ask the students to think about inferences they make as they read independently today. Tell the students that at the end of IDR they will discuss their inferences with partners. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 80) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 83 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have each student share with his partner the title of his text, the author’s name, what the text is about, and any inferences he made. Circulate and listen as partners share. If the students struggle to share inferences, probe their thinking by asking questions such as:

- Q *What is happening in the part of the text you read today? How do you know? Are those things stated directly or did you infer them from clues? What clues?*
- Q *What is your book about? What do you think will happen next? Why do you think that?*
- Q *What are you learning about [a character] in your book? What parts of the text reveal those things about [that character]?*

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

Materials

- Small self-stick notes for each student
- *Student Response Book* page 41

In this lesson, the students:

- Read independently
- Make inferences and explore causes and effects
- Use a double-entry journal to record their thinking
- Include everyone in and contribute to the group work
- Use prompts to extend a conversation

1 Review Making Inferences and Exploring Cause and Effect

Have the students get their *Student Response Books*, pencils, and texts for independent reading and sit at desks with groups of four together. Remind the students that over the past several weeks they have been exploring making inferences in stories, poems, and expository nonfiction texts, including, most recently, inferences about causes and effects. Explain that today they will practice being aware of inferences and cause/effect relationships as they read independently.

Remind the students that they also practiced including everyone, contributing to the group work, including one another in the group work, and using prompts to extend their conversations. Encourage them to continue to practice these group skills today.

2 Read Independently Without Stopping

Tell the students that they will read for 10 minutes and then read the same section again while thinking about inferences they might be making. Distribute several self-stick notes to each student, and ask the students to use self-stick notes to mark where they begin reading. Have them read independently for 10 minutes.

3 Prepare to Reread and Notice Inferences or Causes and Effects

After 10 minutes, stop the students and ask them to reread, starting again at their self-stick notes. Explain that as they reread, they will use additional self-stick notes to mark places where they make inferences or notice causes or effects. Explain that later they will write about their thinking.

4 Reread Independently and Mark Clues

Have the students reread independently for 10 minutes, marking as they read. Circulate and look for evidence that the students are identifying places where they make inferences or notice causes or effects. Probe individual students' thinking by asking questions such as:

- Q *What is this [book/story/poem] about?*
- Q *What do you know about this [topic/character] based on what you just read?*
- Q *Is that stated directly in the text? If not, what clue or clues tell you what you know?*
- Q *What causes or effects are you noticing in your reading?*

5 Use Double-entry Journals to Record Thinking

Ask the students to turn to *Student Response Book* page 41, "Double-entry Journal About _____." Ask each student to write the title of his text on the blank line. Explain that each student will choose one or two places he marked in his independent reading, write the words or sentences in the "What I Read" column, and write his thinking about the words or sentences in the "What I Inferred" column.

Ask students who did not identify any inferences, causes, or effects as they read to choose an interesting sentence from their reading to write about.

6 Discuss the Double-entry Journals in Groups and as a Class

Have the students use "Heads Together" to discuss:



- Q *What did you write about in your double-entry journals? Heads together.*

Then have a few volunteers share their journal entries with the class. Remind each student to say the title of her text, the author's name, and a few words about its topic. Facilitate a discussion by asking:

- Q *What was happening in the text when you made the inference?*
- Q *Why does the inference make sense based on what else you know about the text?*
- Q *How does that sentence describe the cause or effect of something?*
- Q *What questions do you want to ask [Jen] about what she shared?*

Teacher Note

You might want to make note of students who did not mark their texts at all. Interview them at another time to determine whether their texts contain cause/effect relationships and opportunities to infer, and, if so, whether they are able to recognize these.

Materials

- Small self-stick notes for each student
- “Journal Entry” chart (WA8)
- *Student Response Book*, Reading Journal section

In this lesson, the students:

- Read independently
- Make inferences and explore causes and effects
- Write in their reading journals
- Include everyone in and contribute to the group work
- Use prompts to extend a conversation

1 Review Making Inferences and Cause and Effect

Have the students get their *Student Response Books*, pencils, and texts for independent reading and sit at desks with groups of four together. Remind the students that they have been exploring making inferences, including inferences about causes and effects, as a strategy to help them better understand their reading. Explain that today they will again practice being aware of inferences and cause/effect relationships as they read independently.

Remind the students to continue to practice contributing to the group work, including one another in the group work, and using prompts to extend their conversations.

2 Read Independently Without Stopping

Tell the students that they will read for 10 minutes and then read the same sections again while thinking about inferences they might be making. Distribute several self-stick notes to each student, and ask the students to use self-stick notes to mark where they begin reading. Have them read independently for 10 minutes.

3 Prepare to Reread and Notice Inferences or Causes and Effects

After 10 minutes, stop the students and ask them to reread, starting again at their self-stick notes. Explain that as they reread, they will use additional self-stick notes to mark places where they make inferences or notice causes or effects. Explain that later they will write about their thinking.

4 Reread Independently and Mark Clues

Have the students reread independently for 10 minutes, marking as they read. Circulate and look for evidence that the students are identifying

places where they make inferences or notice causes or effects. Probe individual students' thinking by asking questions such as:

- Q *What is this [book/story/poem] about?*
- Q *What do you know about this [topic/character] based on what you just read?*
- Q *Is that stated directly in the text? If not, what clue or clues tell you what you know?*
- Q *What causes or effects are you noticing in your reading?*

5 Write in Reading Journals About the Students' Independent Reading

Display the “Journal Entry” chart (WA8) and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

Journal Entry

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

- The title and the author's name
- What the text is about
- One inference you made and whether the inference is about a cause, an effect, or something else
- The clue or clues that helped you make the inference

WA8

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

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

6 Discuss the Journal Entries in Groups and as a Class

Have the students use “Heads Together” to discuss:

 Q *What did you write about in your reading journals? Heads together.*

Have a few volunteers share their journal entries with the class. Remind each student to say the title of his text, the author's name, and a few words about its topic. Facilitate a discussion by asking:

- Q *What was happening in the text when you made the inference?*
- Q *Why does the inference make sense based on what else you know about the text?*

Teacher Note

You might want to make note of students who did not mark their texts at all. Interview them at another time to determine whether their texts contain cause/effect relationships and opportunities to infer, and, if so, whether they are able to recognize these.

Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

Teacher Note

If there are students whose texts are not suitable for making inferences, you might invite them to write about the most interesting thing they read instead of inferences they made.

ELL Note

Consider having students with limited English proficiency dictate journal entries for you to write down.

Vocabulary Note

Next week you will revisit *Hurricanes* to teach the Week 15 vocabulary lessons.

Q *How does that sentence describe the cause or effect of something?*

Q *What questions do you want to ask [Leo] about what he shared?*

7 Reflect on Group Work

Facilitate a brief discussion about how groups of four worked together this week. Ask questions such as:

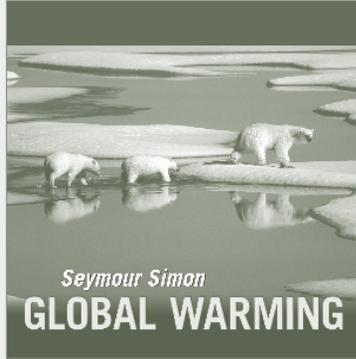
Q *What did you enjoy about working in groups this week?*



Q *What is one way your group work is improving? What is one thing you want to keep working on as you continue to work together? Heads together.*

Week 3

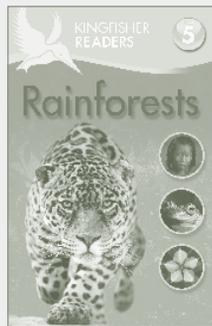
OVERVIEW



Global Warming

by Seymour Simon

This book describes the phenomenon of global warming and its implications for life on Earth.



Rainforests*

by James Harrison

Photographs, illustrations, and well-organized text provide an introduction to a fragile ecosystem.

**This book was also used in Unit 2, Week 1.*



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA9–WA12

Assessment Forms

- “Class Assessment Record” sheet (CA3)
- “IDR Conference Notes” record sheet (CN1)
- “Individual Comprehension Assessment” record sheet (IA1)
- “Social Skills Assessment Record” sheet (SS1)

Reproducible

- Unit 6 family letter (BLM1)

Professional Development Media

- “Finding, Organizing, and Presenting Online Information” tutorial (AV43)

Comprehension Focus

- Students make inferences to understand causes and effects in expository nonfiction books.
- Students use schema to articulate all they think they know about a topic before they read.
- Students read independently.

Social Development Focus

- Students analyze the effect of their behavior on others and on the group work.
- Students develop the skill of including everyone in and contributing to the group work.
- Students develop the skill of using prompts to extend a conversation.

Ⓜ DO AHEAD

- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA3); see page 79 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 15 lessons this week.

Materials

- *Global Warming* (pages 4–11)
- Paper and a pencil for each group
- “Reading Comprehension Strategies” chart



Facilitation Tip

Reflect on your experience over the past two weeks with **avoiding repeating or paraphrasing** students’ responses. Does this practice feel natural to you? Are you integrating it into class discussions throughout the school day? What effect is it having on the students? Are they participating more responsibly in class discussions? Continue to try this practice and reflect on students’ responses as you facilitate class discussions in the future.



ELL Note

You may want to explain that *global warming* is “the warming of the earth’s atmosphere” (the air surrounding Earth).

In this lesson, the students:

- Hear and discuss part of an expository nonfiction book
- Explore causes in the book
- Practice “Group Brainstorming”
- Brainstorm what they think they know about a topic
- Read independently for up to 30 minutes
- Include everyone in and contribute to the group work

1 Review “Group Brainstorming”

Gather the students in their groups of four, facing you. Remind them that last week they learned “Group Brainstorming,” a technique in which group members generate and record as many ideas as they can in a short period of time. Explain that they will use “Group Brainstorming” again to think about what they know about the topic of today’s reading. Ask:

Q *What are some things you want to keep in mind today to make “Group Brainstorming” go smoothly?*



Remind the students to focus on including one another in and contributing to the group work. Give the groups 30 seconds to determine who will be their group recorder today.

2 Brainstorm About Global Warming

Tell the students that today you will read from *Global Warming*, another book by Seymour Simon. Show the cover of the book and explain that it is an expository text that gives information about global warming.

Have the students use “Group Brainstorming” to respond to this question:



Q *What do you think you know about global warming? Brainstorm your ideas in groups.*

Give the groups 3–4 minutes to brainstorm and record their ideas; then stop them and have each group review their list and select one idea to share with the class. Ask each group to also select a backup idea in case their first idea is shared by another group.

Have each group report their idea; then ask if there are any other ideas the groups generated that were not reported. Ask the students to keep their ideas in mind as they listen to the reading today.

3 Read Part of *Global Warming* Aloud with Brief Section Introductions

Read pages 4–11 aloud slowly and clearly, introducing each section and stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

atmosphere: the air that surrounds Earth (p. 6)

decreased: made less of (p. 9)

variations: changes (p. 9)

generate: make (p. 10)

absorb it: take it in (p. 11)

ELL Vocabulary

You might point out to English Language Learners that some words from the reading are defined in the text (for example, the words *global warming*, *weather*, and *climate* on p. 5) and that they should listen for these. They also may benefit from hearing additional vocabulary defined, including:

decades: groups of ten years, such as the period from 2000 to 2009 (p. 5)

rapid: fast (p. 5)

vast: huge (p. 9)

many factors play important roles in determining: many things affect (p. 9)

orbit: movement in a circle (p. 9)

centuries: groups of 100 years, such as the period from 1900 to 1999 (p. 9)

Tell the students that the first section you will read explains what *global warming* and *climate* are. Ask the class to listen for what these terms mean. Read page 5, showing the photograph on pages 4–5. Stop after:

p. 5 “Can we do anything about it?”

Use “Heads Together” to discuss:



Q *What did you learn about global warming and climate? Heads together.*

After a minute or two, explain that the next part you will read explains what the *greenhouse effect* is. Ask the class to listen for what this term means. Read page 6, showing the photograph on page 7. Stop after:

p. 6 “. . . and the climate will noticeably change.”

Ask:



Q *What did you learn about the greenhouse effect? Heads together.*

After a minute or two, explain that the last part you will read explains how humans contribute to global warming. Ask the class to listen for what the term *global warming* means. Read pages 8–11, showing the photographs. Stop after:

p. 11 “. . . as well as from automobiles.”

Teacher Note

During the stops, listen for evidence that the students are discussing and understanding the book. Also, look for examples of groups working together well and groups having difficulty, and be ready to share these at the end of the lesson.

Teacher Note

These questions focus the students on the causes of global warming.

Teacher Note

Use strategies such as the following to facilitate interaction among students during the class discussion:

- Probe the students' thinking by asking questions such as "Can you say more about that?" "What in the book makes you think that?" and "Why does that make sense?"
- Use "Turn to Your Partner" or "Heads Together" to engage everyone in thinking about the important questions.
- Ask the students to agree or disagree with their classmates and to explain their thinking.

Ask:



Q *What did you learn about how humans contribute to global warming? Heads together.*

TEKS 6.E.iii
Student/Teacher Activity
Step 4

4 Discuss the Reading

Facilitate a discussion about the reading, using the following questions. Be ready to reread passages from the text to help the students recall what they heard.

Q *How does the greenhouse effect help to cause global warming?*

Students might say:

"Gases in the atmosphere let sunlight in to warm Earth, but they don't let it back out again."

"I disagree with [Melenie] because some of it bounces back into space but a lot of it is trapped in the atmosphere."

"In addition to what [Melenie and Rob] said, the sunlight is trapped by a combination of carbon dioxide, water vapor, and other greenhouse gases."

Q *What human activities are causing much of the current warming of our planet?*

Students might say:

"We burn so much coal, oil, and natural gas that there's way more carbon dioxide in the air now than there was 150 years ago."

"We cut down lots of trees. That means the trees can't do their work of reducing the amount of carbon dioxide by turning it into oxygen."

"In addition to what [Viet] said, when the wood from the trees is burned, that creates even more carbon dioxide."

"We're also putting a lot of methane and nitrous oxide into the atmosphere. It sounds like those are greenhouse gases, too."

5 Reflect on Group Work

Share some of your observations of how the groups worked together during "Group Brainstorming" and "Heads Together," and ask:

Q *How did "Group Brainstorming" go today?*

Q *What do you want to do differently the next time you work in a group?*

INDIVIDUALIZED DAILY READING

6 Read Independently and Discuss the Comprehension Strategies the Students Used

Direct the students' attention to the "Reading Comprehension Strategies" chart and ask them to notice which strategies they use and where they use them during their independent reading today. Tell the students that at the end of IDR you will ask them to share the strategies they used with partners. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 80) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 83 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have the students share what they read with partners. Have each student start by telling her partner the title of her text, the author's name, and what the text is about. Then have each student share the strategy she used and where in the text she used it. If students cannot think of a comprehension strategy they used, have them talk about what they read. Have the students return to their desks and put away their texts.



SOCIAL SKILLS ASSESSMENT NOTE

During the final week of this unit, assess the students' social skill development using the "Social Skills Assessment Record" sheet (SS1); see page 156 of the *Assessment Resource Book*. Compare your recent notes with those you took in the fall, and evaluate how well each student is learning and applying the social skills taught in the program. You will reassess your students' social skill development again in Unit 10.

Materials

- *Global Warming* (pages 12–19)
- “Prompts to Extend a Conversation” chart from Week 1

 **Technology Tip**

Because there is a lot of geographic information in the book, you may want to display a world map on the interactive whiteboard during the reading.

In this lesson, the students:

- Hear and discuss part of an expository nonfiction book
- Explore effects in the book
- Read independently for up to 30 minutes
- Include everyone in and contribute to the group work
- Use prompts to extend a conversation

1 Review Using Prompts to Extend Conversations

Have the students gather in their groups of four, facing you. Tell the students that they will be using “Heads Together” again today, and remind them to talk until you signal them to end their conversations. Refer to the “Prompts to Extend a Conversation” chart, and encourage the students to use the prompts and to continue to include everyone in the discussions and contribute responsibly to the group work.

2 Review *Global Warming* and Introduce Today’s Reading

Show the cover of *Global Warming* and review that in the previous lesson the students heard about what global warming is and what causes it. Ask:

Q *What did you learn about the causes of global warming?*

Explain that today you will read about some of the effects of global warming. Explain that you will stop periodically and have groups put their heads together to discuss their thinking up to that point.

3 Read Aloud with Brief Section Introductions

Read pages 12–19 aloud slowly and clearly, introducing each section and stopping as described on the next page. Clarify vocabulary as you read.

Suggested Vocabulary

glaciers: large sheets of ice (p. 16; refer to the photograph)

Antarctic ice cap: sheet of ice covering most of the Antarctic (p. 19)

ELL Vocabulary

You might point out to English Language Learners that some words from the reading are defined in the text (for example, *Ward Hunt Ice Shelf* on p. 12) and that they should listen for these. They may also benefit from hearing additional vocabulary defined, including:

swamp: drown; put under water (p. 18; refer to the photograph)

coastal areas: places near the edges of oceans (p. 19)

Explain that the first part you will read tells about the effects of global warming on the Arctic (the area around Earth's North Pole). Ask the class to listen for what they learn about these effects. Read pages 12–15 aloud, showing the photographs. Stop after:

p. 15 "... and this will impact their survival."

Have the students use "Heads Together" to discuss:



Q *What did you learn about the effects of global warming on the Arctic? Heads together.*

After a minute or two, explain that the next part you will read focuses on the effects of global warming on glaciers and mountain snow covers. Ask the class to listen for what they learn about these effects. Read pages 16–17 aloud, showing the photographs. Stop after:

p. 17 "... and snow falls later by a week or more in the autumn."

Ask:



Q *What did you learn about the effects of global warming on glaciers and mountain snow covers? Heads together.*

After a minute or two, explain that the next part you will read focuses on the effects of global warming on coastal areas (land that is near oceans). Ask the class to listen for what they learn about these effects. Read pages 18–19 aloud, showing the photographs. Stop after:

p. 19 "Now, that would cause major flooding in coastal areas."

Ask:



Q *What did you learn about the effects of global warming on coastal areas? Heads together.*

Teacher Note

During the stops, listen for evidence that the students are discussing the book and understanding it. If necessary, reread parts of the text to help them recall what they heard. Also, look for examples of groups working well together and groups having difficulty, and be ready to share your observations at the end of the lesson.

ELL Note

You might prompt your English Language Learners to begin their responses by saying "I learned . . ."

Teacher Note

These questions focus on the effects of global warming on the natural environment and human communities.

4 Discuss Effects as a Class

Facilitate a discussion about the reading using the following questions. Be ready to reread passages from the text to help the students recall what they heard.

- Q** *What changes are being triggered, or brought about, by global warming? What examples did you hear of that?*

Students might say:

"The book says the biggest sheet of ice in the Arctic, which is 3,000 years old, is breaking into pieces."

"In addition to what [Amat] said, for the first time ever, ice may disappear from the Arctic Ocean during the summer."

"I disagree with [Paula]. The book says the ice may disappear from the Arctic Ocean each summer for the first time in human history."

"Global warming could hurt polar bears' ability to survive because if the ice melts, they can't catch seals, and they mostly eat seals."

"Global warming is making glaciers and mountain snow covers melt."

"If Earth keeps warming up, ocean levels will rise and flood places along coasts, including places where millions of people live."

During this discussion, point out that yesterday the students identified causes of global warming, while today they identified effects of global warming on the planet. Explain that sometimes causes and effects are directly stated in texts. At other times, readers must use clues in the text to make inferences about causes and effects. Explain that recognizing causes and effects helps readers understand what they are reading at a deeper level.

5 Discuss Group Work

Facilitate a brief discussion about how the students interacted by asking questions such as:

- Q** *How did you work in a responsible way in your group today? How did you see someone else in your group work in a responsible way?*
- Q** *How did your group do with talking for the whole time until I signaled for you to come back together as a class? Did you use any of the prompts on the "Prompts to Extend a Conversation" chart? If so, which ones? How did they work?*

INDIVIDUALIZED DAILY READING

6 Read Independently and Think About Inferences

Ask the students to think about inferences they make and causes and effects they notice as they read independently today. Tell the students that at the end of IDR you will ask some of them to share with the class their inferences and any causes or effects they noticed. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 80) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 83 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share with the class the titles of their texts, the authors’ names, what the texts are about, and any inferences they made or causes or effects they noticed. If the students struggle to make inferences, ask questions such as:

- Q *What do you know about this [topic/character] based on what you just read?*
- Q *Is that stated directly in the text? If not, what clue or clues tell you what you know?*
- Q *What causes or effects are you noticing in your reading?*

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

Materials

- *Global Warming*
- *Student Response Book* pages 42–43
- “Directions” chart (WA9)
- “Class Assessment Record” sheet (CA3)
- “Excerpt from *Global Warming*” chart (WA10)

In this lesson, the students:

- Hear, read, and discuss part of an expository nonfiction book
- Explore causes in the book
- Read independently for up to 30 minutes
- Include everyone in and contribute to the group work
- Use prompts to extend a conversation

1 Review the Group Work

Have the students get their *Student Response Books*, pencils, and texts for independent reading and sit at desks with groups of four together. Explain that the students will work in small groups again today and that you would like them to continue to focus on using prompts to extend conversations, including one another in the group work, and contributing responsibly to the group work.

2 Review Exploring Cause and Effect

Remind the students that over the past few weeks they have been making inferences to answer questions such as “Why does Richard Wright choose Jim Falk to help him in *Richard Wright and the Library Card?*” and “What causes a hurricane?” Explain that when the students answer questions like these, they are recognizing causes (the reasons something happens) and effects (what happens as a result of something). Remind them that understanding cause/effect relationships can help them make sense of what they are reading.

Show the cover of *Global Warming* and review that yesterday the students learned about and discussed some of the destructive effects of global warming on human life and the natural world. Remind them that the book also contains information about the causes of global warming. Ask the students to listen carefully as you read from the book about the causes of global warming. Then read page 9 of *Global Warming* aloud. Ask the students to consider this question:

- Q** *Why do you think the author, Seymour Simon, says that human activities contribute to an increase in greenhouse gases?*

Without discussing the question as a class, explain that there are many clues in the book to help the students answer this question and that they will explore some of these clues today.

3 Explore Causes of Global Warming

Have the students turn to *Student Response Book* page 42, “Excerpt from *Global Warming*.” Explain that the excerpt describes human activities that scientists and the author of the book believe are impacting Earth’s temperatures. Display the “Directions” chart (WA9) and explain the directions on it.

Directions

1. Read the excerpt quietly to yourself.
2. Reread the excerpt, and underline sentences that help to answer this question: Why does Seymour Simon say that human activities contribute to the increase in greenhouse gases?
3. Turn to *Student Response Book* page 43, “Double-entry Journal About *Global Warming*.”
4. Choose a part you underlined in the excerpt, write the words or sentences in the “What I Read” column, and write the inference you made in the “What I Inferred” column.
5. If you have time, repeat Step 4 for another part you underlined.

WA9

As the students work, circulate and ask them the following questions to help them think about how they are making sense of the excerpt:

- Q** You underlined [“Every year, billions of tons of carbon dioxide pour out from the exhausts of cars, trains, trucks, airplanes, buses, and ships and from the chimneys of factories”]. How does this sentence help to explain why human activities cause greenhouse gases to increase?
- Q** You wrote [Methane is released by millions and millions of cattle and other farm animals]. What inference can you make from that sentence?

As you circulate among the students, notice which passages they underline.

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit’s Individual Comprehension Assessment.

ELL Note

English Language Learners may benefit from extra support to make sense of the excerpt. Read the excerpt aloud as they follow along. Stop periodically during the reading to talk about what was just read.



CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students identifying clues about why human activities cause greenhouse gases to increase?

Record your observations on the “Class Assessment Record” sheet (CA3); see page 79 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to identify clues about why human activities cause greenhouse gases to increase, proceed with the lesson and continue on to Day 4.
- If **about half of the students** or **only a few students** are able to identify clues about why human activities cause greenhouse gases to increase, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub (ccclearninghub.org) to view the “Grade 5 Alternative Texts” list.

4 Discuss Causes in Groups and as a Class

When most students have finished, have the students use “Heads Together” to discuss:



Q *What did you write in your double-entry journal? Heads together.*

Then display the “Excerpt from *Global Warming*” chart (WA10) and ask a few volunteers to share passages they underlined and what they inferred about how human activities cause greenhouse gases to increase. Facilitate a discussion using questions such as:

Q *Do you agree or disagree with what [Olive] shared? Why?*

Q *What other inferences can we make about how human activities cause greenhouse gases to increase?*

Students might say:

“I underlined the sentence ‘Every year, billions of tons of carbon dioxide pour out from the exhausts of cars, trains, trucks, airplanes, buses, and ships and from the chimneys of factories.’ I wrote: *Carbon dioxide is a greenhouse gas and we’re creating a whole lot of it. That’s making global warming worse.*”

“I underlined ‘trees and forests are cut down in huge numbers. When wood burns or decays, even more carbon dioxide is released.’ I wrote: *Cutting down trees is adding even more greenhouse gases to the atmosphere.*”

Remind the students that recognizing causes and effects helps readers understand what they are reading at a deeper level, and encourage them to look for causes and effects in their independent reading.

INDIVIDUALIZED DAILY READING

5 Read Independently and Think About Inferences

Ask the students to think about inferences they make and causes and effects they notice as they read independently today. Tell the students that at the end of IDR they will discuss their inferences and any causes or effects they notice with partners. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 80) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 83 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have each student share with a partner the title of his text, the author’s name, what the text is about, and any inferences he made. Encourage the students to ask each other the following questions about the texts they are reading:

Q *Is that stated directly in the text? If not, what clue or clues tell you what you know?*

Q *What causes or effects are you noticing in your reading?*

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

EXTENSION

Read Other Books About Global Warming and Make Text-to-text Connections

If the students enjoyed learning about global warming, you might extend the exploration by reading aloud and discussing the rest of *Global Warming* by Seymour Simon. You might then read aloud and discuss another book about global warming. Encourage the students to compare the book to *Global Warming* and make text-to-text connections. Possible

titles include *How We Know What We Know About Our Changing Climate: Scientists and Kids Explore Global Warming* by Lynne Cherry; *The Down-to-Earth Guide to Global Warming* by Laurie David and Cambria Gordon; *The Magic School Bus and the Climate Challenge* by Joanna Cole, illustrated by Bruce Degen; *This Is My Planet: The Kids' Guide to Global Warming* by Jan Thornhill; and *Climate Change* by John Woodward.

Technology Tip

Prior to doing this activity, you might wish to view the “Finding, Organizing, and Presenting Online Information” tutorial (AV43).



TECHNOLOGY EXTENSION

Research Global Warming

Interested students may wish to do further research on the causes and effects of global warming, as well as on efforts on the part of individuals, organizations, businesses, and government agencies to address the problem of global warming. The students can search online for information using the keywords “global warming causes,” “global warming effects,” and “global warming solutions.” You might suggest that the students work in groups of four to create presentations about what they learned and deliver them to the rest of the class. Encourage them to use “Heads Together” and “Group Brainstorming” to help them work well together.

Day 4

Guided Strategy Practice

Materials

- *Rainforests* from Unit 2
- *Student Response Book* pages 44–45
- “Excerpt from *Rainforests*” chart (WA11)
- “Journal Entry” chart (WA12)
- *Student Response Book*, Reading Journal section
- Copy of this unit’s family letter (BLM1) for each student

In this lesson, the students:

- Hear, read, and discuss part of an expository nonfiction book
- Explore causes and effects in the book
- Read independently for up to 30 minutes
- Write in their reading journals
- Include everyone in and contribute to the group work

1 Review Cause/Effect Relationships and *Rainforests*

Review that the students have been exploring causes and effects in both narrative texts (such as *Richard Wright and the Library Card*) and expository texts (such as *Hurricanes* and *Global Warming*). Remind them that cause/effect relationships are not always easy to see, but that recognizing these relationships can help readers understand what they are reading at a deeper level.

Show the cover of *Rainforests* and remind the students that earlier in the year they heard part of the book and discussed text features used in

the book. If necessary, review the book by reading some of the headings and showing some of the illustrations, reading or paraphrasing their captions. Explain that today the students will read a passage they heard earlier, focusing on cause/effect relationships in the text.

2 Read the Excerpt as a Class and Individually

Direct the students' attention to *Student Response Book* pages 44-45, "Excerpt from *Rainforests*." Explain that the excerpt describes how rainforests are being destroyed. Ask the students to follow along as you read the excerpt aloud. Read pages 40-45 aloud slowly and clearly, without showing the photographs, reading the captions, or reading the boxed text on page 41.

ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

clear: cut down all the trees (p. 40)

cattle can graze: cows can eat grass (p. 40)

dams: structures that are built to stop water from moving down rivers (p. 40)

plantations: big farms (p. 41)

power plants: buildings that make electricity (p. 42)

fair trade: bought for a fair price (p. 45)

Ask the students to read the excerpt a second time on their own.

3 Discuss the Reading as a Class

At the end of the reading, facilitate a class discussion using the following questions:

Q *What is this excerpt about?*

Q *When rainforests disappear, what problems does that create?*

4 Explore Causes and Effects in Groups and as a Class

Write the following terms and definitions where everyone can see them:

- *causes: the reasons things happen*

- *effects: what happens as a result of something*

Review the definitions of *causes* and *effects*, and point out that there are several causes and effects in the excerpt. For example, the excerpt tells us that when rainforests disappear, the effect is that the animals and plants that live in them also disappear.

Use “Heads Together” to discuss:

 **Q** *What other causes or effects do you notice in the excerpt? Heads together.*

As groups discuss this question, circulate among them and listen for evidence that they are making sense of the text. As you hear the students noticing causes or effects, point these out.

You might say:

“I heard Francesca say that when rainforests are cut down, there are fewer trees available to turn carbon dioxide into oxygen. So one effect of losing rainforests is that there will be too much carbon dioxide.”

Display the “Excerpt from *Rainforests*” chart ( WA11). Have volunteers share the causes and effects they noticed. Ask questions like those that follow to encourage the students to explain their thinking:

Q *[Carlos], what in the excerpt makes you think that?*

Q *Do others agree or disagree with [Carlos’s] thinking? Why?*

Students might say:

“Our group noticed that human activities are causing the problem of too much carbon dioxide. The excerpt says, ‘Humans are pumping out too much carbon dioxide from power plants, factories, and cars.’”

“When we cut down the trees, one effect is that there are fewer left to make oxygen out of all that carbon dioxide. It says, ‘When people cut down rainforests, that leaves fewer trees to turn the carbon dioxide into oxygen.’”

“I agree with [Carlos]. In addition, when there aren’t enough trees to turn the carbon dioxide into oxygen, the problem of global warming gets worse. So the destruction of the rainforests is the cause of global warming.”

“I disagree a little bit with [Benina]. The excerpt says, ‘This makes the problem of global warming worse.’ I think the destruction of the rainforests is one cause of global warming, but not the only cause.”

As students reach agreement about what are causes and what are effects, underline these on the chart. Encourage the students to continue to look for cause/effect relationships and inferences in their independent reading.

Teacher Note

You will revisit cause/effect relationships in Unit 7.

5 Reflect on “Heads Together”

Facilitate a brief discussion about how the students interacted in their groups during “Heads Together.” Ask the students to think about how they personally contributed in a responsible way today, and have a few volunteers share their thinking.

 Have group members take a moment to tell each other one way they have worked well together and to thank one another for their work.

INDIVIDUALIZED DAILY READING

6 Write in Reading Journals About the Students' Independent Reading

Ask the students to think about inferences they make as they read. Tell the students that at the end of IDR they will write about their inferences. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 80) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 83 of the *Assessment Resource Book*.

Display the "Journal Entry" chart (🌐 WA12) and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

Journal Entry

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

- The title and the author's name
- What the text is about
- One thing you know based on the part you read today
- Whether that is stated directly or indirectly in the text
- If it is stated indirectly, what clue or clues helped you infer it
- Any causes or effects you noticed

WA12



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

Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class.

Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

ELL Note

Prior to independent reading, remind the students to be aware of the inferences they are making as they read and the clues that are helping them make inferences. At the end of independent reading, if students are struggling to write about their inferences, encourage them to draw what they inferred or dictate journal entries for you to write down.

Vocabulary Note

Next week you will revisit *Global Warming* to teach the Week 16 vocabulary lessons.

Teacher Note

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

End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 6. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit’s family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.

Assessment

- Before continuing on to the next unit, take this opportunity to assess individual students’ reading comprehension using the “Individual Comprehension Assessment” record sheet (IA1); see page 84 of the *Assessment Resource Book*.

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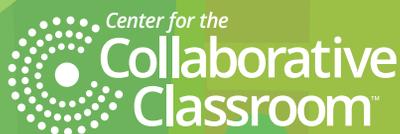
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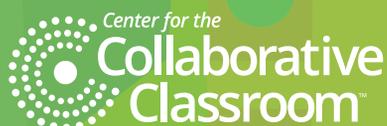
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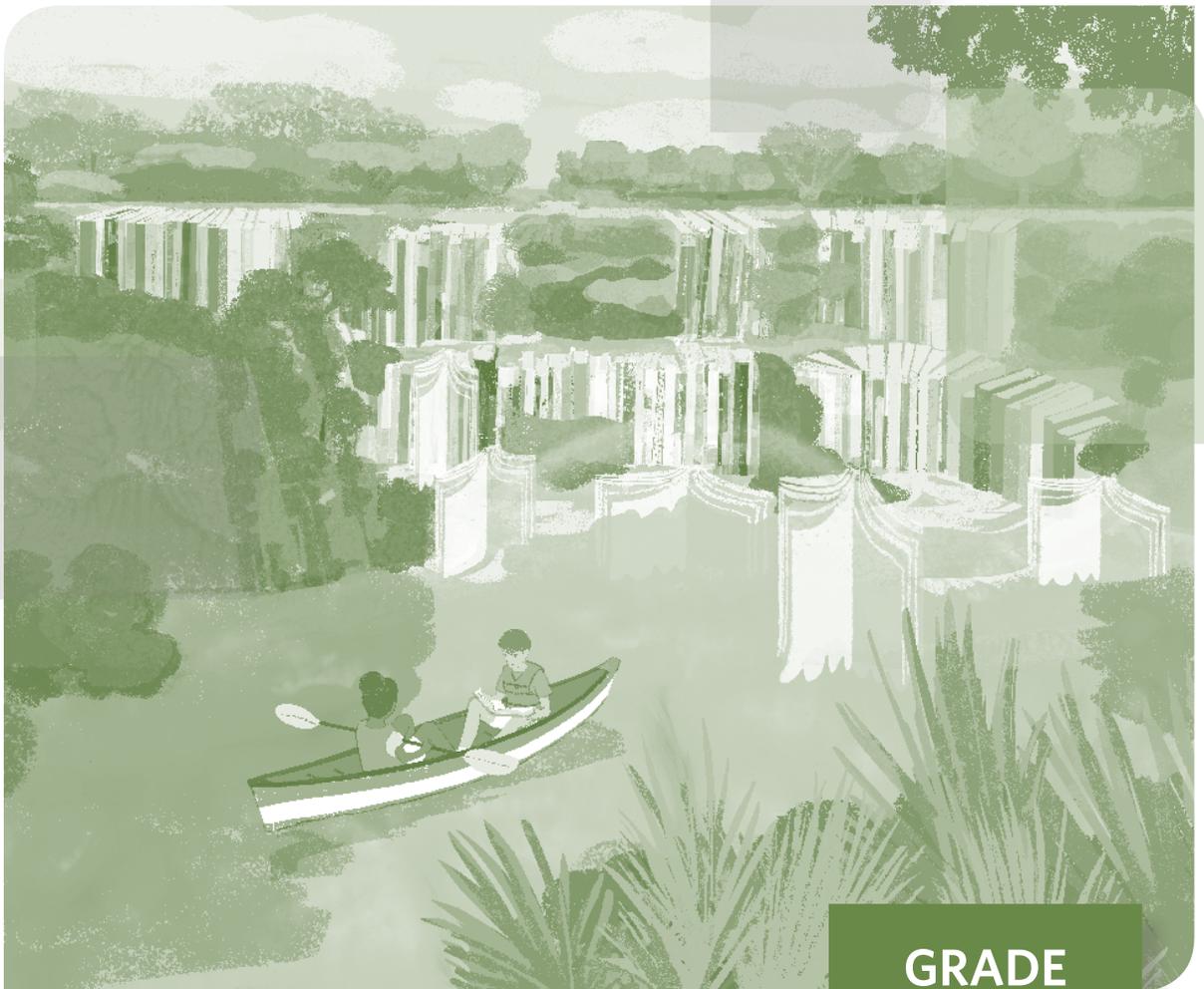
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Unit 7

Analyzing Text Structure

EXPOSITORY NONFICTION

During this unit, the students analyze how articles can inform by highlighting pros and cons and by investigating one side of an issue. They examine how functional texts such as schedules and instructions are organized to inform readers, and they use two functional texts to solve a problem. They also look at textbooks and think about how the expository text structures of sequence, cause/effect, and compare/contrast are used to organize information in the text. During IDR, the students use comprehension strategies and continue to confer with the teacher individually about the books they are reading. Socially, they work responsibly during group work. They also include everyone in and contribute to the group work.

Unit 7

Analyzing Text Structure

RESOURCES

Read-alouds

- “Copycats: Why Clone?”
- “The Debate on Banning Junk Food Ads”
- “All-girls and All-boys Schools: Better for Kids”
- “Do Kids Really Need Cell Phones?”
- “How to Make an Origami Cup”
- “Ashton Hammerheads Schedule for September 2015”
- “Blue Line Train Schedule”
- “Frontier Fun Park”
- *Survival and Loss: Native American Boarding Schools*

Writing About Reading Activities

- “Write Opinions About First- and Secondhand Accounts of Native American Boarding Schools”
- “Write Opinions About Nonfiction”



Technology Mini-lessons

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



Technology Extensions

- “Research and Create Presentations About Cloning”
- “Poll Opinions in the School Community About Junk Food”
- “Create a Video About How to Make an Origami Cup”
- “Learn More About the Trail of Tears”



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA6

Assessment Forms

- “Class Assessment Record” sheets (CA1–CA5)
- “IDR Conference Notes” record sheet (CN1)
- “Individual Comprehension Assessment” record sheet (IA1)

Reproducibles

- Unit 7 family letter (BLM1)
- (Optional) “First- and Secondhand Accounts of Native American Boarding Schools” (BLM2)

Professional Development Media

- “Responding Neutrally with Interest” (AV23)
- “Finding, Organizing, and Presenting Online Information” tutorial (AV43)
- “Using Presentation Tools” tutorial (AV44)
- “Using Blogs in the Classroom” tutorial (AV45)
- “Using Social Media” tutorial (AV46)
- “Using Web-based Maps and Related Tools” tutorial (AV49)
- “Creating Audio and Video in the Classroom” tutorial (AV50)

RESOURCES (continued)

Extensions

- “Research Advertising”
- “Read and Discuss Other Articles That Investigate One Side of an Issue”
- “Research and Write an Article on Cell Phones for Kids”
- “Make Origami Cups”
- “Use the Schedules to Solve More Problems”
- “Create a Functional Texts Bulletin Board”
- “Research Native American Chiefs”
- “Explore and Discuss Expository Text Features in *Survival and Loss*”
- “Read and Discuss the Final Sections of *Survival and Loss*”
- “Analyze Paired Texts About Native American Boarding Schools”

Assessment Resource Book

- Unit 7 assessments

Reading Assessment Preparation Guide

- Answering Questions in Response to Text unit

Student Response Book

- “Copycats: Why Clone?”
- “The Debate on Banning Junk Food Ads”
- “All-girls and All-boys Schools: Better for Kids”
- “Do Kids Really Need Cell Phones?”
- “How to Make an Origami Cup”
- “Ashton Hammerheads Schedule for September 2015”
- “Blue Line Train Schedule”
- “Frontier Fun Park”
- “Contents from *Survival and Loss*”
- “Excerpt from *Survival and Loss* (1)”
- “Excerpt from *Survival and Loss* (2)”
- “Excerpt from *Survival and Loss* (3)”
- “Excerpt from *Survival and Loss* (4)”
- “Excerpt from *Survival and Loss* (5)”
- “Double-entry Journal About *Survival and Loss*”
- Reading Log
- Reading Journal

Vocabulary Teaching Guide

- Week 16 (*Global Warming*)
- Week 17 (“Copycats: Why Clone?”; “The Debate on Banning Junk Food Ads”)
- Week 18 (“All-girls and All-boys Schools: Better for Kids”; “Do Kids Really Need Cell Phones?”)
- Week 19 (“How to Make an Origami Cup”; “Ashton Hammerheads Schedule for September 2015”; “Frontier Fun Park”)
- Week 20 (*Survival and Loss: Native American Boarding Schools*)

Unit 7

Analyzing Text Structure

DEVELOPMENT ACROSS THE GRADES

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

■ formally taught □ informally experienced

GRADE 5 OVERVIEW

	Day 1	Day 2	Day 3	Day 4
Week 1	<p>Read-aloud: “Copycats: Why Clone?”</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Skimming an expository nonfiction article by reading the title, subtitle, headings, and subheadings ▪ Hearing and discussing the article ▪ Identifying what they learn from the article 	<p>Strategy Lesson: “Copycats: Why Clone?”</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Reading and discussing an expository nonfiction article ▪ Analyzing how information in the article is organized ▪ Exploring how articles can inform by highlighting pros and cons 	<p>Read-aloud: “The Debate on Banning Junk Food Ads”</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Skimming an expository nonfiction article by reading the title, headings, and subheadings ▪ Hearing and discussing the article ▪ Identifying what they learn from the article 	<p>Strategy Lesson: “The Debate on Banning Junk Food Ads”</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Reading and discussing an expository nonfiction article ▪ Analyzing how information in the article is organized ▪ Exploring how articles can inform by highlighting pros and cons
Week 2	<p>Read-aloud: “All-girls and All-boys Schools: Better for Kids”</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Skimming an expository nonfiction article by reading the title, subtitle, and headings ▪ Hearing and discussing the article ▪ Identifying what they learn from the article 	<p>Guided Strategy Practice: “All-girls and All-boys Schools: Better for Kids”</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Reading and discussing an expository nonfiction article ▪ Analyzing how information in the article is organized ▪ Exploring how articles can inform by investigating one side of an issue ▪ Exploring the author’s opinion 	<p>Read-aloud: “Do Kids Really Need Cell Phones?”</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Skimming an expository nonfiction article by reading the title and headings ▪ Hearing and discussing the article ▪ Identifying what they learn from the article 	<p>Guided Strategy Practice: “Do Kids Really Need Cell Phones?”</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Reading and discussing an expository nonfiction article ▪ Analyzing how information in the article is organized ▪ Exploring the author’s opinion ▪ Exploring how articles can inform by investigating one side of an issue
Week 3	<p>Read-aloud: “How to Make an Origami Cup”</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Hearing, reading, and discussing a functional text ▪ Analyzing the text ▪ Identifying what they learn from the text 	<p>Read-aloud/Guided Strategy Practice: “Ashton Hammerheads Schedule for September 2015”; “Blue Line Train Schedule”</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Hearing, reading, and discussing two functional texts ▪ Analyzing the texts ▪ Identifying what they learn from the texts ▪ Exploring how the texts inform readers ▪ Using the texts together to solve problems 	<p>Read-aloud/Guided Strategy Practice: “Frontier Fun Park”</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Hearing, reading, and discussing a functional text ▪ Analyzing the text ▪ Identifying what they learn from the text ▪ Exploring how the text informs readers ▪ Writing in their reading journals 	<p>Independent Strategy Practice</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Examining functional texts independently ▪ Sharing the texts with classmates ▪ Identifying what they learn from the texts ▪ Exploring how the texts inform readers

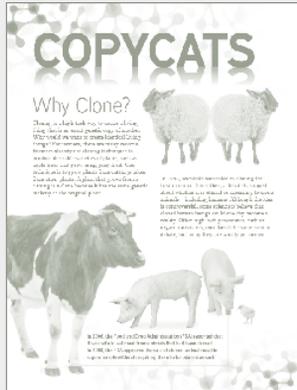
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GRADE 5 OVERVIEW *(continued)*

	Day 1	Day 2	Day 3	Day 4
Week 4	<p>Read-aloud: <i>Survival and Loss</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing and discussing part of an expository text Identifying what they learn from the text 	<p>Read-aloud: <i>Survival and Loss</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing and discussing part of an expository text Identifying what they learn from the text 	<p>Read-aloud: <i>Survival and Loss</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing and discussing part of an expository text Identifying what they learn from the text 	<p>Read-aloud: <i>Survival and Loss</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing and discussing part of an expository text Identifying what they learn from the text
Week 5	<p>Strategy Lesson: <i>Survival and Loss</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Using text structure to analyze an expository text Exploring sequence in the text Exploring how information can be organized in expository text 	<p>Strategy Lesson: <i>Survival and Loss</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Using text structure to analyze an expository text Exploring cause/effect relationships in the text Exploring how information can be organized in expository text 	<p>Guided Strategy Practice: <i>Survival and Loss</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Using text structure to analyze an expository text Exploring sequence, cause/effect relationships, and compare/contrast relationships in the text Exploring how information can be organized in expository text 	<p>Independent Strategy Practice</p> <p>Focus:</p> <ul style="list-style-type: none"> Reading independently Using text structure to analyze an expository text Exploring sequence, cause/effect relationships, and compare/contrast relationships in the text Exploring how information can be organized in expository text Writing in their reading journals

Week 1

OVERVIEW



“Copycats: Why Clone?”

(see pages 392–393)

This article discusses the pros and cons of cloning plants, animals, and humans.



“The Debate on Banning Junk Food Ads”

(see pages 394–395)

This article discusses the pros and cons of regulating television junk food advertising.



Online Resources

Visit the CCC Learning Hub (cclearninghub.org) to find your online resources for this week.

Assessment Forms

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

Professional Development Media

- “Responding Neutrally with Interest” (AV23)
- “Using Presentation Tools” tutorial (AV44)
- “Using Blogs in the Classroom” tutorial (AV45)
- “Using Social Media” tutorial (AV46)

▪ **Comprehension Focus**

- Students analyze how the information in expository nonfiction articles is organized.
- Students explore how articles can inform by highlighting pros and cons.
- Students read independently.

Social Development Focus

- Students work responsibly during group work.
- Students include everyone in and contribute to the group work.

🕒 DO AHEAD

- ✓ Consider reading this unit's read-aloud selections with your English Language Learners before you read them to the whole class. Take time to help them with unfamiliar vocabulary and to show and discuss any text features.
- ✓ Make available expository and functional texts at a variety of levels for the students to read during IDR and Independent Strategy Practice throughout the unit. If possible, include texts that highlight pros and cons as well as texts that present one side of an issue. If possible, also include texts that use one or more of these text structures: sequence, cause/effect, and compare/contrast. The functional texts you collect might include recipes, menus, online maps with directions, schedules, TV program listings, utility bills, game directions, sheet music, brochures, and how-to manuals.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit. Also decide how you will assign pairs to work in groups of four throughout the unit.
- ✓ Prior to Day 1, collect the following read-alouds from Units 2, 3, and 6: *Rainforests*, *Great Women of the American Revolution*, *Big Cats*, *Hurricanes*, and *Global Warming* (see Step 2).

(continues)

① DO AHEAD *(continued)*

- ✓ Prior to Day 1, post the “Text Features” chart from Unit 2 where everyone can see it.
- ✓ Prior to Day 1, make a class set of “IDR Conference Notes” record sheets (CN1); see page 103 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA1); see page 95 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 16 lessons this week.

In this lesson, the students:

- Begin working with new partners and groups
- Skim an expository nonfiction article by reading the title, subtitle, headings, and subheadings
- Hear and discuss the article
- Identify what they learn from the article
- Read independently for up to 30 minutes

ABOUT EXPOSITORY TEXT STRUCTURES

The purpose of this unit is to help the students make sense of expository texts, including articles and functional texts, and to introduce the students to expository text structures found in many school textbooks, including sequence, cause/effect, and compare/contrast. In addition, the students explore different ways authors organize information when writing articles, such as by highlighting pros and cons and by presenting one side of an issue. The students have opportunities to examine functional texts such as instructions and schedules. The unit’s primary goal is for the students to explore these text structures to help them make sense of what they are reading during IDR and to set the groundwork for a deeper analysis of these structures in later years. Mastery of these structures is not expected in this exploratory unit. For more information, see “The Grade 5 Comprehension Strategies” in the Introduction.

1 Pair and Group Students and Get Ready to Work Together

Randomly assign partners and make sure that they know each other’s names. Then assign pairs to groups of four. Have the students bring their *Student Response Books* and gather with their groups of four sitting together, facing you. Explain that for the next five weeks they will work with these assigned partners and groups to read various kinds of expository texts and analyze how the texts are organized and written.

Explain that today the students will hear a text read aloud and use “Heads Together” to help them talk and think about the reading. Ask and briefly discuss:

- Q** *What have you learned about working in groups that will help you as you work with your new group?*

Encourage the students to keep these things in mind as they work with their new groups today.

Materials

- “Copycats: Why Clone?” (see pages 392–393)
- Expository read-aloud books from Units 2, 3, and 6, collected ahead
- “Text Features” chart from Unit 2
- *Student Response Book* pages 46–47
- “Thinking About My Reading” chart
- “Reading Comprehension Strategies” chart
- Class set of “IDR Conference Notes” record sheets (CN1)
- *Assessment Resource Book* page 100

2 Review Expository Nonfiction

Remind the students that the purpose of expository nonfiction is to give factual, or true, information about a topic. Review that the students have heard and read a variety of expository nonfiction already this year. Show and briefly review some of the expository books they have heard, including *Rainforests* and *Great Women of the American Revolution* from Unit 2, *Big Cats* from Unit 3, and *Hurricanes* and *Global Warming* from Unit 6. Ask:

Q *What have you learned so far this year about expository nonfiction?*

Have one or two volunteers share their thinking.

Students might say:

“Expository books give true information about things like animals, nature, and history.”

“In addition to what [Gloria] said, they also have photographs, charts, maps, and other text features to help you understand what you are reading.”

“I look at the table of contents to get an idea about what I’m going to be reading.”

“Sometimes you need to make inferences to figure out the causes and effects of things that the books tell about.”

Direct the students’ attention to the “Text Features” chart and remind them that expository texts often include features, or special parts or sections, that help the reader locate information or understand a topic better. Encourage the students to use text features to help them better understand the expository texts they read in the coming weeks.

3 Introduce and Skim “Copycats”

Explain that today the students will hear an article written for young people called “Copycats: Why Clone?” Remind the students that earlier in the year, the students skimmed articles by reading and thinking about the title, subtitle, and headings before hearing each article.

Have the students turn to *Student Response Book* pages 46–47, “Copycats: Why Clone?” Draw the students’ attention to the headings “Pros” and “Cons” and explain that these are headings. Explain that the word *pros* means “arguments for something” and the word *cons* means “arguments against something.” Direct the students’ attention to “Building a Better Breed” and explain that this is a subheading, or the heading of a smaller section within the larger section called “Pros.” Point out that there are several subheadings in both the “Pros” and “Cons” sections of the article.

Ask the students to silently read the title, subtitle, headings, and subheadings in the article. After a few moments, ask:

Q *From reading the title, subtitle, headings, and subheadings, what do you think this article is about?*

ELL Note

To support your English Language Learners, summarize the article prior to reading it aloud. Then read the article aloud to your English Language Learners, stopping frequently to check for understanding. If necessary, reread sections of the article and discuss them with your students.

Teacher Note

If necessary, take time to remind the students of the purpose of the title, subtitle, and headings in an article.

Have a few volunteers share their thinking. If necessary, explain that this article gives information about cloning, or creating exact copies of people or other living things. Explain that skimming an article by reading the title, subtitle, headings, and subheadings will give the students some idea of what the article is about before they read it. Encourage the students to follow this procedure before reading articles and other expository texts.

Ask the students to follow along as you read the article aloud. Explain that you will pause during the reading to have the students use “Heads Together” to discuss what they are learning.

4 Read Aloud

Read “Copycats: Why Clone?” aloud slowly and clearly, skipping the caption and stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

techniques: special ways of doing something (p. 392)

genetic makeup: genes (p. 392)

the idea is controversial: people have different opinions about cloning (p. 392)

genetic disorder: disease that is passed from parent to child (p. 393)

ELL Vocabulary

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

high-tech: very advanced; scientific (p. 392)

identical: exactly the same (p. 392)

a debate has raged: people have argued (p. 392)

ethical: right or wrong (p. 392)

breed: type of plant or animal (p. 393)

desirable traits: things that make a plant or animal more valuable, such as bigger apples on an apple tree or thicker wool on a sheep (p. 393)

protect endangered species from extinction: make sure certain kinds of animals don't all die (p. 393)

ban: make a law against (p. 393)

Read the first two paragraphs of the article aloud, and then reread them, asking the students to listen for any information they might have missed during the first reading. Use “Heads Together” to discuss:



Q *What have you learned so far about cloning? Heads together.*

Have one or two volunteers share what their groups discussed. Read aloud the text under the “Pros” heading. Stop after:

p. 393 “These discoveries might even save lives.”

Teacher Note

If you notice the students having difficulty sustaining conversations in groups of four, consider having them talk in pairs instead.

Facilitation Tip

During this unit, we invite you to practice **responding neutrally with interest** during class discussions. To respond neutrally means to refrain from overtly praising (for example, “Great idea” or “Good job”) or criticizing (for example, “That’s wrong”) the students’ responses. While it may feel more natural to avoid criticism rather than praise, research shows that both kinds of responses encourage students to look to you, rather than to themselves, for validation. To build the students’ intrinsic motivation, try responding with genuine curiosity and interest (for example, “Interesting—say more about that”) while avoiding evaluative statements, whether positive or negative. To see this Facilitation Tip in action, view “Responding Neutrally with Interest” (AV23).



Teacher Note

Today’s discussion focuses on surface-level comprehension of the article. Tomorrow, the students will look more closely at the article to discuss why the article was written the way it was.

Use “Heads Together” to discuss:

 **Q** *What have you found out so far about cloning? Heads together.*

Have one or two volunteers share what their groups discussed. Then read aloud the sections under the “Cons” heading, continuing to the end of the article. Use “Heads Together” to discuss:

 **Q** *According to the article, what are some problems with cloning? Heads together.*

Have one or two volunteers share what their groups discussed.

5 Discuss the Article

Facilitate a class discussion using the questions that follow. As the students respond, be ready to reread from the article to help them recall what they heard.

Q *What are some of the ways cloning can be used?*

Q *What did you find out about cloning that surprised you?*

Students might say:

“Cloning might help people who can’t have children.”

“I disagree with what [Emmett] said because the article says a cloned human being might not have a normal life.”

“I was surprised that if we cloned people, we could give those clones special talents.”

“In addition to what [Mya] said, I was surprised that farmers have already cloned many kinds of animals.”

Explain that the students will reread the article tomorrow and discuss how the author organized the information in the article.

6 Reflect on Working in Groups

Use “Heads Together” to discuss:

 **Q** *What do you think worked well today in your new group? What can your group work on to make your work go more smoothly? Heads together.*

Have a few volunteers report what their groups discussed.

INDIVIDUALIZED DAILY READING

7 Review and Practice Self-monitoring and “Fix-up” Strategies

Tell the students that for the next five weeks they will read expository nonfiction during IDR.

Refer to the “Thinking About My Reading” chart and review the questions on it. Remind the students that it is important to stop, think

about what they are reading, and use the questions on the chart to help them monitor their comprehension. If a student does not understand what he is reading, the student should use one or both of the “fix-up” strategies of rereading and reading ahead.

If a student has tried both of the “fix-up” strategies and still does not understand the text, he can try the strategies listed on the “Reading Comprehension Strategies” chart. Alternatively, the student might ask you or a classmate for help.

Have the students get their texts and read silently for up to 30 minutes. Stop them at 10-minute intervals and have them monitor their comprehension by thinking about the questions on the “Thinking About My Reading” chart.

After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Over the next five weeks, confer individually with the students about the texts they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 100) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 103 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Facilitate a brief class discussion about using the questions on the “Thinking About My Reading” chart to track their reading comprehension. Ask and briefly discuss questions such as:

- Q *Why is it important to stop as you are reading and ask yourself if you understand what you read?*
- Q *How do rereading and reading ahead help you make sense of text?*
- Q *Which comprehension strategy do you find the most helpful when you’re not understanding something you’re reading? Why?*

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

ELL Note

To support your English Language Learners, you might model reading a text and stopping periodically to ask yourself the self-monitoring questions listed on the “Thinking About My Reading” chart. Discuss each question with your students to make sure they understand the process.

Teacher Note

Provide time on a regular basis for the students to record the texts they have completed in their reading logs.

Materials

- “Copycats: Why Clone?” (see pages 392–393)
- *Student Response Book* pages 46–47
- “Reading Comprehension Strategies” chart and a marker

TEKS 9.E.i
TEKS 9.E.ii
TEKS 9.E.iv
 Student/Teacher Narrative
 Step 2

Teacher Note

As the students read, circulate and check in with individual students. Support struggling students by asking questions such as:

- Q *What information did you read in this paragraph?*
- Q *Why do you think the idea [that cloning might help save endangered species] is mentioned in the “pro” section of the article?*

If your students have difficulty reading the article independently, consider having them read it in pairs. Alternatively, you might reread the article aloud to the class as the students follow along.

In this lesson, the students:

- Read and discuss an expository nonfiction article
- Analyze how information in the article is organized
- Explore how articles can inform by highlighting pros and cons
- Read independently for up to 30 minutes
- Include everyone in and contribute to the group work

1 Review “Copycats”

Have the students bring their *Student Response Books* and pencils and gather in their groups of four, facing you. Remind the students that yesterday they heard and discussed the article “Copycats: Why Clone?” Ask:

Q *What did you find out about cloning from the article?*

Have a few volunteers share what they remember.

2 Introduce Highlighting Pros and Cons

Explain that authors organize articles and other kinds of expository nonfiction texts very deliberately to inform their readers in a particular way. Explain that one way writers inform readers is by highlighting the pros and cons of an issue. Review that pros and cons are arguments for and against something. Explain that highlighting pros and cons helps readers to consider both sides and deepen their understanding of an issue.

Explain that today the students will reread “Copycats: Why Clone?” individually and then think and talk about how the article is organized to highlight the pros and cons of cloning.

3 Reread “Copycats” and Discuss in Groups

Have the students turn to *Student Response Book* pages 46–47, “Copycats: Why Clone?” and explain that they will read the article silently to themselves and then use “Heads Together” to talk about what they noticed. Ask them to consider the following questions as they read:

- Q *What are some ways that cloning might help people?*
- Q *What are some ways that cloning might be dangerous?*

After the students have finished reading the article, use “Heads Together” to have them discuss:



Q *What did you notice about ways cloning might help people? About ways cloning might be dangerous? Heads together.*

4 Discuss Pros and Cons as a Class

When most of the students have had time to share in their groups, facilitate a class discussion about the pros and cons in “Copycats: Why Clone?” by asking questions such as:

- Q** *According to the article, what are the pros of cloning? How might cloning help people? What information in the article makes you think that?*
- Q** *According to the article, what are the cons of cloning? What are some problems with cloning?*
- Q** *Are you more persuaded by the arguments for or against cloning? Explain your thinking.*

Students might say:

- “I think cloning is good because it can help farmers breed better animals.”
- “I disagree with what [Larry] said because the article says some cloned animals die when they’re really young.”
- “I think that cloning people is dangerous because it might not work right.”
- “I agree with [Larry] that cloning is a good idea. Besides the reason he gave, the article says cloning can help farmers grow plants that have useful qualities, like apple trees that grow juicy apples.”

Review that highlighting pros and cons is one way authors organize articles and other kinds of expository nonfiction to inform their readers. Explain that noticing how expository nonfiction texts are written and organized is an important comprehension strategy that the students will explore in the coming weeks.

5 Add to the “Reading Comprehension Strategies” Chart

Direct the students’ attention to the “Reading Comprehension Strategies” chart and add *analyzing how texts are organized* to it.

Teacher Note

Circulate and notice whether group members are contributing to and including everyone in the discussion. Notice examples of what is working well in the groups to bring to the students’ attention later.

Teacher Note

Remind the students to add to the discussion using the discussion prompts:

- “I agree with _____ because . . .”
- “I disagree with _____ because . . .”
- “In addition to what _____ said, I think . . .”

TEKS 9.E.i

TEKS 9.E.ii

Student/Teacher Activity
Step 4

Reading Comprehension Strategies

- using text features
- questioning
- recognizing story elements
- making inferences
- visualizing
- analyzing how texts are organized

Explain that tomorrow the students will hear and discuss another article and think and talk about how it is organized.

6 Reflect on Working in Groups

Share any observations you made about how the students worked together during “Heads Together.” Ask and briefly discuss questions such as:

- Q** *How did your group do with making sure everyone was included in the conversation? If not everyone was included, what can you do next time to make sure everyone is included?*
- Q** *How did you contribute to the group conversation during “Heads Together”?*

INDIVIDUALIZED DAILY READING

7 Review and Practice Using Text Features

Remind the students that for the next five weeks they will read expository nonfiction during IDR.

Direct the students’ attention to the “Reading Comprehension Strategies” chart and remind the students that one of the comprehension strategies they have learned is using text features to make sense of text. Ask the students to think as they read today about what text features they notice in their texts and what the text features help them learn. Tell the students that at the end of IDR you will ask them to share what they noticed with the class. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 100) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 103 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share their reading with the class. Ask each volunteer to share the title of her text, the author’s name, what the text is about, a text feature she noticed, and what the text feature helped her learn. Ask:

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

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



TECHNOLOGY EXTENSION

Research and Create Presentations About Cloning

Remind the students that in the article, “Copycats: Why Clone?” the author informs the reader about the pros and cons of cloning. Remind the students that writers often use central, or main, ideas to make their writing clear to their audience. Have the students look at the article in their *Student Response Book* and identify the central, or main ideas, the author of this article uses to highlight the pros and cons of cloning. Then ask:

Q *What are the central, or main, ideas that support cloning?*

As the students respond, chart their answers in a “T” chart on the board. Then ask:

Q *What are the central, or main, ideas against cloning?*

As the students respond, record their answers in the chart.

Tell the students that they will search for other articles about cloning and form their own opinions about the topic and support their ideas with main ideas and details. Help the students find articles by searching online using keywords such as “cloning for kids.” After the students have researched the subject, you might suggest that groups of four choose positions for or against cloning. Using information gathered online, have each group member identify one central, or main idea, that supports the group’s position. Each group might collaborate to compose a presentation supporting its position. Have the groups use “Heads Together” and “Group Brainstorming” to help them work well together.

TEKS 12.B.i Student/Teacher Activity Technology Extension



Technology Tip

Prior to doing this activity, you might wish to view the “Using Presentation Tools” tutorial (AV44).



To support the students in doing online research, you might teach the following Technology Mini-lessons in Appendix B: Mini-lesson 1, “Navigating Safely Online”; Mini-lesson 4, “Choosing Effective Search Terms”; Mini-lesson 5, “Understanding Search Results”; Mini-lesson 6, “Narrowing Search Results and Using Filters”; and Mini-lesson 7, “Evaluating Research Sources.” For more information about teaching Technology Mini-lessons 4–7, see “About Teaching the Online Research Lessons” at the beginning of Technology Mini-lesson 4.

The groups might then deliver their presentations to the rest of the class. After each presentation, encourage class discussion about the relative merits of the arguments made.

Day 3

Read-aloud

Materials

- “The Debate on Banning Junk Food Ads” (see pages 394–395)
- *Student Response Book* pages 48–49
- “Reading Comprehension Strategies” chart

In this lesson, the students:

- Skim an expository nonfiction article by reading the title, headings, and subheadings
- Hear and discuss the article
- Identify what they learn from the article
- Read independently for up to 30 minutes
- Work in a responsible way during group work

1 Get Ready to Work Together

Have the students bring their *Student Response Books* and gather in their groups of four, facing you. Remind the students that they have been working on including everyone in and contributing to the group discussions. Ask:

Q *Why is it important for all the members of your group to share their ideas?*

Have a few volunteers share their thinking with the class. Encourage them to continue working on including everyone in and contributing ideas to the group discussions.

2 Review Highlighting Pros and Cons

Remind the students that they read the article “Copycats: Why Clone?” and noticed how the article gave readers information by highlighting the pros and cons of (arguments for and against) cloning living things. Ask:

Q *Which side of the issue did you find more convincing, the pro or the con side? Why was it more convincing to you?*

Have a few volunteers share their thinking.

3 Introduce and Skim “The Debate on Banning Junk Food Ads”

Explain that today the students will hear and discuss another article written for young people, called “The Debate on Banning Junk Food Ads.”

ELL Note

Prior to reading the article aloud, summarize it for your English Language Learners. Then read the article aloud to them, stopping frequently to check for understanding. If necessary, reread sections of the article and discuss them with the students.

Review that earlier in the week, the students skimmed “Copycats: Why Clone?” by reading the title, subtitle, headings, and subheadings before they heard the article read aloud. Explain that today the students will skim “The Debate on Banning Junk Food Ads.” Have them turn to *Student Response Book* pages 48–49, “The Debate on Banning Junk Food Ads,” and silently read the title, headings, and subheadings. Ask:

Q *From reading the title, headings, and subheadings, what do you think this article is about?*

Have a few volunteers share their thinking. If necessary, explain that the article discusses whether or not the government should control the messages children receive about food from television commercials.

Ask the students to follow along as you read the article aloud. Explain that you will pause during the reading to have the students use “Heads Together” to discuss what they are learning.

4 Read Aloud

Read “The Debate on Banning Junk Food Ads” aloud slowly and clearly, skipping the captions and stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

obesity: being very overweight (p. 395)

consumer: person who buys things (p. 395)

ELL Vocabulary

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

advertising: messages, like television commercials, that tell people to buy things (p. 394)

low in nutritional value: isn't made of things that are good for a person's body (p. 394)

influenced: made to do something (p. 394)

banning: not allowing (p. 394)

have the right: should be allowed (p. 395)

have access to: can find out (p. 395)

Read the first paragraph of the article aloud, and then reread it, asking the students to listen for any information they might have missed during the first reading. Use “Heads Together” to discuss:



Q *What have you learned so far about advertising? Heads together.*

Have a few volunteers share what their groups discussed, and then continue reading to the next stopping point:

p. 395 “Limiting junk food ads may be one way to help people make choices that will prevent obesity and other health problems.”

Teacher Note

During the stops, listen for evidence that the students are discussing the article and understanding it. If necessary, reread parts of the article to help the students recall what they heard.

Teacher Note

Today's discussion focuses on surface-level comprehension of the article. Tomorrow, the students will look more closely at the article to discuss why the article was written the way it was.

Use “Heads Together” to discuss:



Q *What did you learn in the part you just heard? Heads together.*

Have one or two volunteers share what their groups discussed, and then continue reading to the end of the article. Use “Heads Together” to discuss:



Q *What did you find out in the second part of the article? Heads together.*

Have one or two volunteers share what their groups discussed.

5 Discuss the Article

Facilitate a class discussion using the questions that follow. As the students respond, be ready to reread sections of the article to help them recall what they heard.

Q *According to the article, why is there so much junk food advertising?*

Q *Why do some people think junk food advertising on TV should be banned?*

Q *What did you find out about junk food advertising that surprised you?*

Students might say:

“There is so much junk food advertising because it works, especially with kids.”

“In addition to what [Jeremy] said, there is a lot of junk food advertising because when kids see it, they ask their parents to buy the food.”

“The article said people think the ads should be banned because junk food is so unhealthy.”

“I was surprised that almost all the food ads kids see are for junk food. They see around 13 ads a day, but only about one a week is for healthy food.”

Explain that the students will reread the article tomorrow and discuss how the author organized the information in the article.

6 Reflect on Working in New Groups

Use “Heads Together” to discuss:



Q *How did your group work go today? Heads together.*

Q *What did you do to be responsible during group work? Heads together.*

Have a few volunteers report what their groups discussed.

INDIVIDUALIZED DAILY READING

7 Review and Practice Questioning

Direct the students' attention to the "Reading Comprehension Strategies" chart and remind the students that one of the comprehension strategies they have learned is questioning. Ask the students to think before they read about questions they have about the topics of their texts. Ask them to think as they read about whether the texts discuss their questions. Tell the students that at the end of IDR you will ask them to share what they noticed with the class. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 100) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 103 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask a few volunteers to share their reading with the class. Have each volunteer share the title of his text, the author's name, what the text is about, a question he had about the topic of his text, and whether the text discusses the question. Then have the students return to their desks and put away their texts.

Materials

- “The Debate on Banning Junk Food Ads” (see pages 394–395)
- *Student Response Book* pages 48–49
- “Class Assessment Record” sheet (CA1)
- “Reading Comprehension Strategies” chart
- (Optional) “Questions to Use When Making Inferences” chart from Unit 5

Teacher Note

As the students work, circulate and check in with individual students. Support struggling students by asking questions such as:

- Q *What information did you find out in the part you just read?*
- Q *After reading [that ads can cause people to make unhealthy choices], are you convinced that junk food ads should be banned? Why do you think that?*

In this lesson, the students:

- Read and discuss an expository nonfiction article
- Analyze how information in the article is organized
- Explore how articles can inform by highlighting pros and cons
- Read independently for up to 30 minutes
- Include everyone in and contribute to the group work

1 Review “The Debate on Banning Junk Food Ads”

Have the students bring their *Student Response Books* and gather in their groups of four, facing you. Review that in the previous lesson the students heard and discussed an article called “The Debate on Banning Junk Food Ads.” Ask and briefly discuss:

Q *What is this article about?*

Have a few volunteers share what they remember. Review that articles and other kinds of expository nonfiction are organized to inform their readers in a particular way. Review that it is common for writers to inform their readers by highlighting the pros and cons of an issue. This technique helps readers learn about both sides of the issue and gain a deeper understanding of it.

Explain that today the students will reread “The Debate on Banning Junk Food Ads” individually and then think and talk about how the article is organized in a way that highlights the pros and cons.

2 Reread the Article and Discuss in Groups

Have the students turn to *Student Response Book* pages 48–49 and explain that the students will read the article silently to themselves and then use “Heads Together” to talk about what they noticed. Ask them to consider the following questions as they read:

- Q *What arguments does the article make for banning junk food advertising?*
- Q *What arguments does the article make against banning junk food advertising?*

After the students have finished reading the article, use “Heads Together” to discuss:

 Q *What pros and cons did you find in the article? Heads together.*

Circulate and listen as the students discuss the questions.

TEKS 9.E.ii
 Student/Teacher Activity
 Step 2



CLASS ASSESSMENT NOTE

Ask yourself:

- Do the students understand the article?
- Are they able to identify pros and cons in the article?
- Are they able to explain their thinking clearly?

Record your observations on the “Class Assessment Record” sheet (CA1); see page 95 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to identify pros and cons in the article, proceed with the lesson and continue on to Week 2.
- If **about half of the students** or **only a few students** are able to identify pros and cons in the article, you might give the class additional instruction by repeating this week’s lessons using an alternative text before continuing on to Week 2. Resources for alternative texts are suggested in the “Grade 5 Alternative Texts” list. Visit the CCC Learning Hub (ccclearninghub.org) to view the list.

Teacher Note

You might wish to use articles that address the pros and cons of issues such as whether students should be required to wear school uniforms, whether video games are good for kids, or whether tablets should be used in classrooms.

3 Discuss Pros and Cons as a Class

Signal for the students’ attention and facilitate a class discussion about the pros and cons in “The Debate on Banning Junk Food Ads” by asking questions such as:

- Q *According to the article, why might stopping junk food advertising on TV be good for kids? What did you read that makes you agree?*
- Q *According to the article, why shouldn’t junk food advertising be banned on TV? What did you read that makes you think so?*
- Q *Are you more persuaded by the arguments for or against regulating junk food ads? Explain your thinking.*

Students might say:

“I think banning the ads is a good idea because it might help kids eat less junk food. The article says kids are easily influenced by ads to eat junk food. So if they see fewer junk food ads, maybe they’ll eat less junk food.”

“In addition to what [Leigh] said, if people start eating better when they’re young, they might be healthier as adults, too. The article says they could have a ‘better chance at having a healthy future.’”

“I disagree with what [Emmanuel] said because if kids don’t see the ads, they won’t learn how to choose healthy foods.”

“I agree with [Mari] because if the ads are banned, people won’t have all the information. That’s especially important because according to the article, some fast food companies are making ads that encourage kids to be healthy.”

Review that highlighting pros and cons is one way authors organize articles and other kinds of expository nonfiction to inform their readers. Encourage the students to start noticing how articles they read independently are written and to look for examples of articles that inform by highlighting pros and cons.

Explain that next week the students will hear more articles and think and talk about how they are organized.

4 Reflect on Working in Groups

Help the students reflect on how they worked together during “Heads Together” by asking questions such as:

- Q *How did you contribute to the group conversation during “Heads Together”?*
- Q *How did your group do with making sure everyone was included in the conversation?*
- Q *What problems did you have? How did you try to deal with those problems? What can your group do to avoid those problems next time?*

INDIVIDUALIZED DAILY READING

5 Review and Practice Making Inferences

Direct the students’ attention to the “Reading Comprehension Strategies” chart and review that one of the comprehension strategies they have learned is making inferences. Ask the students to think about inferences they make as they read independently today. Tell the students that at the end of IDR you will ask them to share their inferences with the class. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.

Teacher Note

You might display the “Questions to Use When Making Inferences” chart from Unit 5, Week 1, and encourage the students to think about the questions on the chart as they reread.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 100) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 103 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share their reading with the class. Ask each volunteer to share the title of her text, the author’s name, what the text is about, and any inferences she made. If the students struggle to make inferences, ask questions such as:

- Q *What do you know about this topic based on what you just read?*
- Q *Is that stated directly in the text? If not, what clue or clues tell you what you know?*

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

EXTENSION

Research Advertising

You might have the students find more information about advertising directed at children. You and your students can find more information at the school or community library or by doing online searches using the keywords “advertising for kids.”



TECHNOLOGY EXTENSION

Poll Opinions in the School Community About Junk Food

You might have the students use a social networking tool to conduct a survey within the classroom, across the grade level, or across the entire school to find out other students’ opinions about junk food. Begin by having the students discuss and agree upon a definition of junk food to provide to survey takers so the responses are all based on the same definition. Then discuss what information they would like to know and what questions they might ask in the survey in order to gather that information. For example, they might ask questions such as:

- Do you think kids should be allowed to eat junk food?
- Do you think junk food should be available at school?
- On a scale of zero to five, where zero is “none” and five is “a lot,” how much junk food do you consume in an average day?
- On a scale of zero to five, where zero is “not at all” and five is “very much,” how much do you like junk food?

Vocabulary Note

Next week you will revisit “Copycats: Why Clone?” and “The Debate on Banning Junk Food Ads” to teach the Week 17 vocabulary lessons.

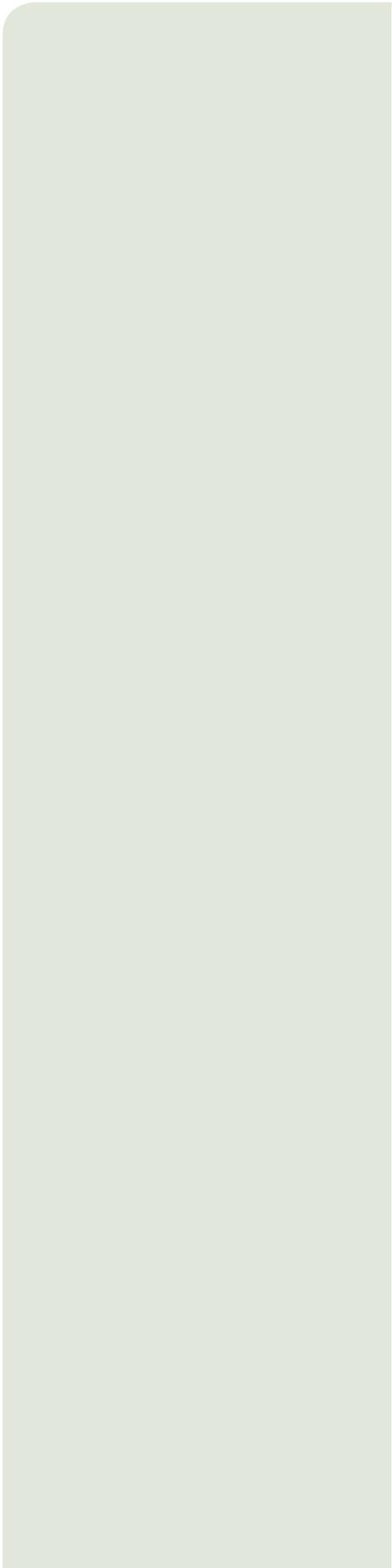
Technology Tip

Prior to doing this activity, you might wish to view the following tutorials: “Using Blogs in the Classroom” (AV45) and “Using Social Media” (AV46).



Have the students conduct the survey and then tally and discuss the results. You might have them use an online tool to create a graph showing the results. Have them share the results with the respondents via a classroom blog. On the blog, invite a deeper discussion of the issues surrounding junk food by posing questions such as:

- Why do you think kids should or should not be allowed to eat junk food?
- Why do you think junk food should or should not be available at school?
- Why do you eat or not eat junk food?
- What do you think the ideal diet for elementary school students is? Why?



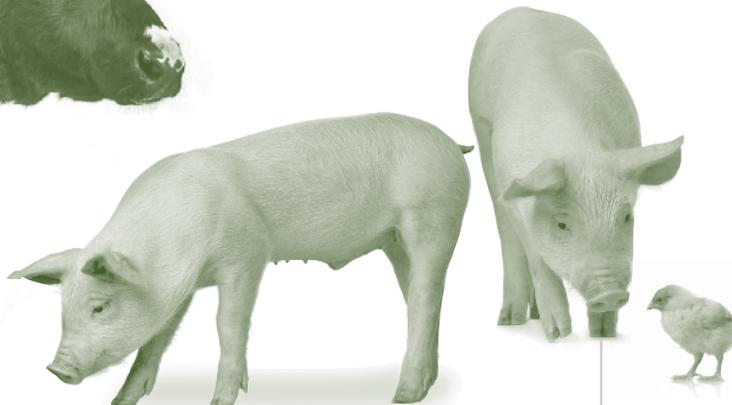
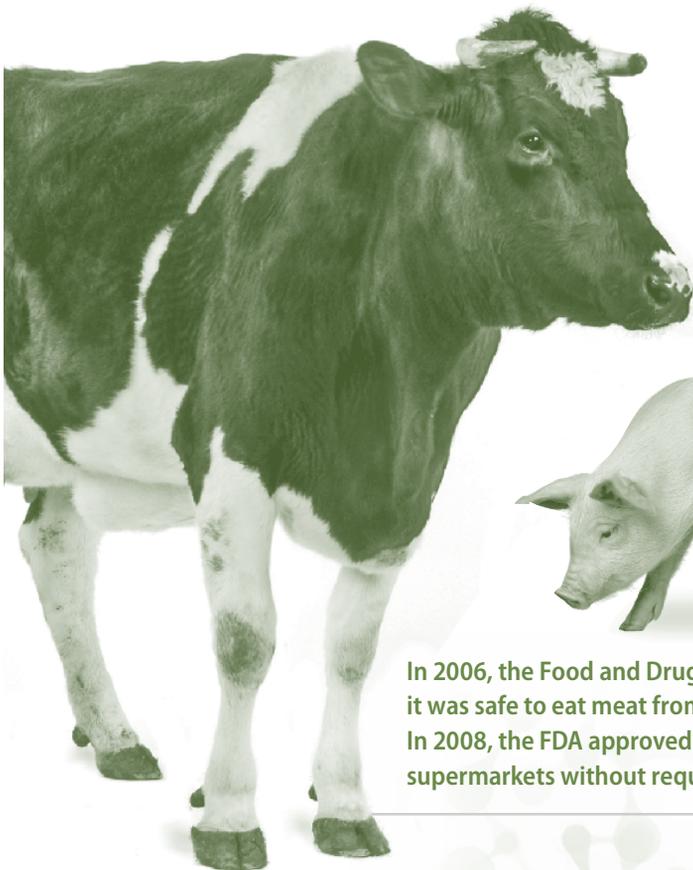
COPYCATS

Why Clone?

Cloning is a high-tech way to create a living thing that is an exact genetic copy of another. Why would we want to create identical living things? For farmers, there are many reasons. Farmers already use cloning techniques to produce desirable varieties of plants, such as apple trees that grow crisp, juicy fruit. One technique is to grow plants from cuttings taken from other plants. A plant that grows from a cutting is a clone because it has the same genetic makeup as the original plant.



In 1996, scientists succeeded in cloning the first mammal. Since then, a debate has raged about whether it is ethical or necessary to clone animals—including humans. Although the idea is controversial, some scientists believe that cloned human beings could one day become a reality. Other high-tech procedures, such as organ transplants, once faced the same kind of debate, but today they are widely performed.



In 2006, the Food and Drug Administration (FDA) reported that it was safe to eat meat from animals that had been cloned. In 2008, the FDA approved the sale of cloned-animal meat in supermarkets without requiring them to be labeled as such.

PROS

Building a Better Breed

Since the first mammal was cloned, scientists have cloned many other creatures, including cows, cats, and fruit flies. Traditionally, farmers have paired a male animal with a female and hoped that they would produce offspring with desirable traits, such as animals that have thick wool or high-quality meat. Today, farmers are starting to use cloning as a surer way to get that same result.

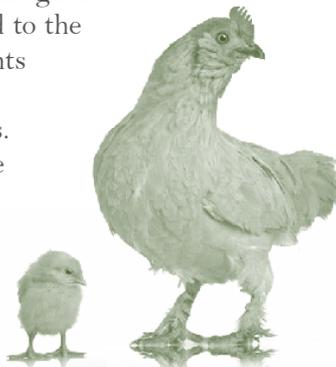
Protection from Extinction

Cloning might also be a way to protect endangered species from extinction. In 2005, scientists created clones of the gray wolf, a species once hunted to near extinction. Today, thanks to a U.S. protection law, gray wolves are thriving in several states, including Minnesota and Wisconsin. But if gray wolves ever become endangered again, scientists now know how to clone them so they won't become extinct.

Human Health

There are many potential advantages of cloning human beings. It might give infertile couples a chance to have children. Additionally, people who are likely to have a child with a genetic disorder might use cloning to have a better chance at producing a healthy child. Cloning could also be used to create healthy organs for people who are sick and need a transplant.

Cloning might help us understand how human genes work. This could lead to the discovery of treatments for genetic disorders such as cystic fibrosis. Discoveries like these have the potential to make many people's lives easier. These discoveries might even save lives.



CONS

Cloning for the Wrong Reasons

Where do we draw the line between the right reasons and the wrong reasons for using cloning? If human cloning is allowed in a few specific cases, people might begin to use it in other ways. For example, cloning might be used to create children who have specialized talents—such as amazing mathematical or athletic abilities—much like animals might be cloned for specific desirable traits. From there, cloning could lead to the creation of groups of people for specific purposes, such as fighting in wars. Many people argue that it is wrong to experiment with human life in this way.

Health Risks

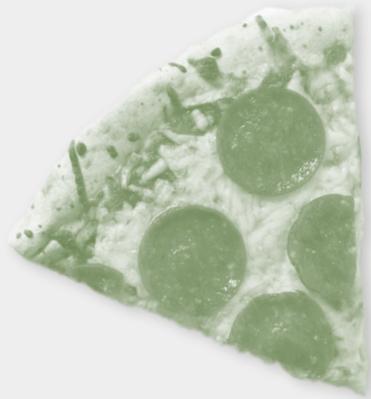
Studying human cloning has big complications. Real human cells must be used, so if a particular experiment does not work out, the result could be a flawed copy of a human being—and that person would never have a normal life.

So far, scientists have found it difficult to produce healthy clones of mammals. For example, studies done in Japan have shown that cloned mice have poor health and die early. About a third of cloned cows have died young, and many of them were too large. Many cloned animals appear healthy at a young age but die suddenly and mysteriously. We should expect the same problems in human clones.

Even if scientists were able to produce human clones that were physically healthy, other important parts of human development might be affected. For example, a person's mood, intelligence, or sense of individuality might not develop normally.

Legal Roadblocks

In many countries it is against the law to clone a human being because of the many ethical and safety concerns. Congress is currently considering passing a law to ban human cloning in the United States.



"Junk food" is a slang term for food with little nutritional value. It includes food that is high in fat, sugar, or salt (or all three). Junk food makes up a large portion of food we see advertised on TV.



THE DEBATE ON

BANNING



JUNK FOOD ADS

Advertising Works

Food companies spend billions of dollars on TV advertising each year. The reason is simple: Advertising works. It's especially effective with children. A 2013 study found that the average American child sees about 13 food commercials a day, or 4,700 a year. Teens see more than 16 a day, or 5,900 a year. The study found that these kids see only about one ad per week for healthy foods such as fruits, vegetables, and bottled water. Most of the food ads they see are for junk food.

What's Junk?

Junk food may taste good, but it's low in nutritional value. For example, a sugary donut doesn't have as many nutrients as an apple. Many people argue that one way to encourage people—especially children—to choose more nutritious foods is to regulate, or control, the messages they receive about food from advertising. Others argue that regulating advertising will simply create more problems.

PROS

Good Habits Start Young

Some countries already regulate TV advertising for junk food. The people who support such regulations say that TV advertising encourages bad eating habits among young people because young people are more easily influenced than adults by advertising. In 2007, the United Kingdom started banning junk food advertising during children's TV shows. In 2011, the U.S. government proposed voluntary guidelines for food ads targeting children and teenagers. The guidelines state that foods advertised to children must include healthful ingredients and be limited in the amounts of sugar, saturated fat, trans fat, and salt they contain. The nation's largest food companies responded that the guidelines were too strict and proposed more lenient guidelines for ads.

A child who develops unhealthy habits is also likely to keep on making unhealthy choices as an adult. So it is preferable to control the messages that young people receive. This gives them a better chance at having a healthy future.

Good health is a big concern for many people today. Worldwide, hundreds of millions of people have serious problems related to an unhealthy diet, including diabetes and heart disease. A common problem in the United States is obesity: In a 2011–2012 survey, the Center for Disease Control found that about 80 million adults and about 12.5 million children were obese. Limiting junk food ads may be one way to help people make choices that will prevent obesity and other health problems.



The United Kingdom bans junk food ads during children's TV shows and on children's channels.



CONS

Giving Food a Bad Name

There are some big problems with creating rules about junk food advertising. For example, how do we decide exactly what is junk food and what is not? In the United Kingdom, foods such as olive oil, honey, and cheese have been banned from

“In the United Kingdom, foods such as olive oil, honey, and cheese are labeled as junk food.”

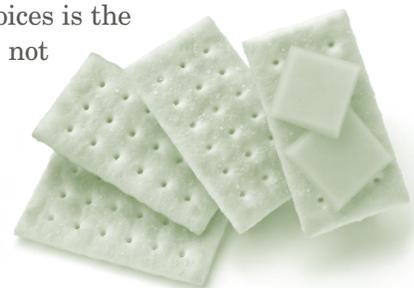
advertising during certain hours because they are labeled “junk food.” These foods have nutritional value, but they are also high in fat, salt, or sugar. Calling these foods “junk food” makes it

more difficult for people to understand what makes up a healthy, balanced diet.

To make things even more complicated, some fast food companies' ads now emphasize more nutritious choices—for example, providing fruit and milk with children's meals. Some promote health and fitness, too. If all fast food ads were banned from children's TV, these healthy messages would be as well.

Some parents feel that they have the right to decide what is best for their children and that regulating TV ads takes away that right. It is up to the parent to say yes or no when a child asks for something he or she has seen advertised on TV. What the parent says helps the child learn about how advertising affects the people who see it.

Regulating TV ads takes away some of the information parents and children have access to. They need that information in order to make their own buying decisions. Making these choices is the consumer's right, not the right of the government.



Week 2

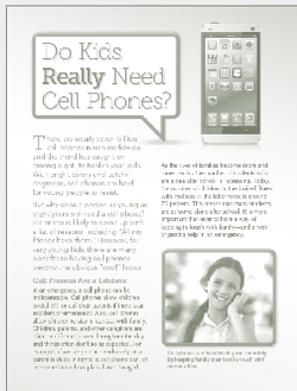
OVERVIEW



“All-girls and All-boys Schools: Better for Kids”

(see pages 414–415)

This article discusses the benefits of separating students into all-girls and all-boys schools.



“Do Kids Really Need Cell Phones?”

(see pages 416–417)

This article discusses the benefits of equipping young children with cell phones.



Online Resources

Visit the CCC Learning Hub (cclearninghub.org) to find your online resources for this week.

Assessment Forms

- “Class Assessment Record” sheet (CA2)
- “IDR Conference Notes” record sheet (CN1)

Comprehension Focus

- Students analyze how the information in expository nonfiction articles is organized.
- Students explore how articles can inform by investigating one side of an issue.
- Students explore authors' opinions.
- Students read independently.

Social Development Focus

- Students work responsibly during group work.
- Students include everyone in and contribute to the group work.
- Students explain their thinking.

🕒 DO AHEAD

- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA2); see page 96 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 17 lessons this week.

Materials

- “All-girls and All-boys Schools” (see pages 414–415)
- *Student Response Book* pages 50–51
- “Reading Comprehension Strategies” chart

In this lesson, the students:

- Skim an expository nonfiction article by reading the title, subtitle, and headings
- Hear and discuss the article
- Identify what they learn from the article
- Read independently for up to 30 minutes
- Work in a responsible way during group work

1 Get Ready to Work Together

Have the students bring their *Student Response Books* and gather in their groups of four, facing you. Remind the students that they used “Heads Together” in their groups last week and thought about how they were including everyone in and contributing to the group discussion. Explain that they will continue to work in groups this week and that you would like them to think about how they are working in a responsible way during group work. Ask:

- Q *What can be challenging about being responsible during group work?*
- Q *During “Heads Together” today, how can you make sure you are participating fully and learning everything you can about what is being discussed?*

Students might say:

“Sometimes it can be challenging if you don’t get what other people are talking about.”

“I agree with [Susan]. We can be responsible by asking the other people in the group to explain what they mean if we don’t understand.”

“In addition to what [Alejandro] said, we can make sure to say what we think so other people in the group can think about it, too.”

Encourage the students to pay attention to how they are working responsibly today, and tell them that you will check in with them to see what they noticed.

2 Review Highlighting Pros and Cons

Remind the students that they read two articles last week, “Copycats: Why Clone?” and “The Debate on Banning Junk Food Ads,” and they discussed how the articles were organized to inform readers in a particular way. Have the students look over the two articles on *Student Response Book* pages 46–49, and ask:

Q *How are these two articles organized?*

Have a few volunteers share their thinking. If necessary, remind the students that the articles were written to inform readers by highlighting the pros and cons of the issues.

3 Introduce and Skim “All-girls and All-boys Schools”

Explain that today the students will hear and discuss another article written for young people, called “All-girls and All-boys Schools: Better for Kids.” Have the students turn to the article on *Student Response Book* pages 50–51. Review that last week the students skimmed articles by reading the titles, subtitles, headings, and subheadings to help them think about what information might be in the articles. Have the students silently read the title, subtitle, and headings of “All-girls and All-boys Schools: Better for Kids.” Ask and briefly discuss:

Q *Based on the title, subtitle, and headings, what information do you think might be in this article?*

Have a few volunteers share their thinking. If necessary, explain that this article gives information about all-girls and all-boys schools and expresses the author’s opinion about these schools.

Ask the students to follow along in their *Student Response Books* as you read the article aloud. Explain that you will stop during the reading to have the students use “Heads Together” to discuss what they are learning.

4 Read Aloud

Read “All-girls and All-boys Schools” aloud slowly and clearly, skipping the captions and stopping as described on the next page. Clarify vocabulary as you read.

Suggested Vocabulary

interact with: talk with; spend time with (p. 414)

coeducational: with boys and girls in school together (p. 414)

coed: short for coeducational (p. 414)

segregated: kept separate (p. 415)

gaining favor: becoming more popular (p. 415)

ELL Vocabulary

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

are more confident: feel better about themselves (p. 414)

academically: in school (p. 414)

develops: grows and changes (p. 414)

instruction: teaching (p. 414)

graduates: people who have finished school (p. 414)

enthusiastic: excited (p. 415)

their academic abilities: how well they do in school (p. 415)

their personalities: what kind of people they are (p. 415)

head start: chance to get ahead (p. 415)

getting on board: (idiom) deciding something is a good idea (p. 415)

Read aloud the introduction and the first section—“Together or Apart?”—twice. Ask and briefly discuss:

Q *What have you found out so far?*

Have a few volunteers share their thinking. Continue reading and stop after:

p. 414 “Likewise, female students in all-girls schools scored better in science and reading than their female peers in coed schools.”

Use “Heads Together” to discuss:

 **Q** *What did you find out in the part you just heard? Heads together.*

Without sharing as a class, reread the last sentence and then continue reading. Follow this procedure at the next two stopping points:

p. 415 “. . . remarkably effective at boosting boys’ performance, particularly in English and foreign languages, as well as improving girls’ performance in math and science.”

p. 415 “. . . they’re more likely to feel enthusiastic about speaking up in class, asking questions, and participating in class discussions.”

Continue reading to the end of the article.

5 Discuss the Article

Use “Heads Together” to discuss:

 **Q** *What does the article say about how having all-girls and all-boys classrooms affects students’ test scores? Heads together.*

Q *What are some reasons the article gives for having all-girls and all-boys schools? Heads together.*

Q *What did you find out about all-girls and all-boys schools that surprised you? Heads together.*

Teacher Note

If the students have difficulty answering these questions, reread sections of the article to help them remember what they heard.

Have a few volunteers share their thinking.

Students might say:

"Kids in all-girls and all-boys schools can do better on tests."

"The article says that boys and girls might not be as shy in class if they're in separate classes."

"I was surprised the article said that girls' and boys' brains are different."

Explain that tomorrow the students will reread the article and discuss how it is written.

6 Reflect on Working in Groups

Help the students reflect on how they took responsibility for their own learning during group work by asking questions such as:

Q *What did you learn about the article as you talked with your group members?*

Q *If you didn't understand something, what did you do?*

INDIVIDUALIZED DAILY READING

7 Review the "Reading Comprehension Strategies" Chart and Read Independently

Direct the students' attention to the "Reading Comprehension Strategies" chart and ask them to notice which strategies they use and where they use them during their reading today. Tell the students that at the end of IDR you will ask them to share the strategies they used with the class. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 100) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 103 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share their reading with the class. Have each volunteer share the title of the text she read, the author's name, and what the text

is about. Then have her share the name of a strategy she used and where in the text she used it. Follow up by asking questions such as:

- Q *How did [looking at the map in your book] help you understand more about [Lewis and Clark's journey]?*
- Q *How did [asking questions before you began reading about the life cycle of the monarch butterfly] help you make sense of your text?*

Have students who cannot think of a comprehension strategy they used talk about what they read. Have the students return to their desks and put away their texts.

Day 2

Guided Strategy Practice

Materials

- “All-girls and All-boys Schools” (see pages 414–415)
- *Student Response Book* pages 50–51
- “Reading Comprehension Strategies” chart

In this lesson, the students:

- Read and discuss an expository nonfiction article
- Analyze how information in the article is organized
- Explore how articles can inform by investigating one side of an issue
- Explore the author’s opinion
- Read independently for up to 30 minutes
- Include everyone in the group work

1 Review “All-girls and All-boys Schools” and Introduce Author’s Opinion

Have the students bring their *Student Response Books* and pencils and gather in their groups of four, facing you. Remind the students that they have been reading articles and thinking about how the articles inform readers. Have the students turn to *Student Response Book* pages 50–51, “All-girls and All-boys Schools: Better for Kids.” Ask and briefly discuss:

- Q *What do you remember about this article?*

Review that articles and other kinds of expository nonfiction are organized to inform their readers in a particular way. Review that the articles the students read last week, “Copycats: Why Clone?” and “The Debate on Banning Junk Food Ads,” were written to highlight the pros and cons of an issue. Point out that “All-girls and All-boys Schools: Better for Kids” informs readers by investigating one side of an issue instead of giving information about both sides.

Explain that in order to help readers understand why all-girls and all-boys schools are a good idea, the author of “All-girls and All-boys Schools: Better for Kids” made choices about what to include in the

article. Explain that today the students will think and talk about how the article informs readers about the benefits of all-girls and all-boys schools.

2 Reread the Article and Highlight Evidence in Pairs

Explain that the author of “All-girls and All-boys Schools: Better for Kids” gives evidence, or examples, to support the opinion that all-girls and all-boys schools are good for students. Ask the students to follow along as you reread “Together or Apart?” and the first paragraph of “Different Brains, Different Gains” aloud. Point out that the first section introduces the benefits of all-girls and all-boys schools, and the next section gives the reader evidence of those benefits.

Read aloud and have the students underline in their *Student Response Books* the sentence “Because of differences like these, males and females learn various subjects in different ways.” Explain that the fact that boys and girls learn differently is evidence the author gives that supports the opinion that separate boys’ and girls’ schools are good for students.

Explain that the students will read the rest of the article in pairs and underline three other pieces of evidence, or examples, that the author gives to support this opinion.



Have pairs spend several minutes working together to find and underline evidence in the article.



When most pairs have finished, signal for the students’ attention. Have partners discuss what they underlined with the other pair in their group of four.

3 Discuss the Article as a Class

When most of the students have had time to talk in their groups, facilitate a class discussion about the evidence in the article by asking questions such as:

- Q *What evidence did you and your partner underline that supports the opinion that all-girls and all-boys schools are a good idea?*
- Q *How does [“male students in all-boys schools scored better in reading and writing than male graduates of coeducational schools”] help support the opinion that all-girls and all-boys schools are a good idea?*
- Q *What other evidence did you find that [having separate all-girls and all-boys schools helps students do better in school]?*
- Q *What questions can we ask [Annette] about her thinking?*

TEKS 9.D.iv
TEKS 9.E.v
Student/Teacher
Narrative Step 2
(first two paragraphs)

Teacher Note

Other evidence that supports the opinion that all-girls and all-boys schools are a good idea includes:

- “The researchers found that male students in all-boys schools scored better in reading and writing than male graduates of coeducational schools.”
- “The researchers found that all-boys and all-girls classrooms were remarkably effective at boosting boys’ performance, particularly in English and foreign languages, as well as improving girls’ performance in math and science.”

TEKS 9.E.v
Student/Teacher Activity Step 2
(last two paragraphs)

TEKS 6.F.ii
Student/Teacher Activity
Steps 2 and 3



Facilitation Tip

Continue to focus on **responding neutrally with interest** during class discussions by refraining from overtly praising or criticizing the students’ responses. Instead, build the students’ intrinsic motivation by responding with genuine curiosity and interest; for example:

- “Interesting—say more about that.”
- “What you said makes me curious. I wonder . . .”
- “Do you agree or disagree with what [Jackson] just said?”

Students might say:

"We underlined 'males and females learn various subjects in different ways.' We think that's evidence for why separate schools for girls and boys are a good idea. If a school has just girls or just boys, all the teaching can focus on helping that kind of learner, and that could help the kids learn better."

"We underlined '55 percent of boys in coed classrooms scored proficient (at or above a passing level), while 85 percent in all-boys classrooms scored proficient.'"

"In addition to what [Sam] said, if kids are getting better scores, that shows they are doing better in school."

"We underlined 'But many graduates of these schools say that they feel confident not only about their academic abilities, but also about their personalities.' That's evidence that students do better with their studies and they also feel more confident about who they are."

"In addition to what [Lenny] said, I think if kids feel less shy in class and ask more questions, they might be less shy with other kids, too."

4 Discuss the Author's Opinion

Review that the author of "All-girls and All-boys Schools: Better for Kids" has the opinion that all-girls and all-boys schools are better for kids. Remind the students that the author includes only evidence that supports that opinion. Ask and briefly discuss:

- Q** *How did you feel about all-girls and all-boys schools after reading this article? What in the article made you feel that way?*
- Q** *Did the author convince you that all-girls and all-boys schools are a good idea? Why or why not?*

Explain that many articles in newspapers and magazines and online are written to inform the reader about one side of an issue only; they do not inform readers about other different opinions. Tell the students that it is important for them to recognize when an author is presenting only one side of an issue so that they can think about whether they have enough information to form their own opinions.

Explain that tomorrow the students will hear and discuss another article that investigates one side of an issue.

5 Reflect on Group Work

Share examples of successes or problems you observed as the students worked in their groups of four. Ask and briefly discuss:

- Q** *What did you do to make sure everyone was included in your group discussion?*

INDIVIDUALIZED DAILY READING

6 Read Independently and Discuss the Comprehension Strategies the Students Used

Direct the students' attention to the "Reading Comprehension Strategies" chart and ask them to notice which strategies they use and where they use them during their reading today. Tell the students that at the end of IDR you will ask them to share the strategies they used with the class. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 100) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 103 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share their reading with the class. Ask each volunteer to share the title of the text he read, the author's name, and what the text is about. Then have him share the name of a strategy he used and where in the text he used it. Follow up by asking questions such as:

- Q *What did you infer about the author's purpose in the article about [why children should not watch television]? How did inferring about the author's purpose help you make sense of the text?*
- Q *How did visualizing [the hardships a gold miner faced as he panned for gold during the gold rush] help you make sense of your text?*

If students cannot think of a comprehension strategy they used, ask them to talk about what they read. Have the students return to their desks and put away their texts.

EXTENSION

Read and Discuss Other Articles That Investigate One Side of an Issue

Have the students identify articles, in magazines or on websites, that express a single opinion. Have the students read the articles in pairs or groups of four and discuss whether or not they find the authors' evidence convincing. Most public library cards give students access to searchable periodical databases. Consult with your local librarian or visit your local library's website to find out more.

Day 3

Read-aloud

Materials

- “Do Kids Really Need Cell Phones?” (see pages 416–417)
- *Student Response Book* pages 50–53
- “Reading Comprehension Strategies” chart

TEKS 9.D.iv
Student/Teacher Activity
Step 1

In this lesson, the students:

- Skim an expository nonfiction article by reading the title and headings
- Hear and discuss the article
- Identify what they learn from the article
- Read independently for up to 30 minutes
- Work in a responsible way during group work

1 Review “All-girls and All-boys Schools”

Have the students bring their *Student Response Books* and gather in their groups of four, facing you. Have them turn to *Student Response Book* pages 50–51 and review that this week they read “All-girls and All-boys Schools: Better for Kids” and thought about and discussed the author’s opinion. Ask and briefly discuss:

Q *What is the author’s opinion in the article? What evidence does the author give to support that opinion?*

Have a few volunteers share their thinking.

2 Introduce and Skim “Do Kids Really Need Cell Phones?”

Explain that today the students will hear and discuss another article written to express an author’s opinion, called “Do Kids Really Need Cell Phones?” Ask the students to turn to the article on *Student Response*

Book pages 52–53. Have the students silently read the title and headings. Ask and briefly discuss:

Q *Based on the title and the headings, what information do you think might be in this article?*

Have a few volunteers share their thinking.

Ask the students to follow along as you read the article aloud. Explain that you will stop during the reading to have them use “Heads Together” to discuss what they are learning. Invite the students to think about the author’s opinion as they listen.

3 Read Aloud

Read “Do Kids Really Need Cell Phones?” aloud slowly and clearly, skipping the captions and stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

lifeline: something that can save a person in an emergency (p. 416)

mothers in the labor force: mothers who work outside the home (p. 416)

are dependent on: require; need (p. 417)

devices: machines (p. 417)

belongings: things that someone owns (p. 417)

ELL Vocabulary

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

catchy ringtones: fun sounds phones make when they ring (p. 416)

resist: say “no” to (p. 416)

stay in contact with: talk to (p. 416)

prepaid plan: paying for cell phone minutes ahead of time (p. 417)

are familiar with this technology: know how to use cell phones (p. 417)

definitions: what words mean (p. 417)

personal possessions: things that belong to someone (p. 417)

preteens: people aged 10 to 12 (p. 417)

Read the two introductory paragraphs twice, asking the students to listen for information they might have missed the first time. Continue reading the article.

Stop after:

p. 416 “It is more important than ever to have a way of keeping in touch with family—and a way of getting help in an emergency.”

Use “Heads Together” to discuss:



Q *What have you learned in the part I read? Heads together.*

Without sharing as a class, reread the last sentence and continue reading. Follow this procedure at the next two stopping points:

p. 417 “. . . and, in turn, help them feel confident when they grow up and begin working.”

p. 417 “Learning responsibility in this way helps children to respect other people’s belongings, too.”

Continue reading to the end of the article.

4 Discuss the Reading as a Class

Facilitate a discussion about the article by asking questions such as:

Q *What does the article say about how many children have cell phones?*

Q *What are some reasons the article gives for young children having cell phones?*

Q *What information that the author included surprised you?*

Students might say:

“The article says about 56 percent of American preteens have cell phones.”

“The article says that if kids have cell phones, they will be able to get help in an emergency.”

“I agree with [LaShauna]. The article also said that cell phones might be able to help kids with their schoolwork.”

“I was surprised that so many kids are home alone after school.”

Explain that tomorrow the students will reread the article and discuss how it is written.

5 Reflect on Working in Groups

Help the students reflect on how they took responsibility for their own learning during group work by asking questions such as:

Q *What did you do to work in a responsible way during the group work today?*

Q *What is something new you learned from the article as you talked with your group members?*

Teacher Note

If the students have difficulty answering these questions, reread sections of the article to help them remember what they heard.

INDIVIDUALIZED DAILY READING

6 Read Independently and Discuss the Comprehension Strategies the Students Used

Direct the students' attention to the "Reading Comprehension Strategies" chart and ask them to notice which strategies they use and where they use them during their reading today. Tell the students that at the end of IDR you will ask them to share the strategies they used with partners. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 100) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 103 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have the students share what they read with partners. Have each student tell her partner the title of her text, the author's name, and what the text is about. Then have each student share the strategy she used and where in the text she used it. Have students who cannot think of a comprehension strategy they used talk about what they read. After partners have had a chance to share, discuss as a class:

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

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

Materials

- “Do Kids Really Need Cell Phones?” (see pages 416–417)
- *Student Response Book* pages 52–53
- “Class Assessment Record” sheet (CA2)

ELL Note

Prior to having the students look for and underline evidence in the article, reread the article to your English Language Learners. Stop frequently to check for understanding.

TEKS 9.D.iv
Student/Teacher Activity
Steps 2–4

In this lesson, the students:

- Read and discuss an expository nonfiction article
- Analyze how information in the article is organized
- Explore how articles can inform by investigating one side of an issue
- Explore the author’s opinion
- Read independently for up to 30 minutes
- Explain their thinking

1 Review “Do Kids Really Need Cell Phones?”

Have the students bring their *Student Response Books* and pencils and gather in their groups of four, facing you. Remind the students that they have been reading articles that explore the pros and cons of an issue and articles that investigate one side of an issue, and they have been thinking about how the articles are written. Review that the article the students heard yesterday—“Do Kids Really Need Cell Phones?”—investigates one side of an issue.

Ask the students to turn to *Student Response Book* pages 52–53. Ask and briefly discuss:

- Q** *What is “Do Kids Really Need Cell Phones?” about?*
- Q** *What is the author’s opinion in “Do Kids Really Need Cell Phones?” How do you know that?*

Remind the students that earlier in the week, they reread “All-girls and All-boys Schools: Better for Kids” and found evidence in the article to support the author’s opinion. Explain that today the students will reread “Do Kids Really Need Cell Phones?” in groups and think and talk about how the information in the article supports the author’s opinion.

2 Reread and Briefly Discuss “Do Kids Really Need Cell Phones?”

Explain that a volunteer in each group of four will read the article aloud to the rest of the group. Explain that the other students in the group will follow along and listen for evidence that supports the opinion that cell phones benefit young children and their parents, and then groups will use “Heads Together” to talk about the evidence they heard in the article.



Ask a student from each group to volunteer to read the article aloud to the rest of the group. Ask the students to consider the following question as they listen:

Q *What information does the author include in the article to support the opinion that it's a good idea for young children to have cell phones?*

3 Underline Evidence of the Author's Opinion

Without having the students share as a class, explain that they will silently scan the article in their *Student Response Books* and underline three pieces of evidence that support the author's opinion.

Have the students spend a few minutes looking for and underlining evidence in the article.

4 Discuss Evidence in Groups and as a Class

After the students have had a chance to underline evidence in the article, explain that you will ask a question for the groups to discuss and that the students should be sure to explain their thinking to one another. Then use "Heads Together" to discuss:



Q *What did you underline? Why? Heads together.*

Circulate and listen as the students discuss the question.



CLASS ASSESSMENT NOTE

Ask yourself:

- Do the students understand the article?
- Are they able to identify evidence in the article that supports the author's opinion?
- Are they able to explain their thinking clearly?

Record your observations on the "Class Assessment Record" sheet (CA2); see page 96 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to identify evidence in the article that supports the author's opinion, proceed with the lesson and continue on to Week 3.
- If **about half of the students** or **only a few students** are able to identify evidence in the article that supports the author's opinion, you might give the class additional instruction by repeating this week's lessons using an alternative text before continuing on to Week 3. Resources for alternative texts are suggested in the "Grade 5 Alternative Texts" list. Visit the CCC Learning Hub (ccclearninghub.org) to view the list.

Teacher Note

If more than one student wants to read aloud, suggest that the students take turns reading sections of the article aloud. If most students are reluctant to read aloud, ask the students to reread the article to themselves silently. Support your English Language Learners as needed.

Teacher Note

You will analyze the work the students do in their *Student Response Books* in Step 3 for this unit's Individual Comprehension Assessment.

Teacher Note

Evidence in the article that supports the opinion that cell phones are good for kids includes:

- "Cell phones allow children to dial 911 or call their parents if there is an accident or emergency."
- "Most cell phones have a Global Positioning System (GPS) so that parents can find their child easily using another cell phone or a website."
- "On most cell phones, students can check the Internet for definitions and spellings of tricky words, take photos and make short videos for school projects, and listen to audiobooks."

Teacher Note

Look for articles that investigate one side of an issue. You might look for articles that discuss issues such as whether kids should be allowed to use social media, whether schools should have vending machines, or whether sports teams should drop Native American names.

When most of the students have had time to talk in their groups, facilitate a class discussion about evidence that supports the author's opinion in "Do Kids Really Need Cell Phones?" Discuss questions such as:

- Q *[Clarice] underlined ["Cell phones allow children to dial 911 or call their parents if there is an accident or emergency"]. Did you underline that sentence? What made you choose that one?*
- Q *What other evidence did you find that [cell phones help kids be safer]?*
- Q *Who agrees with what [Ronnie] said? Why? Who disagrees with what [Ronnie] said? Why?*
- Q *Do you agree with the author's opinion based on the evidence in the article? Explain your thinking.*
- Q *What can you add to what [Genevieve] said?*

Students might say:

"I underlined the sentence 'Cell phones allow children to dial 911 or call their parents if there is an accident or emergency,' because I think being safe is the most important reason to have a cell phone."

"I underlined 'Today, the number of children in the United States with mothers in the labor force is around 70 percent. This means that many students are at home alone after school.'"

"I disagree with what [Miguel] said because even if kids are home alone, they probably have a phone in the house."

"I agree with the author's opinion because kids can learn a lot from having a cell phone."

Review that over the last two weeks the students have explored how articles can inform readers by investigating one or both sides of an issue. Emphasize that it is important when reading articles for readers to ask themselves whether they are finding out about all sides of an issue or not. Encourage the students to notice the author's opinion in their independent reading.

Explain that next week, the students will read and discuss more expository nonfiction.

5 Reflect on Explaining Their Thinking

Help the students reflect on how they did listening and explaining their thinking to the group by asking questions such as:

- Q *What helped you explain your thinking clearly to your group?*
- Q *If you didn't understand something someone else said, what did you do?*

INDIVIDUALIZED DAILY READING

6 Read Independently and Discuss Text Features

Ask the students to notice the text features in their texts and what they are learning from the features as they read independently today. Tell the students that at the end of IDR you will ask them to share with the class what text features they noticed and what they learned from the features. Have the students get their texts and read silently for up to 30 minutes. After the students have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 100) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 103 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask a few volunteers to share with the class. Have each volunteer begin by telling the title of the text he read, the author’s name, and what the text is about. Then have him share a text feature he noticed and what he learned from the text feature.

Have students who did not notice a text feature talk about what they learned from their reading today. Have the students return to their desks and put away their texts.

EXTENSION

Research and Write an Article on Cell Phones for Kids

Remind the students that they read the article “Do Kids Really Need Cell Phones?” earlier. Have the students reread the article and generate questions they have for the author, and then have them conduct research to answer their own questions. Then, you might have the students work in pairs or groups to write an article expressing either the same or the opposing opinion, based on their research. Most library cards give students access to searchable research and periodical databases. Consult with your local librarian or visit your local library’s website to find out more.

Vocabulary Note

Next week you will revisit “All-girls and All-boys Schools: Better for Kids” and “Do Kids Really Need Cell Phones?” to teach the Week 18 vocabulary lessons.

All-girls and All-boys Schools Better for Kids

Out in the world, males and females live, work, and interact with one another. But at many schools, the classrooms are filled with just boys or just girls. Life isn't separated into male and female sides, so why should schools be?

Together or Apart?

Because male and female students think, learn, and behave differently from one another, it makes sense that they would do better at schools that understand these differences. Research has shown that students at all-boys or all-girls schools are more confident and more willing to try new things, and that they might even perform better academically than students at coeducational schools.

Different Brains, Different Gains

You might not realize it, but your brain develops differently from the brain of a classmate of the opposite sex. For example, the area of a girl's brain that understands language is one of the first areas to develop. In a boy's brain, other areas develop first, such as the part that makes sense of math. Because of differences like these, males and females learn various subjects in different ways.

An all-boys or all-girls school can focus its instruction to meet the needs of either male or female students, not both at the same time. This helps students make faster, stronger progress. For example, one Michigan study compared graduates of all-boys and all-girls high schools with graduates of coeducational



In 1972, a new law came into effect stating that all U.S. public schools should be coeducational. However, the law was changed in 2006 to allow all-boys and all-girls public schools.

high schools. The researchers found that male students in all-boys schools scored better in reading and writing than male graduates of coeducational schools. Likewise, female students in all-girls schools scored better in science and reading than their female peers in coed schools.

Positive Proof in Test Results

In 2008, researchers in Florida found that students in all-boys and all-girls classrooms made greater academic gains: 55 percent of boys in coed classrooms scored proficient (at or above a passing level), while 85 percent in all-boys classrooms scored proficient. Girls also saw gains: 59 percent of girls in coed classrooms scored proficient, while 75 percent in all-girls classrooms scored proficient.

In England, researchers at Cambridge University did a four-year study on the different ways that boys and girls learn. The researchers found that all-boys and all-girls classrooms were remarkably effective at boosting boys' performance, particularly in English and foreign languages, as well as improving girls' performance in math and science.

Building Confidence

Supporters of all-boys and all-girls classrooms argue that the students are less distracted in

those environments. This makes it easier for all students to focus on their lessons.

Students who feel shy around people of the opposite sex could benefit the most from all-boys or all-girls schools. Without the pressure of worrying about how they might look to members of the opposite sex, they can feel free to be themselves. For example, they might explore subjects they wouldn't normally explore and join clubs or sports teams. Shy students are likely to feel more comfortable in an all-boys or all-girls class, so they're more likely to feel enthusiastic about speaking up in class, asking questions, and participating in class discussions.

Many people argue that an all-boys or all-girls education could make it more difficult for young people to learn how to relate to members of the opposite sex. It's true that we live in a world where males and females live and work with one another and are not segregated as in all-boys or all-girls schools. But many graduates of these schools say that they feel confident not only about their academic abilities, but also about their personalities. And this confidence can give graduates a head start in building friendships with the opposite sex.

An Increasingly Popular Option

All-boys and all-girls classes and schools are gaining favor across the United States. In 2002, only a dozen or so public schools in the United States offered this option. In 2012, there were around 500 all-girls and all-boys schools. School districts, parents, and students are increasingly getting on board with all-boys and all-girls education as a great way to boost students' scores and confidence.



Shy students may feel happier about participating in an all-boys or all-girls class. Taking part in classroom discussions helps them get more out of the lesson.

Do Kids Really Need Cell Phones?



There are nearly seven billion cell phones in use worldwide—and the trend has caught on among eight- to twelve-year-olds. With bright colors and catchy ringtones, cell phones are hard for young people to resist.

But why does a person as young as eight years old need a cell phone? He or she is likely to come up with a list of reasons, including “All my friends have them.” However, for very young kids, there are many benefits to having cell phones beyond the obvious “cool” factor.

Cell Phones Are a Lifeline

In an emergency, a cell phone can be indispensable. Cell phones allow children to dial 911 or call their parents if there is an accident or emergency. Also, cell phones allow children to stay in contact with family. Children, parents, and other caregivers are often in different places throughout the day, and things often don’t go as expected. For example, if soccer practice ends early or a parent is stuck in traffic, a cell phone can let everyone know how plans have changed.

As the lives of families become more and more hectic, the number of students who are alone after school is increasing. Today, the number of children in the United States with mothers in the labor force is around 70 percent. This means that many students are at home alone after school. It is more important than ever to have a way of keeping in touch with family—and a way of getting help in an emergency.



Cell phones can help the day run smoothly by keeping family members in touch with one another.

Cell Phone Use Is Easy to Limit

Many people worry that cell phones put young children in danger. Bullies or even criminals might use the phones to contact children, and the Internet access on many cell phones puts children even more at risk. There is also the chance that children would run up high cell phone charges.

However, many cell phones now have parental controls. For example, it's possible to place limits on who can call and be called with some phones, and parents can limit or block Internet access on phones. Most cell phones have a Global Positioning System (GPS) so that parents can find their child easily using another cell phone or a website.

Parents can also opt for a prepaid plan so that their children can't go over spending limits but can still call their parents if they need to. Features like these make it possible for children to get the benefits of cell phone use without the risks.

Cell Phones Promote Familiarity with Technology

Today, many jobs are dependent on cell phones and similar devices. Mobile devices such as cell phones have become just as important as the computer has been in the last 20 years. One way to ensure that young people are familiar with this technology is to allow them to use cell phones now.

Students can use a cell phone for more than just text messaging and talking. For example, cell phones can be helpful when doing schoolwork. On most cell phones, students can check the Internet for definitions and spellings of tricky words, take photos and make short videos for school projects, and listen to audiobooks. Carrying out a variety of tasks using cell phones can help



Workplaces around the world are becoming more and more reliant on technology.

boost young people's confidence around technology—and, in turn, help them feel confident when they grow up and begin working.

Cell Phones Teach Responsibility

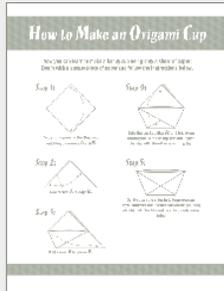
Owning a tool such as a cell phone can be a great way for children to learn responsibility. Because cell phones are valuable and can be used in different ways, children must learn to use them wisely—for example, making sure they don't lose them, keeping them charged, and using them only when they are not in school. These things help young people learn to treat personal possessions with care. Learning responsibility in this way helps children to respect other people's belongings, too.

An Unstoppable Trend

Researchers say that about 56 percent of American preteens have cell phones. If young children don't already own cell phones, it's likely that they will in the future. The best way for young people to benefit from this technology when they grow older is to learn to use it responsibly today.

Week 3

OVERVIEW



“How to Make an Origami Cup”

(see page 438)

This functional text is a set of step-by-step instructions for making a cup using the paper-folding art of origami.

A table showing the Blue Line Train Schedule. It lists routes from Union St. to Redwood Center and from Redwood Center to Union St. The table includes columns for station, arrival time, and departure time.

Union St. to Redwood Center			
Station	Arrival	Departure	Notes
Union St.	7:00 AM	7:00 AM	
1st St.	7:05 AM	7:05 AM	
2nd St.	7:10 AM	7:10 AM	
3rd St.	7:15 AM	7:15 AM	
4th St.	7:20 AM	7:20 AM	
5th St.	7:25 AM	7:25 AM	
6th St.	7:30 AM	7:30 AM	
7th St.	7:35 AM	7:35 AM	
8th St.	7:40 AM	7:40 AM	
9th St.	7:45 AM	7:45 AM	
10th St.	7:50 AM	7:50 AM	
11th St.	7:55 AM	7:55 AM	
12th St.	8:00 AM	8:00 AM	
13th St.	8:05 AM	8:05 AM	
14th St.	8:10 AM	8:10 AM	
15th St.	8:15 AM	8:15 AM	
16th St.	8:20 AM	8:20 AM	
17th St.	8:25 AM	8:25 AM	
18th St.	8:30 AM	8:30 AM	
19th St.	8:35 AM	8:35 AM	
20th St.	8:40 AM	8:40 AM	
21st St.	8:45 AM	8:45 AM	
22nd St.	8:50 AM	8:50 AM	
23rd St.	8:55 AM	8:55 AM	
24th St.	9:00 AM	9:00 AM	
25th St.	9:05 AM	9:05 AM	
26th St.	9:10 AM	9:10 AM	
27th St.	9:15 AM	9:15 AM	
28th St.	9:20 AM	9:20 AM	
29th St.	9:25 AM	9:25 AM	
30th St.	9:30 AM	9:30 AM	
31st St.	9:35 AM	9:35 AM	
32nd St.	9:40 AM	9:40 AM	
33rd St.	9:45 AM	9:45 AM	
34th St.	9:50 AM	9:50 AM	
35th St.	9:55 AM	9:55 AM	
36th St.	10:00 AM	10:00 AM	
37th St.	10:05 AM	10:05 AM	
38th St.	10:10 AM	10:10 AM	
39th St.	10:15 AM	10:15 AM	
40th St.	10:20 AM	10:20 AM	
41st St.	10:25 AM	10:25 AM	
42nd St.	10:30 AM	10:30 AM	
43rd St.	10:35 AM	10:35 AM	
44th St.	10:40 AM	10:40 AM	
45th St.	10:45 AM	10:45 AM	
46th St.	10:50 AM	10:50 AM	
47th St.	10:55 AM	10:55 AM	
48th St.	11:00 AM	11:00 AM	
49th St.	11:05 AM	11:05 AM	
50th St.	11:10 AM	11:10 AM	
51st St.	11:15 AM	11:15 AM	
52nd St.	11:20 AM	11:20 AM	
53rd St.	11:25 AM	11:25 AM	
54th St.	11:30 AM	11:30 AM	
55th St.	11:35 AM	11:35 AM	
56th St.	11:40 AM	11:40 AM	
57th St.	11:45 AM	11:45 AM	
58th St.	11:50 AM	11:50 AM	
59th St.	11:55 AM	11:55 AM	
60th St.	12:00 PM	12:00 PM	

“Blue Line Train Schedule”

(see page 440)

This functional text presents scheduling and fare information for a metropolitan train route.

A calendar for the Ashton Hammerheads for September 2015. The calendar shows the days of the week and the dates, with game times and locations listed for each day.

Day	Date	Game	Time	Location
Monday	7/9	vs. [Team]	7:00 PM	[Location]
Tuesday	7/10	vs. [Team]	7:00 PM	[Location]
Wednesday	7/11	vs. [Team]	7:00 PM	[Location]
Thursday	7/12	vs. [Team]	7:00 PM	[Location]
Friday	7/13	vs. [Team]	7:00 PM	[Location]
Saturday	7/14	vs. [Team]	7:00 PM	[Location]
Sunday	7/15	vs. [Team]	7:00 PM	[Location]
Monday	7/16	vs. [Team]	7:00 PM	[Location]
Tuesday	7/17	vs. [Team]	7:00 PM	[Location]
Wednesday	7/18	vs. [Team]	7:00 PM	[Location]
Thursday	7/19	vs. [Team]	7:00 PM	[Location]
Friday	7/20	vs. [Team]	7:00 PM	[Location]
Saturday	7/21	vs. [Team]	7:00 PM	[Location]
Sunday	7/22	vs. [Team]	7:00 PM	[Location]
Monday	7/23	vs. [Team]	7:00 PM	[Location]
Tuesday	7/24	vs. [Team]	7:00 PM	[Location]
Wednesday	7/25	vs. [Team]	7:00 PM	[Location]
Thursday	7/26	vs. [Team]	7:00 PM	[Location]
Friday	7/27	vs. [Team]	7:00 PM	[Location]
Saturday	7/28	vs. [Team]	7:00 PM	[Location]
Sunday	7/29	vs. [Team]	7:00 PM	[Location]
Monday	7/30	vs. [Team]	7:00 PM	[Location]
Tuesday	7/31	vs. [Team]	7:00 PM	[Location]

“Ashton Hammerheads Schedule for September 2015”

(see page 439)

This functional text presents a schedule in a calendar format for a professional sports team.

A poster for Frontier Fun Park. It features the park's logo and a list of ticket prices for single-day passes and one-week passes. The poster also includes information about the park's location and hours of operation.

Pass Type	Price
Single-Day Pass	\$15.00
One-Week Pass	\$75.00

“Frontier Fun Park”

(see page 441)

This functional text gives individual and family ticket prices for an amusement park.



Online Resources

Visit the CCC Learning Hub (cclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA3

Assessment Forms

- “Class Assessment Record” sheet (CA3)
- “IDR Conference Notes” record sheet (CN1)

Professional Development Media

- “Creating Audio and Video in the Classroom” tutorial (AV50)

Comprehension Focus

- Students analyze how the information in functional texts is organized.
- Students identify what they learn from functional texts.
- Students explore how functional texts inform readers.
- Students use two functional texts to solve problems.
- Students read independently.

Social Development Focus

- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.

Ⓜ DO AHEAD

- ✓ Prior to Day 4, collect a variety of functional texts for the students to examine and read (see Step 2). You will be asking the students to bring in functional texts from outside the classroom (see Day 1, Step 4). The texts you collect can be used by students who do not bring functional texts to school.
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA3); see page 97 of the *Assessment Resource Book*.
- ✓ (Optional) Prior to Day 4, you might have English Language Learners tell you about what information is included in their functional texts to help them prepare for sharing about their texts in their groups.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 18 lessons this week.

Materials

- “How to Make an Origami Cup” (see page 438)
- “Functional Texts” chart (WA1)
- *Student Response Book* page 54

In this lesson, the students:

- Hear, read, and discuss a functional text
- Analyze how the information in the text is organized
- Identify what they learn from the text
- Read independently for up to 30 minutes
- Work in a responsible way

1 Get Ready to Work Together

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind the students that in the last two weeks they have been working on taking responsibility for themselves as they work in pairs and in small groups. Ask and briefly discuss:

Q *What is one thing you like about working with a partner?*

Q *How can you be responsible as you work with others this week?*

Encourage the students to notice how they take responsibility for their behavior and learning.

2 Review Articles and Introduce Functional Texts

Review that this year the students have heard and read different kinds of expository nonfiction. Review that in the last two weeks they read articles and thought about how articles can be organized to inform readers. Ask and briefly discuss:

Q *What did you find out about how authors can organize articles to inform readers?*

Explain that this week the students will explore another kind of expository nonfiction, *functional texts*. Explain that functional texts help people learn how to do things, get from one place to another, and complete everyday tasks (jobs), such as buying groceries and paying bills. Some examples of functional texts are lists, recipes, menus, game directions, and schedules.

Direct the students’ attention to one or two functional texts in the classroom. Then display the “Functional Texts” chart (WA1) and ask:



Q *What other functional texts do you see in our classroom? Turn to your partner.*

Teacher Note

Other examples of functional texts are tickets, bills, receipts, calendars, and nutritional labels on food wrappers.

Have a few volunteers point out the functional texts they noticed. As they share, record on the chart the functional texts they mention. Briefly discuss how each functional text is helpful.

Students might say:

- "I see the 'Reading Comprehension Strategies' chart. Having the comprehension strategies posted reminds us to use them while we are reading."
- "The calendar for the cafeteria tells us what's for lunch. We can find out if we want to eat the school lunch on a certain day."
- "The map on our bulletin board lets us know how to leave the classroom if there is a fire."

Explain that later in the week the students will explore functional texts they find outside the classroom. Today and tomorrow they will look at several functional texts written to help them understand how functional texts are organized.

3 Read Aloud and Discuss "How to Make an Origami Cup"

Have the students turn to *Student Response Book* page 54, "How to Make an Origami Cup." Read the title aloud and explain that these are instructions for making a cup out of folded paper. Explain that a set of instructions for making something or putting something together is a type of functional text.

Ask the students to follow along as you read "How to Make an Origami Cup" aloud slowly and clearly, giving the students a moment to look at the diagram for each step before reading the next step.

Suggested Vocabulary

diagonal: an imaginary line connecting two opposite corners of a four-sided shape

 Give pairs a few moments to look over the instructions together. Then ask:

 **Q** *What makes these instructions easy to understand? Turn to your partner.*

Have a few volunteers share their thinking.

Students might say:

- "The steps are numbered so you know what to do first."
- "The instructions have pictures so you know how it's supposed to look as you're folding."
- "In addition to what [Samit] said, there are arrows showing which way to fold the paper."

ELL Note

English Language Learners will benefit from previewing the functional texts before you read them aloud to the class. You might summarize the purpose of and information communicated by each functional text and point out and explain organizational features such as titles, diagrams, and legends.

Teacher Note

If the students have difficulty coming up with ideas, offer some examples such as recipes, menus, online maps with directions, schedules, TV program listings, utility bills, game directions, sheet music, brochures, flyers, how-to manuals, report cards, food wrappers, business cards, tickets, and receipts.

ELL Note

Encourage your English Language Learners to collect functional texts in their primary languages.

Teacher Note

Save the “Functional Texts” chart (WA1) to use on Days 2 and 4.

Point out that often instructions are organized into numbered steps and contain labeled diagrams to make them easy for readers to follow.

4 Brainstorm and Prepare to Collect Functional Texts

Explain that later in the week the students will bring functional texts to school and discuss the texts. Briefly review the “Functional Texts” chart and then use “Think, Pair, Share” to discuss:



Q *What other functional texts can you think of that you might find at home, in the newspaper, or in other places outside of school? [pause] Turn to your partner.*

Have a few volunteers share, and record their answers on the “Functional Texts” chart.

Ask the students to each collect two or three functional texts at home or elsewhere outside the school, and tell them when they will be expected to bring the functional texts to school (see “Do Ahead”). Remind them to ask permission to bring in functional texts that do not belong to them.

Explain that tomorrow the students will look at two functional texts and talk about how they are organized.

5 Reflect on Taking Responsibility

Ask and briefly discuss:

Q *What did you do to act in a responsible way when you worked with your partner today? Why is that important to do?*

INDIVIDUALIZED DAILY READING

6 Read Independently and Discuss What the Students Learn

Tell the students that this week during IDR they will read functional texts or other expository texts. Ask them to think about what they learn from the texts. Tell them that at the end of IDR you will ask them to share what they learned with the class. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 100) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 103 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask a few volunteers to share their reading with the class. Have each volunteer share the title of her text, the author’s name (if there is one), what the text is about, how the text is organized, and what she learned from the text. Then have the students return to their desks and put away their texts.

EXTENSION

Make Origami Cups

Distribute an 8" x 8" paper square to each student. Have the students make origami cups using the instructions on *Student Response Book* page 54. Consider having them test their cups to see if the cups hold water. When the students have finished making their cups, facilitate a class discussion using questions such as:

- Q *Were the instructions easy to follow and understand? Why or why not?*
- Q *If you had trouble making your cup, what was it about the instructions that made it challenging?*
- Q *How could the author have made these instructions easier to use?*



TECHNOLOGY EXTENSION

Create a Video About How to Make an Origami Cup

You might have the students create a video showing how to make an origami cup using the instructions on *Student Response Book* page 54. Have the students explain what they are doing in each step.

Have the class watch the how-to video, and then read aloud the written instructions for how to make an origami cup on page 438 as the students follow along on *Student Response Book* page 54. Facilitate a discussion



Technology Tip

Prior to doing this activity, you might wish to view the “Creating Audio and Video in the Classroom” tutorial (AV50).



Day 2

Read-aloud/ Guided Strategy Practice

Materials

- “Ashton Hammerheads Schedule for September 2015” (see page 439)
- “Blue Line Train Schedule” (see page 440)
- “Functional Texts” chart (WA1) from Day 1
- *Student Response Book* pages 55–56

about the similarities and differences between the video and the written instructions. Ask questions such as:

- Q *How is watching how to do something [the same as/different from] reading how to do something?*
- Q *Which set of instructions would you prefer to use? Why?*
- Q *If we were to make the video again, how might we improve it?*

In this lesson, the students:

- Hear, read, and discuss two functional texts
- Analyze how the information in the texts is organized
- Identify what they learn from the texts
- Explore how the texts inform readers
- Use the texts together to solve problems
- Read independently for up to 30 minutes
- Work in a responsible way

1 Review Functional Texts

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Display the “Functional Texts” chart (WA1) from Day 1 and remind the students that yesterday they noticed functional texts in the classroom and brainstormed about functional texts they might find outside the classroom. They also looked at a functional text—instructions for making an origami cup—and thought about how it was organized to give readers information. Explain that today the students will look at two more functional texts.

2 Read Aloud and Discuss “Ashton Hammerheads Schedule for September 2015”

Have the students turn to *Student Response Book* page 55, “Ashton Hammerheads Schedule for September 2015,” and explain that the students will look at another kind of functional text. Read the title aloud and explain that this is a game schedule for a professional baseball team. Explain that schedules are often presented as calendars to help readers find the information they want quickly.

Direct the students' attention to the legend, and explain that a *legend* (also sometimes referred to as a *key*) tells what the different symbols or features used in a functional text mean. The legend on this schedule includes the symbols for different game promotions and also explains the color-coding, or shading, used for home and away games. Explain that symbols and legends are often found in functional texts because they give readers extra information without making the page too crowded.

Ask the students to follow along as you read and think aloud about a few of the days from "Ashton Hammerheads Schedule for September 2015." Refer to the legend and other information at the bottom of the page as necessary. Clarify vocabulary as needed.

Suggested Vocabulary

raffle: game in which one person's ticket is picked randomly out of all the tickets and that person wins a prize

ELL Vocabulary

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

fans: people who go to see a team play

away game: game played away from the team's home city or home baseball park

You might say:

"The legend at the bottom of the page shows that the dark green boxes are home games and the light green boxes are away games. Looking at Tuesday, September 1, I can tell that the team is playing a home game that day because the color of the box is dark green. Looking at Wednesday, September 2, I notice that there's a time of 12:30 p.m. listed. Why is there a time listed for this game but not for the one on September 1? I notice that at the bottom of the page it says, 'All games begin at 6:00 p.m. unless otherwise indicated.' The reason there's a time listed on September 2 is that the game starts at 12:30 p.m. instead of 6:00 p.m. So that means the September 1 game starts at 6:00 p.m. because there's no time listed. The box for Thursday, September 3, is blank and white, so that tells me there is no game on that day."

When you are finished, give the students a few moments to reread the schedule silently to themselves. Then briefly discuss, first in pairs and then as a class:



Q What information does this schedule give you? Turn to your partner.

Q What makes this schedule easy to use? Turn to your partner.

Have a few volunteers share their thinking.

Teacher Note

If the students have difficulty answering the questions, have them work in pairs before discussing the answers as a class. Circulate and offer support as necessary.

Students might say:

"The title has the month in it, so you know all these games are in September."

"You can tell right away from the colors if it's a home or away game."

"The picture of the cap means that you might get a free hat if you go to that game."

"It says at the bottom that tickets are \$25. So no matter what game you go to or how old you are, it's \$25 for each ticket."

Point out that the title, the legend, and the color-coding or shading help make it easy for readers to understand the schedule.

3 Use and Analyze the Schedule

Help the students explore how a reader might use the schedule by asking and briefly discussing as a class questions such as:

- Q *If you want to go to a game in the afternoon and get a free T-shirt, which game could you go to? How do you know that?*
- Q *Do the Hammerheads have more home or away games in September? How do you know that?*
- Q *If you want a chance to win tickets to the League Championship, which game should you go to? How do you know that?*

Students might say:

"If you wanted to go to an afternoon game and get a free T-shirt, you could go to the game on September 13. I know that because that game starts at 12:00 p.m. and it's the only game on the schedule that includes a free T-shirt."

"The Hammerheads have more home games than away games in September. There are 13 days that are dark green—those are home games. There are only 12 days that are light green—those are away games."

"If you want to enter the League Championship raffle, you should go on September 2 because the picture of a ticket on that day means you get to enter the raffle if you go to that game."

"In addition to what [Pepa] said, you could also enter the raffle if you go on September 29. There's a picture of a ticket on that day, too."

4 Read Aloud and Discuss "Blue Line Train Schedule"

Explain that next the students will look at a schedule that is organized differently. Have the students turn to *Student Response Book* page 56, "Blue Line Train Schedule." Read the title aloud and explain that this is a schedule for trains that travel between a station called Jackson Street and one called Rockville Center. Direct the students' attention to the bottom of the page and explain that there is information there about the train schedule and the price of tickets.

Ask the students to follow along as you read and think aloud about a few of the features on “Blue Line Train Schedule.” Refer to the legend as necessary.

ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

St.: short way to write *Street* when used as part of a street name, such as “Jackson Street”

arrive: get to a place

depart: leave from a place

Ave.: short way to write *Avenue* (another word for a street) when used as part of a street name, such as “Oakland Avenue”

A.M. trains: trains that arrive or depart between midnight and noon

P.M. trains: trains that arrive or depart between noon and midnight

round-trip: travel from one place to another place and then back again

You might say:

“I notice there are two sections of the schedule, one for trains that run from Jackson Street to Rockville Center and one below that for trains that run the other direction, starting at Rockville Center and ending at Jackson Street. The column on the left says ‘Station Name.’ So the names listed under that heading are names of stations, like ‘Jackson Street station’ and ‘23rd Street station.’ The next two columns have the headings ‘Train 1’ and ‘Train 2.’ That means there are two trains each day going this direction on this line.”

When you are finished, give the students a few moments to reread the schedule silently to themselves. Then ask:



Q *What other information does this schedule give you? Turn to your partner.*

Q *Is the information in the schedule easy to find and understand? Why or why not? Turn to your partner.*

Have a few volunteers share their thinking.

Students might say:

“You can see what time a train arrives at a station and what time it departs for the next station. It looks like the train stops for 5 minutes at each station.”

“There’s a column called ‘Station Notes.’ It looks like this column shows important places that are near those stations.”

“By looking at the ticket prices information at the bottom of the schedule, you can figure out ahead of time exactly how much money you’ll need to ride the train.”

Teacher Note

If the students have difficulty answering the questions, have them work in pairs before discussing the answers as a class. Circulate and offer support as necessary.

5 Use and Analyze the Schedule

As a class, discuss questions such as:

- Q *If you live in the Jackson Street Apartments and you want to go to meet a friend at Fruitvale Mall at 2:30 p.m., what train could you take?*
- Q *If you get on the train at 23rd Street and get off at Broadway/34th Street, how much will it cost you?*
- Q *If you buy a round-trip ticket to go from Jackson Street to Oakland Avenue and then back to Jackson Street, how much will it cost you? How did you figure that out?*

6 Use Both Schedules to Solve Problems

Point out that Rockville Center, which is one of the stops on the train schedule, is where Hammerhead Stadium, the home of the Ashton Hammerheads, is located. Help the students explore how a reader might use the schedules together to attend baseball games by asking and discussing as a class questions such as:

- Q *If you wanted to go to the game on September 19, which train would you take, Train 1 or Train 2? How do you know that?*
- Q *If you wanted to go to the game on September 13 and you got on Train 1 at 23rd Street, would you arrive at the stadium in time? How do you know that?*
- Q *Could you take a train on the Blue Line to see the Hammerheads play against the Hudson Hackers on a weekday? How do you know that?*

Students might say:

"To go to the game on September 19, you need to take Train 1. The game starts at 1:00 p.m. If you take Train 1, you'll get there by 12:30 and have enough time to get your seat. If you take Train 2, you won't get there till way after the game has started."

"If you want to go to the game on September 11 and you live near the 23rd Street station, you could get on the train at either 11:45 a.m. or 1:55 p.m."

"I agree with [Derek] that either train would get you there in time, but if you take the earlier train you'll be waiting at the stadium for a while because the game doesn't start till 3:00 p.m."

"If you got on Train 1 at 23rd Street to go to the game on September 13, you won't get to the game on time because the train arrives at the stadium at 12:30 p.m. and the game starts at 12:00 p.m."

"You couldn't take the train on the Blue Line to see the Hammerheads play the Hackers because it's an away game."

Review that over the past two days the students have discussed three different functional texts. Explain that because each gives different information, each is organized in a different way to help the reader make sense of it. The train schedule is organized as two charts, one

for each direction the train travels in. The game schedule is organized as a calendar. Both schedules include legends and color-coding to help readers find information quickly and make decisions. The origami cup instructions are organized into numbered steps and include labeled diagrams to help readers make the cup more easily. Tell the students that reading functional texts carefully and noticing how they are organized helps readers understand and use them more easily.

INDIVIDUALIZED DAILY READING

7 Read Independently and Think About How Texts Are Organized

Remind the students that this week during IDR they are reading functional texts or other expository texts. Ask the students to think about how the texts are organized or how text features are used to help readers learn information. Tell the students that at the end of IDR you will ask them to share what they noticed with the class. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 100) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 103 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share what they read with the class. Have each student tell the title of his text, the author’s name (if there is one), and what the text is about. Then have each student share how the text is organized or a text feature he used to learn information. Have the students return to their desks and put away their texts.

Teacher Note

If *schedules* and *instructions* are not listed on the “Functional Texts” chart (WA1), add them. Save the “Functional Texts” chart to use on Day 4.

TEKS 10.B.i
Student/Teacher Activity
Step 7

EXTENSION

Use the Schedules to Solve More Problems

You might have the students further explore how a reader might use “Ashton Hammerheads Schedule for September 2015” and “Blue Line Train Schedule” by asking and discussing as a class questions such as:

- Q *If you plan to take the train from Jackson Street station to Rockville Center to see the Hammerheads play the Winston Bears and you can only go on a weekend day, which of the games could you go to? How do you know that?*
- Q *If you want to receive a free baseball cap and you can only go to a Sunday game, which game would you go to? If you took a Blue Line train from the Oakland Avenue station to that game, what time would you get on the train? How do you know that?*
- Q *If you live near the 23rd Street station and plan to take a Blue Line train to a game at Hammerhead Stadium and then back home again, how much will the event cost, including the price of the game plus both train rides?*

Alternatively, you might have pairs or groups of four write their own questions, and then have the class discuss them. Encourage the students to write questions that require the use of both schedules to answer.

Day 3

Read-aloud/ Guided Strategy Practice

Materials

- “Frontier Fun Park” (see page 441)
- *Student Response Book* page 57
- *Student Response Book*, Reading Journal section
- “Journal Entry” chart (WA2)

In this lesson, the students:

- Hear, read, and discuss a functional text
- Analyze how the information in the text is organized
- Identify what they learn from the text
- Explore how the text informs readers
- Read independently for up to 30 minutes and write in their reading journals
- Work in a responsible way

1 Review Functional Texts

Have the students bring their *Student Response Books* and pencils and gather with partners together, facing you. Review that during the last two days the students looked at three examples of functional texts—instructions for making an origami cup, a baseball team schedule, and a train schedule—and they thought about how the texts give readers

information. They also practiced solving problems using the schedules. Ask and briefly discuss:

Q *What helps make the information in the origami cup instructions easy to understand and use? The information in the baseball team schedule? The train schedule?*

Students might say:

"The origami instructions have steps to follow."

"The Ashton Hammerheads schedule is a calendar, so you can find days right away."

"The train schedule has one section for trains going in one direction and another section for trains going in the opposite direction."

"In addition to what [Tamiko and Clark] said, both schedules use colors and legends to help you find the information you need."

Explain that today the students will read another functional text and think about how it is organized to inform readers.

2 Introduce "Frontier Fun Park"

Have the students turn to *Student Response Book* page 57, "Frontier Fun Park," and explain that this is an example of a ticket price list from an amusement park. Point out that the list is divided into sections for single-day and one-week passes to Frontier Fun Park and that there are passes for individual people and for families. Give the students a moment to look over the price list. Ask and briefly discuss:

Q *How might this list help someone who is buying tickets?*

3 Read Aloud and Discuss "Frontier Fun Park"

Have the students follow along on *Student Response Book* page 57 as you read "Frontier Fun Park" aloud slowly and clearly. Clarify vocabulary as you read.

Suggested Vocabulary

attractions: rides or other activities

consecutive: in a row

highest priority: most important thing

liable: legally responsible

ELL Vocabulary

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

thrilling: exciting

discount on all purchases: lower price for everything a person buys

Teacher Note

If the students have difficulty recalling what they noticed, have them refer to the functional texts on *Student Response Book* pages 54-56.

Facilitation Tip

Continue to focus on **responding neutrally with interest** during class discussions by refraining from overtly praising or criticizing the students' responses. Instead, build the students' intrinsic motivation by responding with genuine curiosity and interest, for example:

- "Say more about that."
- "Explain your thinking further."
- "You have a point of view that's [similar to/different from] what [Roy] just said. How is it [similar/different]?"
- "Do you agree or disagree with [Katie]? Why?"
- "What questions do you have for [Katie] about her thinking?"

Teacher Note

If the students have difficulty answering the questions, have them work in pairs before discussing the answers as a class. Circulate and offer support as necessary.

Briefly discuss, first in pairs and then as a class:



- Q** *What information does this functional text give readers? Turn to your partner.*
- Q** *What makes it easy to use? Turn to your partner.*

Have a few volunteers share their thinking.

Students might say:

"Each kind of pass has a name that tells what it is."

"It has a section for single-day passes and another section for one-week passes."

"The adult and kid prices are in columns, so they are easy to read."

"The information about the roller coaster helps because if you are under 4 feet you shouldn't buy a Pine Mountain pass."

If necessary, point out that the names for the different kinds of tickets, the columns, the sections, and the descriptions of Pine Mountain and of each type of pass help organize the information in this functional text so readers can understand and use it.

4 Use and Analyze "Frontier Fun Park"

Help the students explore how a reader might use the ticket price list by asking and briefly discussing questions such as:

- Q** *How much would it cost for two adults who want to ride the Pine Mountain roller coaster to go to Frontier Fun Park for one day if they don't have children with them? How do you know that?*
- Q** *One adult and three children want to go to Frontier Fun Park for one day. The adult doesn't want to ride the Pine Mountain roller coaster, but the children do. How much will their tickets cost? How do you know that?*
- Q** *If a family of two adults and two children wants to go to the park for two days, is it less expensive for them to get a one-day family pass each day or to get a one-week family pass? What about if they want to go to the park for three days? How do you know that?*

Students might say:

"The one-day Pine Mountain pass costs \$50. It's two of those, so \$100."

"It will cost \$160 because it's \$40 for the adult plus 3 times \$40 for the kids."

"If the family goes for two days, it's cheaper to get a one-day family pass each day. But if the family is going for three days, the one-week family pass costs less than three one-day family passes."

Facilitate a class discussion about how the functional text informs readers. Ask questions such as:

- Q *How does this functional text help readers make decisions about which tickets to buy?*
- Q *Do you think it includes enough information to help readers make decisions? Why or why not?*

Students might say:

"You can find out how much different kinds of tickets will cost."

"In addition to what [Margot] said, you can compare how much different kinds of tickets cost. Then you know which ones are the cheapest to buy."

"It helps readers make decisions because they know what is included with each ticket."

"I disagree with what [Roberto] said. It tells you what's included with different tickets, but you might not know if you're going to buy anything at the Frontier Cabin Outdoor Superstore. You don't know how much money you will save."

Briefly review the four examples of functional texts the students have read and analyzed over the past few days. Point out that functional texts don't always answer all the questions readers have. Emphasize that it is important for readers to read functional texts carefully and ask themselves whether the texts include all the information they need.

Explain that tomorrow the students will share functional texts they collected from outside the classroom and discuss how they are organized to give readers information. Remind them to bring the functional texts they have collected to school.

INDIVIDUALIZED DAILY READING

5 Think About How Texts Are Organized and Write in Reading Journals

Remind the students that this week during IDR they are reading functional texts or other expository texts. Ask the students to think as they read about how the texts are organized or how text features are used to help readers learn information. Tell the students that at the end of IDR you will ask them to write in their reading journals about what they noticed. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.

Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

TEKS 9.D.vi
TEKS 10.B.i
Student/Teacher Activity
Step 5



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 100) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 103 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have the students return to their desks and open their *Student Response Books* to the Reading Journal section. Then display the “Journal Entry” chart (WA2) and explain that today each student will write a journal entry. Also explain your expectations for what the journal entry should include.

WA2

Journal Entry

Write a journal entry about the text you are reading.

Please include:

- What kind of text you are reading (functional or expository nonfiction)
- What the text is about or the purpose of the text
- What you notice about how the text is organized or how text features are used to help readers learn information



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

Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class.

In this lesson, the students:

- Examine functional texts independently
- Share the texts with classmates
- Identify what they learn from the texts
- Explore how the texts inform readers
- Listen respectfully to the thinking of others

1 Review and Get Ready to Work Together

Have the students bring their *Student Response Books*, pencils, and the functional texts they collected outside the classroom and gather in their groups of four, facing you. Review that so far this week the students have read four examples of functional texts and thought about how the functional texts are organized to give readers information. Explain that today the students will share and discuss in their groups the functional texts they collected and continue to think about how functional texts are organized to help readers understand and use them.

Review that the students have been working on acting responsibly when they work in pairs and in groups. Ask and briefly discuss:

Q *How did your group of four act responsibly when you worked together last week?*

Explain that today the students will work in the groups of four they worked with last week. Remind the students that it will be important to listen respectfully when other people share their functional texts with the group. Ask:

Q *What can you do to be respectful when others are sharing their functional texts?*

Have a few volunteers share their thinking. Explain that you will check in with the class later to see how they did.

Students might say:

"I can look at the person who is talking."

"I can listen quietly and not interrupt."

"I can pay attention to what people are saying in case I have questions."

Materials

- Variety of functional texts, which the students and you have collected ahead
- "Questions About Functional Texts" chart (WA3)
- "Class Assessment Record" sheet (CA3)
- "Functional Texts" chart (WA1) from Day 2

Teacher Note

Distribute the functional texts you have collected to any students who did not bring in their own.

ELL Note

English Language Learners will benefit from telling you about what information is included in their functional texts before they share in their groups. You might also consider providing prompts for your English Language Learners to use when they share their functional texts (for example, “This functional text is called . . .”; “It tells readers . . .”; and “I think it is interesting because . . .”).

2 Share and Discuss Functional Texts in Groups and as a Class

Display the “Questions About Functional Texts” chart (WA3) and read the questions on it. Explain that the students will silently examine the functional texts they have collected, keeping the questions from the chart in mind.

WA3

Questions About Functional Texts

- What information does this functional text give you?
- What makes the functional text easy for readers to understand and use?
- What do you find most interesting about it?

Explain that each student will choose one functional text to share with her group. Explain that the person sharing will briefly explain what the functional text is, what information it includes, what makes it easy for readers to use, and what she finds most interesting about it. Encourage the students to ask one another questions after they share. Remind them to listen respectfully as others in the group share.



Give the students several minutes to work in their groups. Circulate among the groups and listen as they work.



CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to identify what they learn from functional texts?
- Are they able to identify how information in functional texts is organized to inform readers?

Record your observations on the “Class Assessment Record” sheet (CA3); see page 97 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to identify what they learn from functional texts and how information in functional texts is organized to inform readers, proceed with the lesson and continue on to Week 4.
- If **about half of the students** or **only a few students** are able to identify what they learn from functional texts and how information in functional texts is organized to inform readers, you might give the class additional instruction by repeating this week’s lessons using functional texts collected outside of school.

When most groups are finished, signal for the students' attention. Display the "Functional Texts" chart (C WA1) and ask volunteers to share some examples of functional texts with the class. Add any new functional texts to the "Functional Texts" chart.

3 Review the Week and Expository Text

Remind the students that functional texts are expository texts that give readers information and help them function in their everyday lives. Direct the students' attention to the "Functional Texts" chart and review that this week the students explored examples of functional texts in their *Student Response Books* and real-world functional texts from inside and outside the school. Review that reading functional texts carefully and thinking about how they are organized helps readers make sense of them. Encourage the students to continue to notice and think about functional texts in their everyday lives.

Explain that in the coming weeks the students will hear and read an expository text that is similar to a school textbook and think about how it is organized to give readers information.

4 Reflect on Listening Respectfully to Others' Thinking

Ask and briefly discuss questions such as:

- Q *How did it make you feel to have others in your group listen respectfully while you were sharing?*
- Q *How did listening to other people's thinking help you?*

EXTENSION

Create a Functional Texts Bulletin Board

Continue to have the students bring in examples of functional texts. Ask the students to share the texts with the class. Have them point out how their functional texts are organized to inform readers. Have each student glue his functional text to a large sheet of construction paper to create a poster; have the student add labels for the features that help organize the information and make it easy to use. (For example, a menu might be labeled *The menu is divided into appetizers, entrees, and desserts* and *The spicy dishes are marked with a pepper.*) Have the students hang their posters on a class bulletin board.

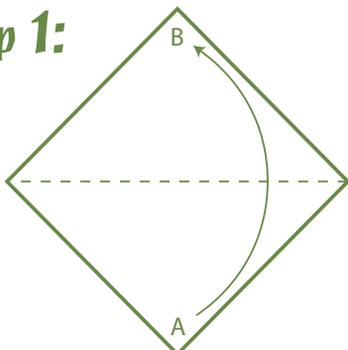
Vocabulary Note

Next week you will revisit "How to Make an Origami Cup," "Ashton Hammerheads Schedule for September 2015," and "Frontier Fun Park" to teach the Week 19 vocabulary lessons.

How to Make an Origami Cup

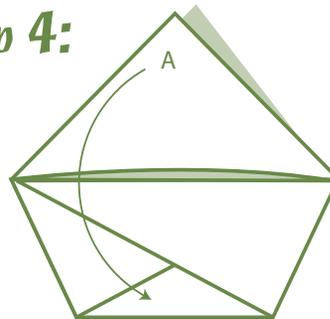
Now you can learn to make a handy cup using only a sheet of paper! Begin with a square piece of paper and follow the instructions below.

Step 1:



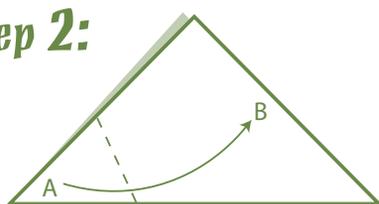
Fold your square on the diagonal, matching up corners **A** and **B**.

Step 4:



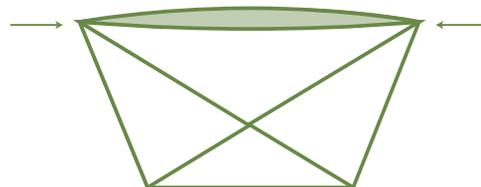
Take the top flap (flap **A**) and fold down toward you. Turn the cup over and repeat the step with the other remaining flap.

Step 2:



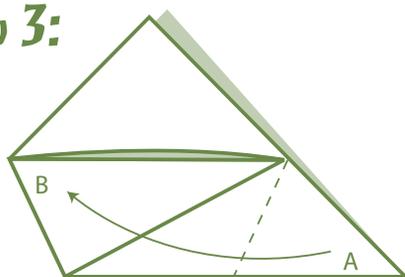
Fold corner **A** to edge **B**.

Step 5:



Gently push the sides in to form your cup. If you followed the instructions above, your cup should look like this and be able to hold water. Enjoy!

Step 3:



Fold corner **A** to corner **B**.



Ashton Hammerheads Schedule for September 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 vs. E.C. Thunder	2 vs. E.C. Thunder 12:30 P.M. 	3	4 vs. Plymouth Bobcats	5 vs. Plymouth Bobcats 12:15 P.M.
6 vs. Plymouth Bobcats	7 vs. Tulsa Knights	8 vs. Tulsa Knights	9 vs. Tulsa Knights 12:30 P.M.	10	11 vs. Winston Bears 3:00 P.M.	12 vs. Winston Bears 
13 vs. Winston Bears 12:00 P.M. 	14 vs. Lake City Buffaloes 7:00 P.M.	15 vs. Lake City Buffaloes 7:00 P.M. 	16 vs. Lake City Buffaloes 1:30 P.M.	17	18 vs. Bridgeport Pirates	19 vs. Bridgeport Pirates 1:00 P.M.
20 vs. Bridgeport Pirates 1:00 P.M. 	21	22 vs. Tri-City Cyclones	23 vs. Tri-City Cyclones	24 vs. Tri-City Cyclones 12:15 P.M.	25 vs. Hudson Hackers 1:00 P.M.	26 vs. Hudson Hackers
27 vs. Hudson Hackers 1:15 P.M.	28	29 vs. Tulsa Knights 2:00 P.M. 	30 vs. Tulsa Knights			



Hammerheads T-shirt day
(free T-shirt for first 1,500 fans)



Hammerheads cap day
(free baseball cap for all fans under age 15)



League Championship ticket raffle
(all fans entered into a drawing for four free tickets to the League Championship game)



= Hammerheads home game



= Hammerheads away game

All games begin at 6:00 P.M. unless otherwise indicated.
All home games are played at Hammerhead Stadium, Rockville Center.

Tickets \$25

Blue Line Train Schedule



Jackson St. to Rockville Center

Station Name	TRAIN 1	TRAIN 2	Station Notes
	Arrive / Depart	Arrive / Depart	
Jackson St.	11:15 / 11:20	1:25 / 1:30	Jackson St. Apartments
23rd St.	11:40 / 11:45	1:50 / 1:55	
Broadway/34th St.	12:00 / 12:05	2:10 / 2:15	Fruitvale Mall
Oakland Ave.	12:15 / 12:20	2:25 / 2:30	
Rockville Center	12:30	2:40	Hammerhead Stadium

A.M. Trains

P.M. Trains

Rockville Center to Jackson St.

Station Name	TRAIN 1	TRAIN 2	Station Notes
	Arrive / Depart	Arrive / Depart	
Rockville Center	2:30 / 2:35	3:20 / 3:25	Hammerhead Stadium
Oakland Ave.	2:45 / 2:50	3:35 / 3:40	
Broadway/34th St.	3:00 / 3:05	3:50 / 3:55	Fruitvale Mall
23rd St.	3:20 / 3:25	4:10 / 4:15	
Jackson St.	3:45	4:35	Jackson St. Apartments

A.M. Trains

P.M. Trains

TICKET PRICES:

- One-way ticket: \$1.00 plus \$0.50 per station stop. (Example: Oakland Ave. to 23rd St. is two station stops.)
- Round-trip ticket: \$2.00 plus \$0.25 per station stop. (Please keep your round-trip ticket for your return trip.)

FRONTIER FUN PARK

Home of the **Legendary PINE MOUNTAIN**

At 460 feet, Pine Mountain is the nation's highest roller coaster!
 We think it's the world's greatest, most thrilling roller coaster ever!
 You must be more than 4 feet tall to ride Pine Mountain.

SINGLE-DAY PASSES

	Adult (age 10+)	Child (age 3–9)
1-DAY BASIC PASS Includes entry to all main attractions except for Pine Mountain roller coaster	\$40.00	\$30.00
1-DAY PINE MOUNTAIN PASS Includes entry to all main attractions, including Pine Mountain roller coaster	\$50.00	\$40.00
1-DAY PINE MOUNTAIN FAMILY PASS (Up to 2 adults and 2 children ages 3–9) Includes entry to all main attractions, including Pine Mountain roller coaster		\$140.00
1-DAY PINE MOUNTAIN PLUS FAMILY PASS (Up to 2 adults and 2 children ages 3–9) Includes entry to all main attractions, including Pine Mountain roller coaster, plus a 20% discount on all purchases from the Frontier Cabin Outdoor Superstore		\$160.00

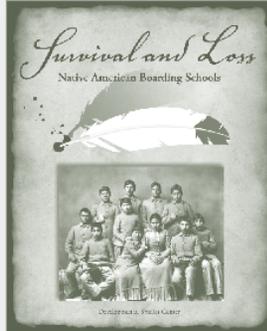
ONE-WEEK PASS

1-WEEK PINE MOUNTAIN FAMILY PASS (Up to 2 adults and 2 children ages 3–9) Includes entry to all main attractions, including Pine Mountain roller coaster, for 7 consecutive days	\$320.00
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Disclaimer:
 The safety of our guests is Frontier Fun Park's highest priority. However, Frontier Fun Park will not be liable for any injuries, damages, or losses that occur in connection with the Fun Park's activities.

Week 4

OVERVIEW



Survival and Loss: Native American Boarding Schools*

In the late 1800s and early 1900s, the U.S. government forcibly educated Native American children at off-reservation boarding schools. This book briefly describes the origin of the schools and looks closely at the impact of school life on the children and on Native American culture at large.

**This book is also used in Week 5.*



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA4

Assessment Forms

- “Class Assessment Record” sheet (CA4)
- “IDR Conference Notes” record sheet (CN1)

Reproducible

- (Optional) “First- and Secondhand Accounts of Native American Boarding Schools” (BLM2)

Professional Development Media

- “Finding, Organizing, and Presenting Online Information” tutorial (AV43)
- “Using Web-based Maps and Related Tools” tutorial (AV49)

Comprehension Focus

- Students hear and discuss an expository text.
- Students identify what they learn from an expository text.
- Students read independently.

Social Development Focus

- Students include everyone in and contribute to the group work.
- Students build on one another's thinking during small-group discussions.
- Students explain their thinking.

DO AHEAD

- ✓ Prior to each read-aloud lesson this week, show your English Language Learners the sections of *Survival and Loss: Native American Boarding Schools* that you will be reading. Point out the text features and summarize the information in the text, making sure your students have at least a surface-level understanding of the information.
- ✓ Prior to Day 1, decide which of the students' social studies textbooks you would like them to read this week and next week during IDR. If the textbook you have selected is one that is challenging for your students, plan to read from the textbook aloud with the students before having them read independently. Make sure there are enough copies of the textbook in your classroom for each student to use one during IDR.
- ✓ Prior to Day 4, make a copy of the "Class Assessment Record" sheet (CA4); see page 98 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 19 lessons this week.

Materials

- *Survival and Loss* (pages 2–5)
- “Maps of Native American Land” chart (WA4)
- *Student Response Book* page 58

In this lesson, the students:

- Hear and discuss part of an expository text
- Identify what they learn from the text
- Read independently for up to 30 minutes
- Explain their thinking
- Use discussion prompts in small-group discussions

ABOUT READING TEXTBOOKS

The students spent the first three weeks of this unit analyzing text structure to help them make sense of articles and functional texts, two kinds of expository nonfiction. The focus of the final two weeks of this unit is on analyzing text structure in textbooks. The students hear and read a book written to resemble textbooks the students might read in school. This week the students hear the book read aloud and identify and discuss what they learn from the text. Next week the students will analyze parts of the book in depth and explore three expository text structures commonly used to organize the information in textbooks: sequence, cause/effect, and compare/contrast. This week’s and next week’s lessons on exploring how expository texts are organized lay the foundation for work that the students will do in later grades. Mastery of these concepts is not expected at this point. The goal, as with all of the reading comprehension strategies, is for the students to be able to use the strategy to make sense of their independent reading.

1 Discuss Reading Textbooks

Have the students bring their *Student Response Books* and gather in their groups of four, facing you. Remind the students that they have been reading articles and functional texts and thinking about how expository nonfiction can inform readers. Explain that in the coming weeks the students will look at another kind of expository nonfiction—textbooks—and work in groups and as a class to explore how textbooks are written.

Point out that textbooks are a kind of expository text that the students read often in school. Ask:

- Q *What kinds of textbooks have you been reading this year?*
- Q *What can be hard about reading textbooks?*

Explain that the students will hear a book written in the style of a textbook. They will think about and discuss how textbooks can be

organized to give readers information, and they will use what they learn to help them make sense of their own textbooks. They will also have opportunities to explain their thinking and use discussion prompts in their groups.

2 Introduce *Survival and Loss*

Tell the students that the book you will read aloud over the next few days is titled *Survival and Loss: Native American Boarding Schools*. Show the cover and explain that this is a book written to be similar to textbooks the students read in school.

Explain that *Survival and Loss: Native American Boarding Schools* is about schools built in the late 1800s and early 1900s for children from Native American tribes. If necessary, explain that *Native American* is another term for *American Indian* and that a *boarding school* is a “school where students live away from home.”

To provide historical background, refer to a world map and explain that beginning in the 1400s, people from countries in Europe began traveling to North America by boat, looking for new land and opportunity. As greater numbers of settlers came to North America, life became more and more difficult for Native Americans. Many Native Americans died from diseases the settlers brought from Europe and from the destruction of their way of life. Those who were left had less and less land to live on.

By the mid-1800s, all of the Native American tribes in the United States had been forced to live on *reservations*, or “small areas of land set aside by the U.S. government.” Display the “Maps of Native American Land” chart (C WA4) and draw the students’ attention to the differences in the amount of land occupied by Native American tribes in 1775 and in 1894. Explain that on the reservations, the tribes did not have enough land to support themselves. The boarding schools were built because the government thought that if Native American children were educated to fit into the world outside the reservations, they could get better jobs and help support their tribes.

TEKS 10.C.i
Student/Teacher Activity
Step 3

3 Introduce the Reading

Show the table of contents of *Survival and Loss* and ask the students to turn to *Student Response Book* page 58, where the table of contents is reproduced. Read the chapter titles and headings aloud. Ask:

Q *What topics do you think you will hear about in this book?*

Have one or two volunteers share their thinking. Explain that today the students will hear the introduction and chapter 1 of the book. Explain that you will stop periodically during the reading to have them discuss what they have learned from the book up to that point.

Technology Tip

You may want to display a world map on the interactive whiteboard.

For more information, view the “Using Web-based Maps and Related Tools” tutorial (AV49).



ELL Note

Prior to each read-aloud lesson this week, show your English Language Learners the sections you will be reading. Point out the text features and summarize the information in the text, making sure your students have at least a surface-level understanding of the information.

4 Read Aloud the Introduction and Chapter 1 with Brief Section Introductions

Read the introduction and chapter 1 aloud slowly and clearly, following the procedure described below. Clarify vocabulary as you read.

Suggested Vocabulary

fashioned: made (p. 2)

present-day Oklahoma: the area that is known today as the state of Oklahoma (p. 4)

geography: layout of the land (p. 4)

confrontations: fights (p. 4)

ELL Vocabulary

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

had never learned the ways of civilization: did not think or act like people from Europe (p. 2)

citizens: people who live in a country and have legal rights and the protection of that country's government (p. 2)

tensions began to build: people started to get angry (p. 4)

game: animals that are hunted for food (p. 5)

Read aloud the first two paragraphs of the Introduction and then reread them, asking the students to listen for information they might have missed during the first reading. Ask and briefly discuss:

Q *What did you hear in the second reading that you missed in the first reading?*

Continue reading to the end of the introduction. Point out and read aloud the text box titled “Naming the Native Peoples” on page 2.

Read aloud the title of chapter 1, “Broken Promises,” and the first heading, “The Trail of Tears.” Explain that the first section of chapter 1 tells how East Coast Native American tribes were forced to leave their homelands and move west to make room for European settlers. Show the “Cherokee Removal Routes” map on page 4 and explain that the Cherokee tribes were moved from their homelands near what is now Georgia to areas in and around what is now Oklahoma.

Read “The Trail of Tears” aloud. Stop after:

p. 4 “This journey became known as the Trail of Tears.”

Ask:

Q *What did you find out in the part you just heard?*

Teacher Note

This week's read-aloud contains a lot of factual information that the students might have difficulty following. To support the students, you will briefly introduce each section before you read it. This will help to focus the students' listening on the main ideas discussed in that section.

Have one or two volunteers share what they found out. Then continue reading to the end of the section. Stop after:

p. 4 "... the population of white settlers grew."

Show the painting on page 3 and read the caption aloud. Ask and briefly discuss:

Q *What was life like for the eastern tribes who had moved to Oklahoma?*

Have a few volunteers share what they found out.

Students might say:

"I think it was hard for them because the land in Oklahoma wasn't like the land they were used to."

"I agree with what [Skylar] said. The crops they were used to growing didn't grow on the land."

"In addition to what [Truong] said, it was hard because the U.S. government kept taking land away from the Native Americans when more settlers came."

Tell the students that the next section, "The Reservations," discusses how the U.S. government tried to prevent conflict between western, or Plains, Native American tribes and the European settlers who were moving west onto their land.

Read "The Reservations" aloud; then show the accompanying illustration and read aloud the caption. Ask:

Q *What happened to the Plains tribes as the settlers moved west?*

Have a few volunteers share what they found out.

5 Discuss the Reading in Groups

Explain that you will reread part of the first chapter of the book, and then the students will discuss their thinking in groups. Reread from "The Trail of Tears," beginning on page 3 with "In 1836, the U.S. government tried to resolve its 'Indian problem' . . ." and stopping after "This journey became known as the Trail of Tears."

Explain that you will ask a question for groups to discuss. Encourage the students to use the discussion prompts during their conversations and to refer to the information in the reading to support their thinking. Use "Heads Together" to discuss:



Q *Why do you think the journey was called the Trail of Tears? Heads together.*

Have a few volunteers share what they discussed in their groups. Be ready to refer to the text to help the students support their thinking.



Technology Tip

You may want to display a map of the United States on the interactive whiteboard. Direct the students' attention to the Plains states (Montana, Wyoming, Colorado, New Mexico, North Dakota, South Dakota, Nebraska, Kansas, Oklahoma, and Texas) and indicate roughly where the tribes mentioned in the text were living in the early 1800s. The Arapaho lived in parts of what are now the states of Wyoming, Colorado, Nebraska, and Kansas. The Cheyenne lived in parts of the present-day states of Wyoming, Colorado, South Dakota, Nebraska, and Kansas. The Crow lived in what is now Montana and Wyoming. The Sioux lived in regions that are now in Montana, Wyoming, Colorado, the Dakotas, Nebraska, and Minnesota.



Facilitation Tip

Continue to practice **responding neutrally with interest** during class discussions by demonstrating genuine interest and curiosity in what the students say and by refraining from overtly praising or criticizing their responses.

Teacher Note

If necessary, review the following discussion prompts:

- "I agree with _____ because . . ."
- "I disagree with _____ because . . ."
- "In addition to what _____ said, I think . . ."

Students might say:

"I think it's called the Trail of Tears because so many people died on the journey."

"I agree with [Eileen] because it says in the book that about 4,000 people died."

"In addition to what [Sterling] said, I think it was called the Trail of Tears because the Native Americans were sad to leave their land."

Explain that you will ask another question for groups to discuss. Encourage the students to use the discussion prompts and to refer to the information in the reading to support their thinking. Use "Heads Together" to discuss:



Q *Do you think the eastern and Plains Native American tribes were treated fairly by the U.S. government? Heads together.*

Have a few volunteers share what they discussed in their groups. Be ready to refer to the text to help the students support their thinking.

Students might say:

"I don't think the tribes were treated fairly. The government gave them land and then took it away."

"I agree with what [Chan] said. The book says the reservations kept getting smaller."

"I disagree with [Janet] because I think the government had to make room for the settlers and the Native Americans didn't want to cooperate."

Explain that tomorrow the students will hear and discuss the next two chapters of the book.

6 Reflect on Group Work

Ask and briefly discuss questions such as:

Q *How did you do with explaining your thinking in your group?*

Q *How did the discussion prompts help you participate in your group discussion?*

INDIVIDUALIZED DAILY READING

7 Read for Information Independently

Tell the students that for the next two weeks they will read parts of their social studies textbooks during IDR. Ask them to think about what facts they are learning. Tell them that at the end of IDR you will ask them to share facts they learned with the class. Have the students get their textbooks, take a moment to select the sections they wish to read today, and then read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.

Teacher Note

Over the next two weeks, we recommend having the students select sections from their textbooks to read during IDR. Alternatively, you might choose to assign sections for the students to read based on content-area instruction for your grade level.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 100) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 103 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask a few volunteers to share their reading with the class. Have each volunteer share what the part she read today is about and a fact she learned. Then have the students return to their desks and put away their textbooks.



TECHNOLOGY EXTENSION

Learn More About the Trail of Tears

Show the cover of *Survival and Loss* and remind the students that they heard parts of this book earlier. Show pages 3–4 and remind the students that this part of the book tells about the Trail of Tears. Ask:

Q *What do you remember about the Trail of Tears?*

As the students respond, record their thinking where everyone can see it. If the students struggle to answer the question, read pages 3–4 and then ask the question again. Tell the students that today they will learn more about the Trail of Tears by exploring a website about it. Display the web page you have selected and read the sections you identified aloud. After reading each section, facilitate a discussion about what the students are learning by asking questions such as:

Q *What did you learn about the Trail of Tears from the section you just heard?*

Q *How did [viewing the video] help you better understand the Cherokee people’s experience on the Trail of Tears?*

As the students respond, record their thinking where everyone can see it. After exploring the web page, have the students write a paragraph that tells what they learned about the Trail of Tears. Encourage them to use facts they learned from the book *Survival and Loss* and from the web page to support their thinking.



Technology Tip

Prior to doing this activity, locate an age-appropriate web page about the Trail of Tears to share with your students. Search online using the keywords “Trail of Tears for kids” and “Indian Removal Act for kids.” Preview the web page you have selected and identify the sections you will read aloud and the features you want to show them (for example, maps, slideshows, summaries of historical events, timelines, videos, and illustrations). For more information, view the “Finding, Organizing, and Presenting Online Information” tutorial (AV43).



Materials

- *Survival and Loss* (pages 6–13)

In this lesson, the students:

- Hear and discuss part of an expository text
- Identify what they learn from the text
- Read independently for up to 30 minutes
- Include everyone in and contribute to the group work
- Use discussion prompts in small-group discussions

1 Review and Introduce the Reading

Have the students gather in their groups of four, facing you. Show the cover of *Survival and Loss* and review that the part of the book the students heard yesterday told how life changed for Native Americans as more and more European settlers came to the United States. Ask and briefly discuss:

Q *What have you found out so far about how the U.S. government treated Native Americans in the 1800s?*

Explain that the part of the book the students will hear today talks about how Native Americans continued to lose land to the settlers and about what life was like on the reservations. Explain that you will stop periodically during the reading to have the students discuss what they have learned from the book up to that point.

2 Read Aloud Chapters 2 and 3 with Brief Section Introductions

Read chapters 2 and 3 aloud slowly and clearly, as described on the next page. Clarify vocabulary as you read.

Suggested Vocabulary

treaty: agreement (p. 6)

sacred: religious (p. 6)

bison: buffalo (p. 6 caption)

self-sufficient: able to support themselves (p. 9)

fast: not eat food (p. 10)

Americanize Native American children: make Native American children more like European Americans (p. 12)

defenseless: not able to defend themselves (p. 13)

ELL Vocabulary

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

settlements: places where people live (p. 6)

nearing completion: almost finished (p. 6)

protest the broken treaty: complain about the government not doing what it agreed to (p. 7)

admitted defeat: said that they lost (p. 7)

distributed rations of food: handed out certain amounts of food (p. 8)

ceremonies: special ways of celebrating important times (p. 10)

lodges: small houses made out of wood poles covered with animal skins (p. 10)

scarce: hard to find (p. 10)

reluctantly: even though he didn't want to (p. 13)

Read aloud the chapter 2 title, “Lost Land, Lost Independence,” and the first heading, “Coast to Coast.” Explain that the first section of chapter 2 tells how the building of the transcontinental, or cross-country, railroad caused Native American tribes to lose land. Ask the students to listen for how this happened.

Read “Coast to Coast” aloud; then show the photograph and read aloud the caption on page 6. Ask:

Q *Why did the building of the railroad cause Native Americans to lose land?*

Have one or two volunteers share their thinking. Tell the students that the next section, “Chief Red Cloud and the Treaty of Fort Laramie,” talks about how the U.S. government took back land it had promised to the Sioux tribe.

Read aloud “Chief Red Cloud and the Treaty of Fort Laramie”; then show the illustration on page 7 and read aloud the caption. Ask:

Q *What did you find out in the part you just heard?*

Have one or two volunteers share what they found out.

Read aloud the next heading, “Wards of the State,” and explain that this section talks about what happened when the U.S. government decided to take over the reservations. Read aloud “Wards of the State.” Then ask:

Q *What did it mean for Native Americans to become wards of the state?*

Have one or two volunteers share their thinking. Read aloud the chapter 3 title, “Life on the Reservations,” and the first heading, “Lost Traditions.” Explain that the first section of chapter 3 tells more about life on the reservations. Read “Lost Traditions” aloud, including the quote by Geronimo. Then ask:

Q *How were the Native Americans’ traditional ways of life different from life on the reservations?*

Technology Tip

You may want to display a map of the transcontinental railroad route on the interactive whiteboard. Explain that there were already railroads throughout the eastern part of the country; the transcontinental railroad was intended to connect these eastern railroads with the West. The transcontinental railroad was built starting from Omaha, Nebraska, in the Plains and from Sacramento, California, in the West; the railroad was completed when the tracks met in Promontory, Utah, which is north and slightly west of Salt Lake City.

Teacher Note

As groups talk, listen for evidence that the students are discussing the book and understanding it. If necessary, reread parts of the text to help the students recall what they heard.

Have one or two volunteers share their thinking. Tell the students that the next two sections, “Pushed Toward the Classroom” and “The Boarding School Solution,” talk about how Native American children were pushed further and further away from their traditional ways of being educated. Read aloud “Pushed Toward the Classroom”; then show the accompanying photograph and read aloud the quote on page 11. Read aloud “The Boarding School Solution”; then show the illustration and the photograph, and read aloud the caption and the quote on page 13. Use “Heads Together” to discuss:

 **Q** *What did you find out in the sections you just heard about how education changed for Native American children? Heads together.*

Have a few volunteers share what they found out.

Students might say:

“Before they lived on the reservations, Native American children learned by watching the grownups and playing games.”

“I found out that the U.S. government built schools on the reservations but the children didn’t stay in school.”

“Captain Pratt thought that Native American children should be taken away from their tribes and be sent to boarding schools.”

“I found out that the U.S. government gave Captain Pratt an old army fort so he could build a school.”

“In addition to what [Mateo] said, Captain Pratt convinced Spotted Tail to send the children from his tribe to Captain Pratt’s school.”

3 Discuss the Reading

Explain that you will reread from the section from chapter 2 about Chief Red Cloud, and the students will discuss what they heard, in groups and as a class. Reread from “Chief Red Cloud and the Treaty of Fort Laramie,” beginning on page 7 with “When Red Cloud traveled to Washington, D.C., to protest the broken treaty . . .” and stopping after “. . . Red Cloud realized that Native Americans could never win a full-scale war against the settlers.”

Explain that you will ask a question for groups to discuss. Remind the students to include everyone in the discussion and to refer to information in the text to support their thinking. Use “Heads Together” to discuss the following question. Encourage the students to use discussion prompts to respond to one another.

 **Q** *Why do you think Red Cloud changed his mind about fighting the settlers? Heads together.*

Have a few volunteers share why they think Red Cloud changed his mind. Be ready to reread sections of the text to help the students support their thinking.

Students might say:

"I think that when he saw how many settlers there were in the East, he realized he didn't have enough soldiers to fight them."

"In addition to what [Jonathan] said, I think Chief Red Cloud thought the Native Americans could never win because the Europeans had the power to build big cities."

"I disagree with what [Yuan] said. I think Red Cloud changed his mind because when he found out the U.S. government had lied, he realized Native Americans would never be treated fairly."

Explain that tomorrow the students will hear and discuss the next part of the book.

4 Reflect on Group Work

Ask and briefly discuss questions such as:

- Q** *What did your group do to make sure everyone was included?*
- Q** *If everyone wasn't included, what do you want to do differently next time so everyone can participate?*
- Q** *Why is it important to include everyone when you are working in groups?*

INDIVIDUALIZED DAILY READING

5 Read for Information Independently

Remind the students that for the next two weeks they will read parts of their social studies textbooks during IDR. Ask them to think again today about the facts they are learning, and tell them that you would like each student to identify one fact that he finds particularly interesting or surprising. Tell the students that at the end of IDR you will ask them to share with partners the interesting or surprising facts they identified. Have the students get their textbooks, take a moment to select the sections they wish to read today, and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 100) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 103 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have the students share what they read with partners. Have each student tell his partner what the part he read today is about and an interesting or surprising fact he learned. After partners have had a chance to share, discuss as a class:

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

Remind the students that the purpose of sharing their partners' thinking is to help them develop their listening skills.

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

EXTENSION

Research Native American Chiefs

Interested students may want to do further research on Chief Red Cloud or another Native American chief, such as Sitting Bull, Crazy Horse, or Seattle. You and your students can find more information at the school or community library. Alternatively, the students might do online searches using the names of Native American chiefs or the keywords "Native American chiefs for kids."

Day 3

Read-aloud

Materials

- *Survival and Loss* (pages 14–21)

In this lesson, the students:

- Hear and discuss part of an expository text
- Identify what they learn from the text
- Read independently for up to 30 minutes
- Include everyone in and contribute to the group work

1 Review and Get Ready to Work Together

Have the students gather in their groups of four, facing you. Show the cover of *Survival and Loss* and review that the part of the book the students heard yesterday told how the U.S. government took over the reservations, how life on a reservation was different from Native American tribes' traditional ways of life, and how education began to change for Native American children. Ask and briefly discuss:

Q *What do you remember finding out in the part of the book you heard yesterday?*

Tell the students that they will be using “Heads Together” again today to talk about their thinking. Encourage them to continue to include everyone in and contribute responsibly to the group work.

2 Introduce the Reading

Explain that the part of the book the students will hear today talks about what life was like for Native American children who were sent to the boarding schools. Explain that you will stop periodically during the reading to have them discuss what they have learned from the book up to that point.

3 Read Aloud Chapters 4 and 5 with Brief Section Introductions

Read chapters 4 and 5 aloud slowly and clearly as described below. Clarify vocabulary as you read.

Suggested Vocabulary

wailed: cried (p. 14)

immersed: surrounded (p. 14)

dormitories: school buildings where many students live together (p. 16)

deliberately: on purpose (p. 17)

tom-toms: Native American drums (p. 17)

cash economy: system in which people use money to buy things (p. 21)

ELL Vocabulary

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

program: plan (p. 14)

anxious: nervous (p. 14)

in such close quarters: so close together (p. 16)

immunity: ability to fight off diseases (p. 16)

for their own good: because it would be better for them (p. 18)

Read aloud the chapter 4 title, “Boarding School Life,” and the first two headings, “The Journey” and “‘Before’ and ‘After.’” Explain that these sections tell about what it was like for Native American children to travel to the Carlisle School and what happened when the children arrived there.

Read aloud “The Journey” and “‘Before’ and ‘After.’” Ask and briefly discuss:

Q *How do you think the children felt when they arrived at school? What did you hear that makes you think that?*

Technology Tip

You may want to display a map showing the location of the Carlisle School on the interactive whiteboard. The school was in Carlisle, Pennsylvania, west and slightly south of Harrisburg, the state capital.

Have one or two volunteers share their thinking. Tell the students that the next two sections, “New Names” and “Unfamiliar Routines,” talk about what life was like for students at Carlisle and many of the other boarding schools.

Read aloud “New Names”; then read aloud the text box titled “What’s in a Name?” on page 16; then read aloud “Unfamiliar Routines.” Show the photographs on page 15 and read aloud the caption; then ask:

Q *What made it difficult for Native American children to live at the boarding schools?*

Have one or two volunteers share their thinking.

Students might say:

“They weren’t even allowed to speak their own language.”

“In addition to what [Crane] said, I think it was difficult because they got English names that didn’t mean anything to them.”

“I think it was difficult because the food they ate made them sick.”

“In addition to what [Winston] said, the children got sick because the dormitories were crowded and they weren’t immune to a lot of diseases.”

Read aloud the next two headings, “Runaways” and “Keeping Culture Alive.” Explain that these sections talk about students who tried to escape from the boarding schools and students who stayed at school but tried to hold on to their traditional ways of life.

Read “Runaways” and “Keeping Culture Alive” aloud. Ask:

Q *What did you find out in the sections you just heard?*

Have volunteers share what they found out. Then read aloud the chapter 5 title, “Lessons and Learning,” and the headings “Entering a Strange World” and “New Skills.” Explain that chapter 5 tells more about how Native American children were taught at the schools and which subjects they learned. Read “Entering a Strange World” aloud; then show the accompanying photograph on page 19 and read aloud the caption and quote. Read “New Skills” aloud; then show the photograph and read aloud the caption on page 20 and the text box on page 21.

Explain that you will ask a question for groups to discuss. Remind the students to include everyone in and contribute to the group discussion. Then use “Heads Together” to discuss:

 **Q** *What did you find out about what Native American children learned at the boarding schools? Heads together.*

Have one or two volunteers share what they discussed in their groups. Then use “Heads Together” to discuss:

 **Q** *Why do you think some children ran away from the schools? What did you hear that makes you think that? Heads together.*

Teacher Note

Circulate as groups work. Support students who are having difficulty answering the question by rereading passages from chapters 4 and 5 aloud and having the students listen for information about what life was like for Native American children at the schools. Ask questions such as:

Q *In the part you just heard, what did you find out about what life was like for the Native American children?*

Q *Do you think [having their names changed] made the students want to run away? Why do you think that?*

Have a few volunteers share what they discussed in their groups. Remind the students to use the discussion prompts to respond to one another.

4 Discuss the Reading

Facilitate a discussion about chapter 5 using the question that follows. Ask:

Q *Do you think what the children learned at the schools helped them? Explain your thinking.*

As students respond, encourage them to refer to the text to support their thinking. Be ready to reread from the text to help them.

Students might say:

"I don't think the schools helped them because they spent most of the time learning how to farm, but the land on the reservations wasn't good for farming."

"I disagree with what [Clara] said. I think if they learned about farming, they could leave the reservation when they grew up and farm somewhere else."

"In addition to what [Kenji] said, I don't think the teachers could help the children learn very well because the teachers didn't speak Native American languages."

"I agree with what [Piper] said. I don't think what the children learned made sense to them."

Explain that tomorrow the students will hear and discuss the last two chapters of the book.

5 Reflect on Group Work

Review that today the students focused on contributing their thinking during group work. Ask and briefly discuss questions such as:

Q *What did you do to make sure everyone in your group felt comfortable sharing their thinking?*

Q *Why is it important to contribute your thinking to the group discussion?*

INDIVIDUALIZED DAILY READING

6 Read for Information Independently

Ask the students to think about what facts they are learning as they read their social studies textbooks. Tell them that at the end of IDR you will ask them to share with the class facts they learned and questions they have about what they read today. Have the students get their textbooks and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.

Day 4

Read-aloud

Materials

- *Survival and Loss* (pages 22–26)
- “Class Assessment Record” sheet (CA4)



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 100) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 103 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask a few volunteers to share their reading with the class. Have each volunteer share what the part she read today is about, a fact she learned, and a question she still has about the topic. Have the students return to their desks and put away their textbooks.

In this lesson, the students:

- Hear and discuss part of an expository text
- Identify what they learn from the text
- Read independently for up to 30 minutes
- Contribute to the group work
- Explain their thinking

1 Review and Introduce the Reading

Have the students gather in their groups of four, facing you. Show the cover of *Survival and Loss* and review that the part of the book the students heard yesterday described life at the boarding schools. Ask and briefly discuss:

Q *What do you remember finding out in the part of the book you heard yesterday?*

Explain that the part of the book the students will hear today tells what happened to the Native American boarding schools and discusses the effect the schools had on the students and on Native American culture. Explain that you will stop periodically during the reading to have the students discuss what they have learned from the book up to that point.

2 Read Chapters 6 and 7 Aloud with Brief Section Introductions

Read chapters 6 and 7 aloud slowly and clearly, as described below. Clarify vocabulary as you read.

Suggested Vocabulary

suppress Native American ways: stop Native Americans from living as they did in their tribes (p. 24)

humiliated: ashamed (p. 25)

ELL Vocabulary

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

its Native American policies had failed: the government's plans to make Native Americans more like European Americans did not work (p. 22)

experts: people who are known for being good at what they do (p. 22)

nutrients: things in food that make the food healthy (p. 22)

damaged: hurt (p. 24)

faced prejudice: were treated unfairly because of their race (p. 24)

had lost the ability to communicate altogether: did not know how to talk anymore (p. 24)

final blow: last and worst thing that happened (p. 25)

exclude them: keep them out (p. 26)

Read aloud the chapter 6 title, “Boarding Schools in Question,” and the first two headings, “A Good Investment?” and “The Meriam Report.” Explain that these sections tell why the U.S. government began to think the boarding schools weren’t a good idea. Have the students listen for information about problems at the schools.

Read aloud “A Good Investment?” and “The Meriam Report.” Ask:

Q *What were some of the problems at the boarding schools?*

Have a few volunteers share their thinking. Tell the students that the next section, “Closed for Good,” talks about the closing of the schools. Read “Closed for Good” aloud; then show the photograph and read aloud the caption on page 23. Ask:

Q *What did you find out about the closing of the schools?*

Have one or two volunteers share what they found out. Read aloud the chapter 7 title, “Long-term Effects,” and the first heading, “Effects on the Students.” Explain that this section talks about what happened to children who went to the boarding schools. Read “Effects on the Students” aloud. Ask and briefly discuss:

Q *What did you find out about the effects of the schools on the students?*

Teacher Note

If necessary, briefly review the meaning of *Americanize* (“make more like European Americans”).

Teacher Note

If the students have trouble answering the question, signal for their attention and have one or two volunteers share what their groups have talked about so far, or suggest ideas such as those in the “Students might say” note on the next page. Then have groups continue working.

Have one or two volunteers share their thinking. Read aloud the next two headings, “Effects on Native American Culture as a Whole” and “Hope for the Future,” and explain that these sections talk about what effects the boarding schools had on all Native Americans and how Native Americans have tried to regain their rights.

Read aloud “Effects on Native American Culture as a Whole” and “Hope for the Future”; then show the photograph and read aloud the caption and the text box on page 26. Ask:

Q *What did you find out in the sections you just heard?*

Have a few volunteers share what they found out.

3 Discuss the Reading

Review that Captain Pratt and the U.S. government got the idea for educating Native American children at boarding schools because they thought it was important for the children to be “Americanized.” Explain that you will ask a question for groups to discuss. Remind the students to explain their thinking to one another. Use “Heads Together to discuss:



Q *Why did Captain Pratt and the U.S. government want Native American children to be Americanized? Heads together.*

Circulate and randomly select groups to observe as they work.



CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to identify what they have learned from the book?
- Are they able to explain their thinking during small-group discussions?

Record your observations on the “Class Assessment Record” sheet (CA4); see page 98 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to identify what they have learned from the book and are able to explain their thinking during small-group discussions, proceed with the lesson and continue on to Week 5.
- If **about half of the students** or **only a few students** are able to identify what they have learned from the book and are able to explain their thinking during small-group discussions, you might give the class additional instruction by repeating this week’s lessons using an alternative book before continuing on to Week 5. Visit the CCC Learning Hub (ccclearninghub.org) to view the “Grade 5 Alternative Texts” list.

Have a few volunteers share what they discussed in their groups.

Students might say:

"Captain Pratt thought it would be good for Native American children to live in the English-speaking world. He thought if they were away from their tribes, they would be more like European Americans."

"In addition to what [Charmaine] said, I think the government wanted to help Native American children fit into society more so that the children could grow up and help support their tribes. They taught subjects like English and farming so the students would be able to make a living."

"I disagree with what [Chantel] said. I think a lot of people thought the Native Americans were savages and that their way of life was not as good as the American way of life. So the U.S. government tried to wipe out Native American ways of life by Americanizing the kids."

"I think the government wanted the Native Americans to be Americanized so they wouldn't get in the way of all the settlers. I think that because there were so many problems with Native Americans attacking settlers and fighting over the land."

"In addition to what [Beto] said, I think the government wanted Native American tribes to take care of themselves so it wouldn't have to support them. I think that because the government had to give people on the reservations food and money in order for them to survive."

Facilitate a brief discussion using the following question. Encourage the students to use the discussion prompts they have learned as they participate in the discussion. Ask:

Q *What do you think of the idea of trying to Americanize Native American children at the boarding schools? Explain your thinking.*

As students respond, encourage them to refer to the text to support their thinking. Be ready to reread from the text to help them.

Students might say:

"I don't think it was a good idea because the children didn't want to go to the schools; I don't think it was fair to make them go. I think that because so many of them ran away and others didn't cooperate at the schools."

"In addition to what [Cameron] said, I don't think it was a good idea because the children had everything taken away from them. They didn't even get to keep their names."

"I agree with what [Thanh] said. The children at the schools weren't happy or healthy, and when they went back to their tribes they didn't fit in."

"I disagree with what [Amiya] said. I think it was a good idea because the government was trying to help Native Americans fit in so they could take care of themselves."

Explain that next week the students will hear and read parts of the book again and explore how the text is organized to give readers information.

4 Reflect on Group Work

Share your observations of how the students did with explaining their thinking in their groups and in the class discussion. Explain that the students will have more opportunities to explain their thinking in the coming weeks.

INDIVIDUALIZED DAILY READING

5 Read Independently and Discuss Text Features

Tell the students that as they read their social studies textbooks today, you would like them to pay particular attention to text features—such as photographs, captions, text boxes, and maps—and to think about what facts or other information they learn from the features. Explain that at the end of IDR you will ask them to share with partners text features they noticed and what they learned from those text features. Have the students get their textbooks and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 100) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 103 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have the students share what they read with partners. Have each student tell his partner what the part he read today is about, a text feature he noticed, and what the text feature helped him learn. Have the students return to their desks and put away their textbooks.

Vocabulary Note

Next week you will revisit *Survival and Loss: Native American Boarding Schools* to teach the Week 20 vocabulary lessons.

WRITING ABOUT READING

Write Opinions About First- and Secondhand Accounts of Native American Boarding Schools

Show the cover of *Survival and Loss* and remind the students that they heard this book earlier. Ask:

Q *What do you remember about this book?*

If necessary, remind the students that this is a nonfiction book about Native American boarding schools. Explain that the author who wrote *Survival and Loss* researched the topic and then used the research to write about it. Explain that since the author wrote about things he or she did not directly experience, this book is a *secondhand account* of the events.

Distribute a copy of “First- and Secondhand Accounts of Native American Boarding Schools” (BLM2) to each student. Direct the students’ attention to the first passage and explain that this is a section from *Survival and Loss* that the students heard and discussed earlier. Ask the students to follow along as you read the passage aloud and to think as they listen about how the author writes about what children experienced in Native American boarding schools. After you read the passage aloud, ask:

Q *What did you notice about the way the author writes about Native American boarding schools?*

Record the students’ ideas where everyone can see them, under the heading “Secondhand Account.”

Show the students the photograph on page 26 of *Survival and Loss* and read aloud the caption about Zitkala-Sa. Show Appendix A on page 27 and explain that this is an excerpt from a book by Zitkala-Sa about her experiences as a student at Carlisle Indian Industrial School. Explain that because Zitkala-Sa wrote about what she herself went through, it is a *firsthand account* of her experiences.

Direct the students’ attention to the second passage on BLM2, labeled “Firsthand Account,” and explain that this is a copy of the excerpt in Appendix A. Ask the students to follow along as you read aloud and to think as they listen about what they notice about how Zitkala-Sa writes and what new things they are learning about children’s experiences at Native American boarding schools. Read the passage aloud, clarifying the vocabulary you identified. After the reading, ask:

Q *What did you notice about how Zitkala-Sa writes?*

Q *What did you learn from Zitkala-Sa’s account of these events?*

Materials

- *Survival and Loss*
- Copy of “First- and Secondhand Accounts of Native American Boarding Schools” (BLM2) for each student

Teacher Note

Prior to doing this activity, visit the CCC Learning Hub (ccclearninghub.org) to access and print “First- and Secondhand Accounts of Native American Boarding Schools” (BLM2). Make enough copies for each student to have one, and set aside a copy for yourself. Preview the passages and identify vocabulary that you want to clarify as you read.



Technology Tip

To provide the students with more practice comparing first- and secondhand accounts, you might search online for television documentaries or interviews with other individuals who attended Native American boarding schools. Have the students watch portions of the documentary or interview, determine which parts are first- or secondhand accounts of the event, and discuss why they think so. Search for information online using the keywords “Native American boarding schools video interview.”

Record the students’ ideas where everyone can see them, under the heading “Firsthand Account.” Facilitate a discussion comparing the first- and secondhand accounts by asking the following questions:

- Q *How is the firsthand account similar to the secondhand account? How is it different?*
- Q *Which do you think is more interesting, the firsthand account or the secondhand account? Why?*

Tell the students that when they talk about which account of Native American boarding schools is more interesting, they are giving an opinion. Explain that people might have different opinions about the same thing, and that is fine. What matters is that they give reasons to explain their thinking. Then ask the students to watch as you think aloud and model writing about which account you think is more interesting.

You might say:

“I think the firsthand account written by Zitkala-Sa is more interesting. I’ll write: *I think the firsthand account of Native American boarding schools is more interesting.* Now I will give a reason why I think the firsthand account is more interesting, based on what we’ve read. I’ll write: *I think so because the firsthand account tells what someone who attended a Native American boarding school went through.* I want to explain how Zitkala-Sa describes what happened in her firsthand account. I’ll write: *For example, Zitkala-Sa describes the confusion kids had because they were forced to speak in a language they didn’t understand. She describes what she saw, heard, and thought. Her description helps me realize that real people just like me had these confusing, scary experiences.* I can think of another reason why I preferred the firsthand account. I’ll write: *The firsthand account is also more interesting because it includes sensory details that help me visualize what it was like at Carlisle—like ‘The door shut behind her with a click.’”*

Have the students write their own opinions about which account they think is more interesting and why. Encourage the students to refer to “First- and Secondhand Accounts of Native American Boarding Schools” (BLM2) as they write. If time permits, invite volunteers to share their writing with the class.

EXTENSIONS

Explore and Discuss Expository Text Features in *Survival and Loss*

Show expository text features in *Survival and Loss*. Read any text in the features (for example, captions) and discuss what can be learned from the text features. For example, you might show the photograph on page 11, read aloud the quote under it, and ask:

Q *What can you infer from this quote and photo about the relationship between children and older people in traditional Native American culture?*

You might show the students the “before” and “after” photographs on page 15 and discuss questions such as:

Q *Why do you think Captain Pratt took these photos of students when they arrived at Carlisle School?*

Q *What might someone looking at the photos think about the school?*

You might point out the Native American land maps on pages 24–25 and read aloud the legends of both maps. Review that maps are a text feature often found in expository nonfiction. Ask and discuss questions such as:

Q *Looking at the maps, what statements can you make about Native American land? How do you know that?*

Q *How do these maps give readers information?*

Read and Discuss the Final Sections of *Survival and Loss*

Show and read aloud the sections “The Word ‘No’” and “Major Events in Native American History” on pages 27 and 28 of *Survival and Loss*. Then show the glossary (page 29) and the index (page 30). Discuss the function of each section by asking questions such as:

Q *How do you think the [passage written by Zitkala-Sa] might help a reader make sense of this book?*

Q *What do you notice about the [“Major Events in Native American History” timeline]? How might a reader use it?*

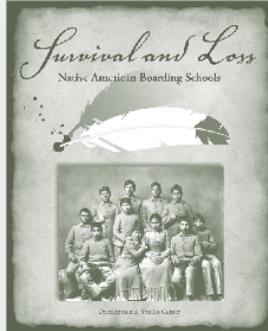
Q *What information does the [glossary] provide? How is that helpful to a reader?*

Q *How do you think the [index] might help a reader?*

TEKS 9.F.i
Student/Teacher Activity
First Extension on p. 465

Week 5

OVERVIEW



Survival and Loss: Native American Boarding Schools*

In the late 1800s and early 1900s, the U.S. government forcibly educated Native American children at off-reservation boarding schools. This book briefly describes the origin of the schools and looks closely at the impact of school life on the children and on Native American culture at large.

**This book was also used in Week 4.*



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA5–WA6

Assessment Forms

- “Class Assessment Record” sheet (CA5)
- “IDR Conference Notes” record sheet (CN1)
- “Individual Comprehension Assessment” record sheet (IA1)

Reproducible

- Unit 7 family letter (BLM1)

Comprehension Focus

- Students use text structure to analyze an expository text.
- Students explore how information can be organized in expository text.
- Students explore the text structures of sequence, cause/effect, and compare/contrast in an expository text.
- Students read independently.

Social Development Focus

- Students work in a responsible way during group work.

Ⓜ DO AHEAD

- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA5); see page 99 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 20 lessons this week.

Materials

- *Survival and Loss*
- *Student Response Book* pages 58–60
- “Expository Text Structures” chart (WA5)

In this lesson, the students:

- Use text structure to analyze an expository text
- Explore sequence in the text
- Explore how information can be organized in expository text
- Read independently for up to 30 minutes
- Work in a responsible way during group work

1 Get Ready to Work Together

Have the students bring their *Student Response Books* and gather in their groups of four, facing you. Explain that for the past several weeks the students have been working on how to be responsible group members. They have been making an effort to include everyone in their group discussions, use discussion prompts, and contribute their thinking and ideas to their small-group discussions. Ask the students to continue to work responsibly during their small-group discussions this week.

2 Review *Survival and Loss*

Remind the students that last week they heard *Survival and Loss: Native American Boarding Schools*, a book written like many social studies textbooks. Show the cover and then have the students turn to *Student Response Book* page 58, “Contents from *Survival and Loss*.” Remind the students that this is the table of contents from the book. Ask the students to read it silently. Then use “Heads Together” to discuss:



Q *What did you learn in each chapter? Heads together.*

Signal for the students’ attention. As a class, discuss the following question:

Q *What are some things you learned about Native American boarding schools from *Survival and Loss*?*

Explain that it can be helpful in understanding textbooks to think about how the information is organized. Tell the students that they will use *Survival and Loss* this week to explore three different ways information can be organized in nonfiction text. They will then use this information to help them make sense of their own textbooks.

Teacher Note

If the students struggle with this question, consider rereading sections of the book and asking the question again.

3 Introduce and Discuss Sequence of Events

Referring to the table of contents from *Survival and Loss on Student Response Book* page 58, explain that the author made deliberate choices when deciding what the chapters would be about and their order in the book.

Read the chapter titles aloud and point out that the text is organized by discussing events in the order in which they happened: the book begins by describing how the U.S. government forced Native American tribes onto reservations to make room for settlers (“Broken Promises” and “Lost Land, Lost Independence”), explores how conditions on the reservations led to the creation of the first boarding school (“Life on the Reservations”), describes how the children lived and what they learned at the boarding schools (“Boarding School Life” and “Lessons and Learning”), explains the closing of the schools (“Boarding Schools in Question”), and traces the effects of the schools from then to the present day (“Long-term Effects”). Explain that when events are written in the order in which they occurred, we say that they are organized in a *sequence*.

Have the students turn to *Student Response Book* pages 59–60, “Excerpt from *Survival and Loss* (1).” Explain that this is the section titled “The Trail of Tears” from the first part of chapter 1. Tell the students that this is another example of information organized in a sequence. Ask the students to follow along as you read the text aloud, and ask them to notice how the author uses sequence to organize the information. Read the entire section aloud, and then briefly discuss the following question:

Q *What do you notice about how the author uses sequence to organize information in this passage?*

Students might say:

“I notice that the passage starts in 1836 and ends in 1838.”

“In addition to what [Michael] said, it describes how some tribes fought against leaving their homelands, and then it tells what the U.S. government did to make them leave.”

If necessary, point out that the passage describes events in the order that they happened, from the two-year warning in 1836 to the forced removal of the Cherokee tribes in 1838.

4 Introduce the “Expository Text Structures” Chart

Display the “Expository Text Structures” chart. Direct the students’ attention to the chart title and explain that *expository text structures* are “ways that authors organize information in expository texts.” Write *sequence* on the chart and explain that recognizing when information is organized in a sequence can help the students make sense of the nonfiction texts they read.

ELL Note

Prior to today’s lesson, consider reviewing the reading with your English Language Learners, checking to make sure they understand the material.

TEKS 9.D.iii

TEKS 9.D.vi

Student/Teacher Narrative

Step 3

Expository Text Structures

- *sequence*

Teacher Note

Save the “Expository Text Structures” chart (WA5) to use on Day 2.

Explain that you will add to the chart in the coming days as the students explore other ways information can be organized.

Explain that the students will explore another expository text structure in *Survival and Loss* tomorrow. Encourage them to look for information organized in a sequence when they read expository texts independently.

INDIVIDUALIZED DAILY READING

5 Read for Information Independently and Think About Sequence

Ask the students to think about what facts they are learning as they read their social studies textbooks and to notice whether the part they read today is organized in a sequence. Tell them that at the end of IDR you will ask them to share with the class what they discovered. Have the students get their textbooks and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 100) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 103 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask a few volunteers to share their reading with the class. Have each volunteer share what the part he read today is about, a fact he learned, and whether the text he read is organized in a sequence. Have the students return to their desks and put away their textbooks.

In this lesson, the students:

- Use text structure to analyze an expository text
- Explore cause/effect relationships in the text
- Explore how information can be organized in expository text
- Read independently for up to 30 minutes
- Work in a responsible way during group work

1 Review the “Expository Text Structures” Chart

Have the students bring their *Student Response Books* and gather in their groups of four, facing you. Remind the students that they read a passage from chapter 1 of *Survival and Loss* yesterday and thought about the sequence of events in the passage. Display the “Expository Text Structures” chart (WA5) and review that sequence is one expository text structure, or one way expository text can be organized. Explain that today the students will explore another way information can be organized.

2 Introduce and Discuss Cause/Effect Relationships

Have the students turn to *Student Response Book* pages 61–62, “Excerpt from *Survival and Loss* (2).” Explain that this is the section titled “Wards of the State” from chapter 2 of the book. Ask the students to follow along as you read. Read the first two paragraphs of “Wards of the State” aloud slowly and clearly. Ask:

- Q** *What effect did being made wards of the state have on Native Americans? What sentence tells you that?*

Have a few volunteers share their thinking.

Students might say:

“Being made wards of the state made it so Native Americans could not take care of themselves.”

“I agree with [Jamie] because the book says ‘they no longer had the resources they needed to make a living.’”

Review that being made wards of the state had an effect on Native Americans; it made them unable to make a living and forced them to depend on the government.

Materials

- *Survival and Loss*
- “Expository Text Structures” chart (WA5) from Day 1
- *Student Response Book* pages 61–64

ELL Note

Prior to today’s lesson, consider reviewing the reading with your English Language Learners, checking to make sure they understand the material.

TEKS 9.D.iii
Student/Teacher Activity
Step 2

Teacher Note

You might remind the students that earlier in the year they discussed cause/effect relationships in the books *Hurricanes* and *Global Warming*.

Teacher Note

If your students struggle to recognize cause/effect relationships, point out a few of these relationships in the passage: the discovery of gold in California (cause), which resulted in the westward migration of white settlers hoping to make their fortunes (effect) and the passage of settlers through Native American land (effect); the disrespectful treatment of the land by settlers (cause), which resulted in confrontations between Native Americans and settlers (effect); the increase in violent confrontations between Native Americans and settlers (cause), which led to the passage of the Indian Appropriation Act (effect) and the creation of the reservations (effect); the U.S. government promising the same land to more than one tribe (cause), which resulted in the tribes fighting over available resources (effect).

Teacher Note

Save the “Expository Text Structures” chart (WA5) to use on Day 3.

Point out that cause/effect relationships, or relationships in which one thing causes another thing to happen or affects another thing, are often found in expository text. Explain that being made wards of the state caused the effect of making Native Americans unable to take care of themselves.

Display the “Expository Text Structures” chart (WA5) and write *cause/effect* on it.

Expository Text Structures

- *sequence*
- *cause/effect*

WA5

Direct the students’ attention to the third paragraph of the “Wards of the State” section and ask them to follow along as you read the rest of the section aloud slowly and clearly. Ask and briefly discuss:

Q *What cause/effect relationships do you notice in the part you just heard?*

Students might say:

“The reservations were on land no one else wanted because the soil was bad. The effect of that was that the Native Americans could not use the land for farming.”

“In addition to what [Jeffrey] said, the Native Americans couldn’t farm because they didn’t know how to farm like European Americans.”

“A lot of bison were killed during the building of the railroad. That caused the effect that there were not enough bison for Native Americans to hunt.”

Have the students turn to *Student Response Book* pages 63–64, “Excerpt from *Survival and Loss* (3).” Explain that this is the section titled “The Reservations” from chapter 1. Ask the students to silently reread the passage to themselves. Then use “Heads Together” to discuss:

 **Q** *What cause/effect relationships do you notice? Heads together.*

Have a few volunteers share with the class. Remind the students that the purpose of exploring expository text structures is to help them better understand texts they read independently by recognizing how the texts are organized. Encourage them to look for information organized in a sequence and cause/effect relationships in expository texts they read independently.

3 Reflect on Group Work

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

- Q *What did you do to take responsibility during “Heads Together” today?*
- Q *What problems did you have in your group? How did you try to solve those problems? What can you do next time to avoid those problems?*

Explain that the students will continue to explore relationships in *Survival and Loss* tomorrow.

INDIVIDUALIZED DAILY READING

4 Read Independently and Think About Information and Text Structures

Ask the students to think about what facts they are learning as they read their social studies textbooks and to notice whether the part they read today is organized using the expository text structure of sequence or cause/effect. Tell them that at the end of IDR you will ask them to share with partners what they discovered. Have the students get their textbooks and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.

TEKS 9.D.iii
Student/Teacher Activity
Step 4



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 100) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 103 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have the students share what they read with partners. Have each student tell her partner what the part she read today is about, a fact she learned, and whether the text is organized using sequence or cause/effect. Have the students return to their desks and put away their textbooks.

Materials

- *Survival and Loss*
- *Student Response Book* pages 65–70
- “Expository Text Structures” chart (WA5) from Day 2

Teacher Note

Today’s lesson may take longer than usual to complete. You might consider stopping after Step 3 and then completing the remainder of the lesson at another time.

ELPS 4.F.vi
ELPS 4.F.vii
 Step 2 and ELL Note on page 475

In this lesson, the students:

- Use text structure to analyze an expository text
- Explore sequence, cause/effect relationships, and compare/contrast relationships in the text
- Explore how information can be organized in expository text
- Read independently for up to 30 minutes
- Work in a responsible way during group work

1 Review Cause/Effect Relationships

Have the students get their *Student Response Books* and pencils and sit at desks with groups of four together. Remind the students to continue to work responsibly during their group work today by contributing ideas and including everyone.

Review that the students have learned about sequence and cause/effect relationships in expository text and that yesterday they discussed a cause/effect relationship between the Native Americans becoming wards of the state and the tribes’ ability to support themselves. Ask and briefly discuss:

Q *How did being made wards of the state affect Native Americans living on the reservations?*

Remind the students that before European settlers came to North America, Native Americans lived very differently. Ask and briefly discuss:

Q *How was the way Native Americans lived on their own land different from the way they lived on the reservations?*

2 Introduce and Discuss Compare/Contrast Relationships

If necessary, remind the students that before Native American tribes were forced onto reservations, they were very connected to their land. Their traditions reinforced their connection to the land and their appreciation of nature’s gifts. They lived by hunting wild animals and by cultivating whatever crops grew naturally in the areas where they lived. They built houses and made tools and other goods out of wood, animal skins, reeds, and other materials that came from the land. Most reservation land, on the other hand, could not sustain crops and had few natural resources. Native Americans were unable to hunt or farm enough to make a living, and because they were not able to live off the land, their traditions no longer made sense. Point out that this is an

example of another text structure that can be found in expository text: the compare/contrast relationship, in which the author describes the similarities and/or differences between two things.

Point out that in much the same way that life on the reservations was different for Native Americans from life on their own land, life at the boarding schools was different for Native American children from life at home with their tribes.

Have the students turn to *Student Response Book* pages 65–67, “Excerpt from *Survival and Loss* (4).” Explain that this excerpt includes two sections from chapter 4 of the book. Ask the students to follow along as you read aloud the section titled “‘Before’ and ‘After.’” Read it aloud slowly and clearly. Then ask:

Q *How were the clothes and customs that were forced on the children when they arrived at the Carlisle School [similar to/different from] what they were used to? What words or sentences tell you that?*

Students might say:

“The clothes and customs were different because the children weren’t allowed to wear or keep anything they brought with them, even their special necklaces. One sentence says, ‘Everything was placed in a pile and burned.’”

“In addition to what [Stanley] said, things were different because the children were used to loose clothing, and the clothes they were given to wear were very stiff and uncomfortable.”

“The boys were used to having long hair, but when they got to school, their hair was cut short.”

Ask the students to turn to *Student Response Book* page 67 and read the passage titled “Unfamiliar Routines” independently, noticing compare/contrast relationships in the text. After the students have had sufficient time to read the passage, call for their attention and use “Heads Together” to discuss:



Q *What compare/contrast relationships did you notice in this passage? Heads together.*

3 Add to the “Expository Text Structures” Chart

Display the “Expository Text Structures” chart (WA5) and add *compare/contrast* to it.

Expository Text Structures

- *sequence*
- *cause/effect*
- *compare/contrast*

WA5

ELL Note

Consider reviewing this material with your students prior to today’s lesson.

Teacher Note

The passage discusses the contrast between the day-to-day life the children had been used to and the routine at the boarding schools.

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

Teacher Note

Some examples of relationships in chapter 6 are: "The Carlisle school opened in 1879. . . . By 1902, there were 25 boarding schools in 15 states . . ." (sequence); "The report was embarrassing for the U.S. government By the 1930s, most of the boarding schools, including Carlisle, had been closed for good" (cause/effect); "At the time of the Meriam Report, almost 80 percent of Native American school-aged children were in boarding schools. . . . By the 1930s, most of the boarding schools, including Carlisle, had been closed for good" (compare/contrast).

Facilitation Tip

Reflect on your experience over the past five weeks with **responding neutrally with interest** during class discussions. Does this practice feel natural to you? Are you integrating it into class discussions throughout the school day? What effect is it having on the students? We encourage you to continue to try this practice and to reflect on students' responses as you facilitate class discussions in the future.

Teacher Note

Save the "Expository Text Structures" chart (WA5) to use on Day 4.

Review all of the items on the chart and explain that today the students will get more practice in recognizing information organized in a sequence, cause/effect relationships, and compare/contrast relationships.

ELPS 2.I.v
Step 4

4 Identify Expository Text Structures and Record in Double-entry Journals

Have the students turn to *Student Response Book* pages 68–69, "Excerpt from *Survival and Loss* (5)." Explain that this excerpt is chapter 6 of the book. Explain that they will read the chapter individually and practice recognizing information organized in a sequence and recognizing cause/effect and compare/contrast relationships. They will record the examples in a double-entry journal. Ask them to turn to *Student Response Book* page 70, "Double-entry Journal About *Survival and Loss*." Point out that the three different expository text structures are listed in the left-hand column. The students will record examples from the text for each expository text structure in the right-hand column.

As the students work, circulate and ask them the following questions to help them think about how information is organized in the text:

- Q *What happened with the boarding schools between 1879 and 1902?*
- Q *What caused the U.S. government to send Lewis Meriam and his team to report about the conditions on reservations and in boarding schools?*
- Q *How did what the U.S. government hoped the boarding schools would accomplish compare with what actually happened?*

If the students have difficulty identifying expository text structures, identify a few together as a class.

5 Discuss the Double-entry Journals

When the students have had time to record the examples in their own double-entry journals, call for their attention. Facilitate a class discussion by asking:

- Q *What is an example of [sequence] in the reading? How do you know?*
- Q *How does recognizing this [compare/contrast relationship] help you understand what the text is saying about why the boarding schools were closed?*
- Q *How did you work responsibly during this lesson?*

Explain that tomorrow the students will have an opportunity to look for information organized in a sequence, cause/effect relationships, and compare/contrast relationships in expository texts they read independently.

INDIVIDUALIZED DAILY READING

6 Read Independently and Think About Information and Text Structures

Ask the students to think about what facts they are learning as they read their social studies textbooks and to notice whether the part they read today is organized using the expository text structure of sequence, cause/effect, or compare/contrast. Tell them that at the end of IDR you will ask them to share with partners what they discovered. Have the students get their textbooks and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 100) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 103 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have the students share what they read with partners. Have each student tell his partner what the part he read today is about, a fact he learned, and whether the text is organized using sequence, cause/effect, or compare/contrast. Have the students return to their desks and put away their textbooks.

EXTENSION

Analyze Paired Texts About Native American Boarding Schools

If the students are interested in learning more about Native American boarding schools, you might extend the exploration by reading aloud and discussing a fictional treatment of the subject. Fictionalized accounts include *My Name is Seepetza* by Shirley Sterling, *As Long as the Rivers Flow* by Larry Loyie, *Home to Medicine Mountain* by Chiori Santiago, and *Shi-shi-etko* and *Shin-Chi’s Canoe* by Nicola I. Campbell.

Prior to reading the book, have the students discuss facts they learned about Native American boarding schools in *Survival and Loss* and what they still wonder about the topic. Then point out that fiction authors are free to mix facts with invention (things they have made up), which means that works of fiction are not necessarily factually correct. But

Teacher Note

These books vary in length and difficulty. If you select a longer book, you might read a few chapters of it or set aside time to read it over several days.

Sugar Falls: A Residential School Story, by David Alexander Robertson, is a graphic novel that deals with the same subject matter. You might preview the novel, have interested students read it independently, and then discuss some of the questions on the next page with them.

Teacher Note

You might have the students record what they learned about Native American boarding schools in a double-entry journal. You might have them title one column “What I Learned About Native American Boarding Schools from a Nonfiction Book” and the other column “What I Learned About Native American Boarding Schools from a Fiction Book.”

fiction can help readers understand what people at certain times in history might have felt, thought, and experienced. Fictional accounts of history can give an “inside look” into a time and place in a way that expository nonfiction books cannot. Ask and discuss:

Q *Keeping in mind that fiction does not always stick to the facts, what might you learn about Native American boarding schools from a fictional account?*

Have volunteers share their thinking. Then read aloud the fiction book, stopping periodically to ask the students what they are learning about the experiences of children who attended Native American boarding schools. Ask questions such as:

Q *What have you learned so far about the experiences of children who attended Native American boarding schools?*

Q *What has been especially surprising or interesting so far?*

After the reading, take some time to review what the students learned from the fiction book and what they learned from *Survival and Loss*. Encourage the students to compare the two texts and make text-to-text connections by asking questions such as:

Q *How are the books *Survival and Loss* and [Shi-shi-etko] the same? How are they different?*

Q *How is each book organized?*

Q *Which book did you like better? Why?*

Day 4

Independent Strategy Practice

Materials

- “Expository Text Structures” chart (WA5) from Day 3
- Self-stick notes for each student
- “Class Assessment Record” sheet (CA5)
- “Journal Entry” chart (WA6)
- *Student Response Book*, Reading Journal section
- Copy of this unit’s family letter (BLM1) for each student

In this lesson, the students:

- Read independently
- Use text structure to analyze an expository text
- Explore sequence, cause/effect relationships, and compare/contrast relationships in the text
- Explore how information can be organized in expository text
- Write in their reading journals
- Work in a responsible way during group work

1 Review the “Expository Text Structures” Chart

Have the students get their *Student Response Books*, pencils, and textbooks and sit at desks in their groups of four. Remind the students that over the past several days they have been exploring relationships in

expository text. Display the “Expository Text Structures” chart (C WA5) and remind the students that expository text uses text structures such as sequence, cause/effect relationships, and compare/contrast relationships to organize information. Explain that today the students will practice recognizing these expository text structures as they read their own textbooks independently.

2 Read Textbooks Independently Without Stopping

Distribute several self-stick notes to each student. Have the students take a moment to select the sections of the textbook they wish to read today. Ask them to mark where they will start reading today with self-stick notes and then read independently for 10–15 minutes.

3 Think About Expository Text Structures and Prepare to Reread

After 10–15 minutes, stop the students and ask them to think silently to themselves for a moment about the following questions:

- Q *What is your reading about?*
- Q *Did you notice information organized in a sequence in your reading? If so, what is the time frame in which the sequence is happening?*
- Q *Did you notice a cause/effect relationship in your reading? If so, what is the cause and what is the effect?*
- Q *Did you notice a compare/contrast relationship in your reading? If so, what is being compared?*

Explain that the students will reread the same sections they just read. As they reread, they will mark with self-stick notes any instances where they notice information organized in a sequence, cause/effect relationships, and compare/contrast relationships. Encourage them to think about how recognizing these expository text structures helps them understand what they are reading.

4 Reread Independently and Mark with Self-stick Notes

Have the students reread independently for 10 minutes, marking selections with self-stick notes as they read. Circulate and look for evidence that the students are recognizing expository text structures as they read.



CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to identify how the textbook is organized?
- Do they recognize sequence, cause/effect relationships, and compare/contrast relationships in their reading?

Record your observations on the “Class Assessment Record” sheet (CA5); see page 99 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to identify how the textbook is organized, proceed with the lesson and continue on to Unit 8.
- If **about half of the students** or **only a few students** are able to identify how the textbook is organized, you might give the class additional instruction by repeating Day 4 using different sections of the textbook or a different textbook before continuing on to Unit 8.

Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit’s Individual Comprehension Assessment.

Teacher Note

If some students are reading sections of the textbook that do not include any of the three expository text structures taught this week, you might invite them to instead write about the most interesting things they learned from their reading today.

ELL Note

Consider having students with limited English proficiency dictate journal entries for you to write down.

5 Write in Reading Journals About the Students’ Independent Reading

Display the “Journal Entry” chart (WA6) and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

WA6

Journal Entry

Write a journal entry about the section you are reading.

Please include:

- The title of the section
- What the part you read today is about
- Whether you notice a sequence of events in your reading and, if so, what is the time frame in which the sequence of events is happening
- Whether you notice a cause/effect relationship in your reading and, if so, what is the cause and what is the effect
- Whether you notice a compare/contrast relationship in your reading and, if so, what is being compared



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

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

6 Discuss the Journal Entries in Groups and as a Class

Have the students use “Heads Together” to discuss:



Q *What did you write about in your reading journals? Heads together.*

Have a few volunteers each share a journal entry with the class. Remind each student to say the title of the section he read today and a few words about its topic. Facilitate a discussion by asking:

Q *What questions can we ask [Franklin] about the expository text structure he noticed?*

Q *[Franklin], how does recognizing [compare/contrast relationships] help you better understand the topic you're reading about?*

Remind the students that the purpose of studying expository text structures is to help them make sense of their own independent reading. Encourage them to continue to look for expository text structures as they read expository texts during IDR and throughout the school day.

7 Reflect on Taking Responsibility

Ask and briefly discuss questions such as:

Q *What did you do to work responsibly this week?*

Q *What do you want to continue to work on the next time you work with a partner or in a group?*

WRITING ABOUT READING

Write Opinions About Nonfiction

Remind the students that they have heard, read, and discussed several nonfiction texts this year. Show the covers of the expository nonfiction books you have collected and remind the students that expository nonfiction texts provide information about specific topics and are not told like stories. Ask:

Q *What other types of expository nonfiction texts did we talk about besides books? What were some of the topics of those texts?*

If necessary, remind the students that they heard, read, and discussed expository nonfiction articles about subjects like cloning and children's use of cell phones, as well as a variety of functional texts including instructions and schedules. Point out that, in addition to the read-alouds, the students have read many other examples of nonfiction during IDR and Independent Strategy Practice.

Vocabulary Note

Next week you will revisit *Survival and Loss: Native American Boarding Schools* to teach the Week 21 vocabulary lessons.

Teacher Note

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

Materials

- Expository read-aloud books from Units 2, 3, 6, and 7, collected ahead

Teacher Note

Prior to doing this activity, collect the following read-alouds from Units 2, 3, 6, and 7: *Rainforests*, *Great Women of the American Revolution*, *Big Cats*, *Hurricanes*, *Global Warming*, and *Survival and Loss*.

First in pairs, and then as a class, discuss:

Q *What type of nonfiction do you most enjoy? Why? Turn to your partner.*

Q *What nonfiction topics are most interesting to you? Turn to your partner.*

Have a few volunteers share their thinking.

Students might say:

"I like functional texts best because they help you figure out how to do and make things."

"I like reading people's opinions about topics like whether kids should go to all-girls or all-boys schools because they get me thinking about my own opinions."

"I like books of interesting facts about nature because I love nature."

Point out that when people talk about what they like most or what they find the most interesting, they are giving *opinions*, or telling what they think about things. Remind the students that people may have different opinions about the same thing, and that is fine. What is important is that they explain their thinking. Ask the students to watch as you think aloud and model writing opinions about nonfiction.

You might say:

"I'll write: *The type of nonfiction texts I most enjoy are expository nonfiction books about psychology, or the study of the human mind.* I want to give a reason for my opinion. I'll write: *I like reading about those things because I always learn something that helps me be a better teacher, coworker, parent, partner, and friend.* I want to add more detail about my opinion. I'll write: *I learn how to handle my feelings better and get a better understanding of why people behave the way they do.*"

Have the students write their own opinion paragraphs about nonfiction they enjoy. Remind them to give reasons for their opinions. If time permits, ask a few volunteers to share their writing with the class.

End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 7. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit's family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.

Assessments

- Before continuing on to the next unit, take this opportunity to assess individual students' reading comprehension using the "Individual Comprehension Assessment" record sheet (IA1); see page 104 of the *Assessment Resource Book*.
- (Optional) Prior to beginning the next unit, you might wish to prepare the students for an end-of-year reading assessment task by teaching the Answering Questions in Response to Text unit in the *Reading Assessment Preparation Guide*. For more information, see "Teaching the Unit" in the Introduction of the *Reading Assessment Preparation Guide*.

Unit 8

Determining Important Ideas and Summarizing

NARRATIVE NONFICTION AND FICTION

During this unit, the students continue to make inferences to understand text. They also think about important ideas and supporting details in texts and use important ideas to build summaries. During IDR, the students think about the comprehension strategies they use when reading independently. They also identify important ideas and supporting details and practice summarizing, and they continue to confer with the teacher individually about the texts they are reading. Socially, they give reasons for their opinions, discuss their opinions respectfully, and reach agreement before making decisions. They also learn how to support one another when working independently and how to give feedback in a caring way.

Unit 8

Determining Important Ideas and Summarizing

RESOURCES

Read-alouds

- *A River Ran Wild*
- *Harry Houdini: Master of Magic*
- “Mrs. Buell” from *Hey World, Here I Am!*

Writing About Reading Activities

- “Write About Visualizations of *A River Ran Wild*”
- “Make Inferences About Harry Houdini/Ehrich Weiss”



Technology Mini-lessons

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



Technology Extensions

- “Learn More About the Nashua River”
- “Meet the Author: Lynne Cherry”
- “Research and Write About a Local River”
- “Compare *A River Ran Wild* with a Video Interview About the Nashua River Clean-up”
- “Explore Interactive Activities That Focus on Important Ideas and Supporting Details”
- “Learn More About Harry Houdini”



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA13

Assessment Forms

- “Class Assessment Record” sheets (CA1–CA4)
- “IDR Conference Notes” record sheet (CN1)
- “Individual Comprehension Assessment” record sheet (IA1)

Reproducibles

- Unit 8 family letter (BLM1)
- (Optional) “Excerpts from *A River Ran Wild*” (BLM2)
- (Optional) “Excerpt from *Richard Wright and the Library Card*” (BLM3)

Professional Development Media

- “Using ‘Think, Pair, Write’” (AV10)
- “Responding Neutrally with Interest” (AV23)
- “Using Web-based Whiteboard Activities” tutorial (AV42)
- “Finding, Organizing, and Presenting Online Information” tutorial (AV43)
- “Using Web-based Maps and Related Tools” tutorial (AV49)

RESOURCES (continued)

Extensions

- “Explore Text Features in *A River Ran Wild*”
- “Learn More About Protecting the Environment”
- “Explore Important Ideas and Supporting Details in *Richard Wright and the Library Card*”
- “Explore Important Ideas and Supporting Details in Another Passage from *Harry Houdini*”
- “Explore First-person Point of View in ‘Mrs. Buell’”
- “Analyze the Students’ Summaries”

Assessment Resource Book

- Unit 8 assessments

Student Response Book

- “Think, Pair, Write About *A River Ran Wild*”
- “Excerpt from *A River Ran Wild* (1)”
- “Excerpt from *A River Ran Wild* (2)”
- “Summary of *A River Ran Wild*”
- (Optional) “Summary of *Richard Wright and the Library Card*”
- “Mrs. Buell”
- “Summary of _____”
- Reading Log
- Reading Journal

Vocabulary Teaching Guide

- Week 21 (*Survival and Loss: Native American Boarding Schools*)
- Week 22 (*A River Ran Wild*)
- Week 23 (*Harry Houdini: Master of Magic*)
- Week 24 (“Mrs. Buell”)

Unit 8

Determining Important Ideas and Summarizing

DEVELOPMENT ACROSS THE GRADES

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

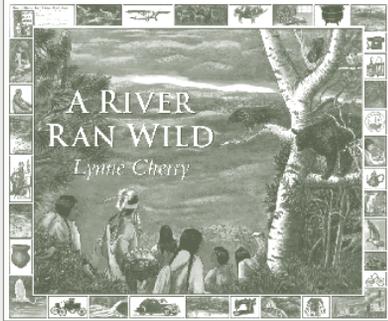
■ formally taught □ informally experienced

GRADE 5 OVERVIEW

	Day 1	Day 2	Day 3	Day 4
Week 1	<p>Read-aloud: <i>A River Ran Wild</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing and discussing a narrative nonfiction story Making inferences about the story 	<p>Strategy Lesson: <i>A River Ran Wild</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing and discussing part of a narrative nonfiction story again to build comprehension Making inferences about the story Thinking about what is important in the story 	<p>Guided Strategy Practice: <i>A River Ran Wild</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing and discussing part of a narrative nonfiction story again to build comprehension Making inferences about the story Thinking about important ideas in the story 	<p>Strategy Lesson: <i>A River Ran Wild</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Determining important ideas and supporting details in a narrative nonfiction story
Week 2	<p>Strategy Lesson</p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing, reading, and discussing summaries Exploring what a summary is 	<p>Read-aloud: <i>Harry Houdini</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing and discussing part of a narrative nonfiction story Using schema to tell what they know about the topic before listening to the story Making inferences about the story 	<p>Guided Strategy Practice: <i>Harry Houdini</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing and discussing part of a narrative nonfiction story again to build comprehension Determining important ideas and supporting details in the story 	<p>Strategy Lesson</p> <p>Focus:</p> <ul style="list-style-type: none"> Building a summary as a class Writing in their reading journals
Week 3	<p>Read-aloud: "Mrs. Buell"</p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing and discussing a fiction story Identifying important ideas in the story 	<p>Guided Strategy Practice</p> <p>Focus:</p> <ul style="list-style-type: none"> Identifying important ideas in a fiction story Taking notes about important ideas 	<p>Guided Strategy Practice</p> <p>Focus:</p> <ul style="list-style-type: none"> Identifying important ideas in a fiction story Taking notes about important ideas Writing in their reading journals 	<p>Guided Strategy Practice</p> <p>Focus:</p> <ul style="list-style-type: none"> Building a summary as a class
Week 4	<p>Independent Strategy Practice</p> <p>Focus:</p> <ul style="list-style-type: none"> Reading independently Thinking about important ideas in their texts 	<p>Independent Strategy Practice</p> <p>Focus:</p> <ul style="list-style-type: none"> Building summaries of their own texts Thinking about important ideas in the texts 	<p>Independent Strategy Practice</p> <p>Focus:</p> <ul style="list-style-type: none"> Building summaries of their own texts Thinking about important ideas in the texts 	<p>Independent Strategy Practice</p> <p>Focus:</p> <ul style="list-style-type: none"> Sharing their summaries with partners Giving each other feedback about their summaries Revising their summaries

Week 1

OVERVIEW



A River Ran Wild

by Lynne Cherry

This book traces the history of the Nashua River in Massachusetts from its discovery by Native Americans through its near-destruction from pollution to its later reclamation.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA3

Assessment Forms

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

Reproducibles

- (Optional) “Excerpts from *A River Ran Wild*” (BLM2)
- (Optional) “Excerpt from *Richard Wright and the Library Card*” (BLM3)

Professional Development Media

- “Using “Think, Pair, Write”” (AV10)
- “Responding Neutrally with Interest” (AV23)
- “Finding, Organizing, and Presenting Online Information” tutorial (AV43)
- “Using Web-based Maps and Related Tools” tutorial (AV49)

Comprehension Focus

- Students make inferences to understand a narrative nonfiction story.
- Students think about important ideas and supporting details in a narrative nonfiction story.
- Students read independently.

Social Development Focus

- Students work in a responsible way.
- Students develop the skill of giving reasons for their opinions.
- Students make decisions and solve problems respectfully.

DO AHEAD

- ✓ Consider reading this unit’s read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding.
- ✓ Make available fiction and narrative nonfiction books, including biographies and autobiographies, at a variety of levels so that the students can practice making inferences and determining important ideas and supporting details during IDR throughout the unit.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit.
- ✓ Prior to Day 1, make a class set of “IDR Conference Notes” record sheets (CN1); see page 121 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA1); see page 114 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 21 lessons this week.

Materials

- *A River Ran Wild*
- “Thinking About My Reading” chart
- “Reading Comprehension Strategies” chart
- Class set of “IDR Conference Notes” record sheets (CN1)
- *Assessment Resource Book* page 118

In this lesson, the students:

- Begin working with new partners
- Hear and discuss a narrative nonfiction story
- Make inferences about the story
- Read independently for up to 30 minutes
- Give reasons for their opinions

1 Pair Students and Introduce a Prompt for Supporting Opinions

Randomly assign partners and make sure they know each other’s names. Gather the class with partners sitting together, facing you. Review that the students have practiced several social skills, including using clarifying questions and statements, confirming that they understand another person’s thinking by repeating back what they heard, and using discussion prompts to build on one another’s thinking. Explain that over the next few weeks, they will focus on explaining their thinking more clearly by giving reasons for their opinions.

Write the following prompt where everyone can see it: *The reason I think this is _____*. Read the prompt aloud and tell the students that you would like them to use this prompt when they answer a question or give an opinion during a book discussion. Model using the prompt to give reasons for opinions.

You might say:

“In my opinion, hurricanes are the most frightening and dangerous type of natural disaster. The reasons I think this are that hurricanes are hundreds of miles wide, can last for days, and can cause flooding or even tornadoes.

I also have an opinion about the writer Richard Wright. I believe that he succeeded in spite of racism. The reason I think this is that he managed to check out books from the library even though black people couldn’t get library cards, and he became a great reader and writer.”

Tell the students that they have already been giving reasons for their opinions when they have explained their thinking by answering questions like *Why do you think so?* and *What in the text makes you think that?* Now the focus is on consciously using the prompt without waiting to be asked to explain their thinking.

2 Introduce *A River Ran Wild*

Review that the students have been making inferences to help them make sense of their reading. Explain that you would like them to continue to think about making inferences as they hear a new story today.

Show the cover of *A River Ran Wild* and read the title and the author's name aloud. Tell the students that Lynne Cherry is also the illustrator of the book. Explain that this nonfiction book traces the history of the Nashua River in Massachusetts from thousands of years ago to modern times.

Show the opening spread (before the title page that includes the author's name) and explain that these are maps of the area that is now called New England, where the Nashua River is located. The left page shows the area as it was when the Native Americans inhabited the land, and the right page shows the area in the 1900s. Explain that as the students listen you would like them to think about how the river and valley changed over the years and why they changed.

3 Read *A River Ran Wild* Aloud

Read the book aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

Suggested Vocabulary

thatch their dwellings: build homes using thin sticks for the walls and roof (p. 10)

trading post: store in the wilderness where people trade for food and supplies (p. 12)

pelts: animal skins (p. 14)

sawmills: buildings where machines saw (cut) logs into lumber (p. 14)

dams: walls to hold back water and keep it from flowing (p. 14)

gristmills: buildings where machines grind grain such as corn or wheat (p. 16)

industrial revolution: period of change in which machines are used more and more to do work previously done by hand (p. 18)

pulp: a mixture of ground-up wood, water, and other matter from which paper is made (p. 18)

decomposed: rotted or decayed (p. 22)

petitions: documents signed by many people that request government officials to take an action or change a policy (p. 26)

greenway: path lined with trees (p. 31)

Technology Tip

You might display a map of New England to show where the Nashua River is located. Search online using the keywords “map Nashua River” or “map Nashua River watershed.” To learn more about using web-based tools, view the “Using Web-based Maps and Related Tools” tutorial (AV49).



ELL Vocabulary

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

cattails: tall plants with long fuzzy ends that look similar to a cat's tail (p. 10)

wilderness: wild area that has very few people living in it (p. 14)

current: flowing water (p. 14)

trespass: go onto another person's property without permission (p. 16)

dye: substance used to color cloth and paper (p. 18)

pollution: harmful materials that damage the air, water, or soil (p. 21)

descendant: child, grandchild, great-grandchild, etc., of someone (p. 24)

mourned for the Nash-a-way: felt sad that the Nash-a-way was dying (p. 24)

process the waste: make the garbage less harmful (p. 26)

foul it: make it dirty (p. 28)

Stop after:

p. 10 "The river, land, and forest provided all they needed."

Ask:



Q *What did you learn about the river valley in the part of the story you just heard? Turn to your partner.*

Without sharing as a class, reread the last sentence and continue reading. At each of the remaining stops, repeat the same procedure by using "Turn to Your Partner" to have partners briefly share what they have learned. Then reread the last sentence and continue.

p. 16 "Deer still came to drink from the river, and owls, raccoons, and beaver fed there."

p. 22 "The Nashua was slowly dying."

p. 26 "Finally, new laws were passed and the factories stopped polluting."

Continue reading to the end of the story.

4 Discuss the Story as a Class

Facilitate a discussion of the story using the following questions. Be ready to reread passages aloud and show illustrations again to help the students recall what they heard. Remind them to use the prompt "The reason I think this is . . ." to give reasons for their opinions and to use the other discussion prompts they have learned to add to one another's thinking. Ask and briefly discuss:

Q *What was the way of life of the Native Americans who settled along the river, and how did it change?*

Facilitation Tip

During this unit, we invite you to continue practicing **responding neutrally with interest** during class discussions by refraining from overtly praising or criticizing the students' responses. Try responding neutrally by nodding, asking them to say more about their thinking, or asking other students to respond. To see this Facilitation Tip in action, view "Responding Neutrally with Interest" (AV23).



Teacher Note

The discussion prompts are:

- "I agree with _____ because . . ."
- "I disagree with _____ because . . ."
- "In addition to what _____ said, I think . . ."

Students might say:

"They got everything they needed from the river and forests. When settlers came, they cut down the forests and so the Native Americans couldn't hunt like before."

"I agree with [Hallie] because the Native Americans asked the animals they killed to forgive them, which shows how they respected nature. But the settlers destroyed nature and ruined things for the Native Americans."

"In addition to what [Angel] said, I think the settlers' fences made it hard for the Native Americans to hunt like before. The settlers took over the land and pushed them out."

As the students make inferences about the story, point them out.

You might say:

"The story does not directly say that the Nashua people respected nature, but you figured that out from clues in the story."

Show the illustration on page 19. Ask and briefly discuss:

- Q** *What effect did machines and factories have on the Nashua River during the industrial revolution?*
- Q** *How did the river become clean again?*

Students might say:

"Some politicians shut down all the factories."

"I disagree with [Luke] because the story said that a Native American man named Oweana and a woman named Marion decided to do something about the river. They sent letters to the government, and laws got passed to stop all the pollution."

"Another reason the Nashua got clean again is that Marion went up and down the river motivating people to help make the river clear and beautiful like it used to be. That's how the river got cleaned up."

5 Reflect on Giving Reasons for Opinions

Facilitate a brief discussion about how the students did using the prompt "The reason I think this is . . ." to give reasons for their opinions. Share your own observations, and explain that you would like the students to continue to focus on giving reasons for their opinions throughout the week.

INDIVIDUALIZED DAILY READING

6 Review and Practice Self-monitoring and “Fix-up” Strategies

Tell the students that for the next four weeks they will read fiction and narrative nonfiction books during IDR.

Refer to the “Thinking About My Reading” chart and review the questions. Remind the students that it is important to stop, think about what they are reading, and use the questions on the chart to help them monitor their comprehension. If a student does not understand what she is reading, the student should use one or both of the “fix-up” strategies of rereading and reading ahead.

If a student has tried both of the “fix-up” strategies and still does not understand the book, she can try the strategies listed on the “Reading Comprehension Strategies” chart. Alternatively, the student might ask you or a classmate for help.

Have the students get their books and read silently for as many as 30 minutes. Stop them at 10-minute intervals and have them monitor their comprehension by thinking about the questions on the “Thinking About My Reading” chart. After they have settled into their reading, confer with individual students.

ELL Note

To support your English Language Learners, consider modeling reading a text and stopping periodically to ask yourself the self-monitoring questions listed on the chart. Discuss each question with your students to make sure they understand the process.



IDR CONFERENCE NOTE

Over the next four weeks, confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 118) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 121 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Facilitate a brief class discussion about using the questions on the “Thinking About My Reading” chart to track their reading comprehension. Ask and briefly discuss questions such as:

- Q *Why is it important to stop as you are reading and ask yourself if you understand what you have just read?*
- Q *How do rereading and reading ahead help you make sense of text?*
- Q *Which comprehension strategy do you find the most helpful when you’re not understanding something you’re reading? Why?*

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

Teacher Note

Provide time on a regular basis for the students to record the books they have completed in their reading logs.



TECHNOLOGY EXTENSION

Learn More About the Nashua River

Show the cover of *A River Ran Wild* and remind the students that earlier they heard this book about the history of the Nashua River. Ask:

Q *What do you remember about the Nashua River?*

As the students respond, record their thinking where everyone can see it. If the students struggle to answer the question, page through the book and summarize the important ideas.

Tell the students that today they will learn more about the Nashua River by exploring a website about it. Display the web page you have selected and read the sections you identified aloud. After reading each section, facilitate a discussion about what the students are learning by asking questions such as:

Q *What did you learn about the Nashua River from the section you just [heard/viewed]?*

Q *How did [watching the video/looking through the photo archives] help you better understand the history of the Nashua River?*

As the students respond, record their thinking where everyone can see it. After you have explored the web page together, have each student write a paragraph that tells what he learned about the Nashua River and its history. Encourage the students to use facts they learned from the book *A River Ran Wild* and from the web page to support their thinking.

TEKS 9.F.ii

Student/Teacher Narrative
Technology Tip



Technology Tip

Prior to doing this activity, find an age-appropriate web page about the Nashua River to share with your students. Search online using the keywords “Nashua River history” or “Nashua River watershed for kids.”

Preview the web page you have selected and identify the sections you will read aloud and the features that you want to show the students (for example, time lines, videos, photographs, audio clips, or historical documents). For more information, view the “Finding, Organizing, and Presenting Online Information” tutorial (AV43).



TEKS 9.F.ii

Student/Teacher Activity
Technology Extension
(last question)

Materials

- *A River Ran Wild*
- *Student Response Book* page 71
- “Think, Pair, Write About *A River Ran Wild*” chart (WA1)
- “Reading Comprehension Strategies” chart
- Small self-stick notes for each student

Teacher Note

You may need to remind the students that “Think, Pair, Write” is a technique in which they think quietly for a moment, talk in pairs about their thinking, and then individually write their ideas. For more information, view “Using ‘Think, Pair, Write’” (AV10).

**In this lesson, the students:**

- Hear and discuss part of a narrative nonfiction story again
- Make inferences about the story
- Think about what is important in the story
- Read independently for up to 30 minutes
- Give reasons for their opinions

ABOUT DETERMINING IMPORTANT IDEAS AND SUPPORTING DETAILS

The focus of this week is on determining important ideas and supporting details, a strategy that helps readers understand and retain what they read. The students explore this strategy through teacher modeling, discussions, and referring back to the text to support their opinions. As always, the goal is that the students use the strategy to make sense of their independent reading. (Determining important ideas and supporting details will also help to prepare the students for summarizing, which is the focus of the later weeks of this unit.) For more information, see “The Grade 5 Comprehension Strategies” in the Introduction.

1 Introduce Using “Think, Pair, Write” to Think About What Is Important

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Show the cover of *A River Ran Wild* and ask:

Q *What do you remember about A River Ran Wild?*

Review that the students heard *A River Ran Wild* and made inferences to figure out what happens in the story and why. Explain that today they will make inferences to help them think about what is important to understand and remember in the story.

Explain that you will reread the first half of *A River Ran Wild* aloud and the students will use “Think, Pair, Write” to take notes about what they think is important in the story.

Have the students turn to *Student Response Book* page 71, “Think, Pair, Write About *A River Ran Wild*.” Explain that during the reading you will stop several times. At the first two stops, you will model thinking and writing about what is important in the story before the students try it on their own. Then, at the last two stops, they will use “Think, Pair, Write” to think about what is important in the part of the story they

just heard, share their thinking in pairs, and then individually write their own ideas in their *Student Response Books*.

2 Reread from *A River Ran Wild* Aloud and Model Using “Think, Pair, Write” to Think About What Is Important

Read pages 7–8 aloud twice. Stop after:

p. 8 “He named the river Nash-a-way—River with the Pebbled Bottom.”

Model thinking quietly for a moment; then think aloud about what seems important in the passage. Display the “Think, Pair, Write About *A River Ran Wild*” chart (WA1) and model writing a note about this passage on the chart.

You might say:

“What seems most important to understand and remember in this passage is that long ago the river valley was home to many animals and that native people settled along the river. I’ll write: *Long ago the river valley was home to many animals. Native people settled along the river.*”

Think, Pair, Write About *A River Ran Wild*

Long ago the river valley was home to many animals. Native people settled along the river.

WA1

Ask the students to each write the same note on *Student Response Book* page 71. Continue reading, stopping after:

p. 10 “The river, land, and forest provided all they needed.”

Once again, model thinking quietly for a moment. Then think aloud about what seems important in the passage and model writing a note about this on the chart.

You might say:

“What seems most important to understand and remember is that the native people respected nature and killed only the animals they needed to survive. I’ll write: *The native people respected nature. They only killed the animals they needed to survive.*”

Ask the students to write the same note on *Student Response Book* page 71. Emphasize that thinking about what is important sometimes means saying in a few words what the author says over several pages.

TEKS 7.G.i
Student/Teacher Narrative
Step 2

Teacher Note

Important ideas in this passage include that European settlers came to the valley and built a village; the settlers made many changes to the valley and the river; and the settlers claimed the land for themselves and told the native people to stay away.

Teacher Note

Students may have different opinions about what is important in a passage. Give them time to consider other opinions before giving your own. Encourage them to explain their thinking and to refer to the text to support their opinions.

3 Continue Rereading from *A River Ran Wild Aloud* with “Think, Pair, Write”

Remind the students that at the next two stops they will practice thinking about what is most important for them to understand and remember in the story on their own. Then they will share their thinking with their partners and record their ideas in their own *Student Response Books*.

Reread the last sentence you read on page 10 (“The river, land, and forest provided all they needed”) and continue reading. Stop after:

p. 16 “They called the land their own and told the Indians not to trespass.”

Use “Think, Pair, Share” to discuss:



Q *What seems most important to understand and remember in the part you just heard? [pause] Turn to your partner.*

Circulate as partners talk, and notice whether they are able to identify important ideas in the passage. If students are having difficulty, reread parts of the passage to individual students and ask questions such as:

Q *What is this part mainly about?*

Q *If you had to tell what this part is about in one sentence, what would you say?*

After a moment, ask the class to listen again for what seems most important to understand or remember, and reread the passage aloud.

Have the students record what they think is most important to understand or remember on *Student Response Book* page 71. Then have a few volunteers share what they wrote with the class. After each volunteer shares, ask and briefly discuss as a class:

Q *Why does that idea seem most important?*

Q *What other ideas seemed important as you listened to the passage? Why?*

Reread the last sentence you read on page 16 (“They called the land their own and told the Indians not to trespass”) and continue reading. Stop after:

p. 16 “Deer still came to drink from the river, and owls, raccoons, and beaver fed there.”

Use “Think, Pair, Share” to discuss:



Q *What seems most important to understand and remember in the part you just heard? [pause] Turn to your partner.*

Again, circulate as partners talk, and notice whether they are able to identify important ideas in the passage. If the students have difficulty, reread parts of the passage to individual students and ask questions such as:

Q *What is this part mainly about?*

Q *If you had to tell what this part is about in one sentence, what would you say?*

Reread the passage aloud; then have the students record what they think is most important to understand or remember in the passage on *Student Response Book* page 71.

Have a few volunteers share with the class what they wrote. After each volunteer shares, ask and briefly discuss as a class:

Q *Why does that idea seem most important?*

Q *What other ideas seemed important as you listened to the passage? Why?*

Tell the students that *thinking about what is important in a text* is something good readers do to help them identify and remember the important ideas in a text. Explain that in the next lesson you will read the rest of the story and the students will continue to think about the important ideas in it.

4 Reflect on “Think, Pair, Write”

Facilitate a brief discussion of how the students did giving reasons for their opinions when they talked in pairs during “Think, Pair, Write.”

INDIVIDUALIZED DAILY READING

5 Mark and Discuss Reading Comprehension Strategies

Remind the students that for the next four weeks they will be reading fiction and narrative nonfiction books during IDR. Direct the students’ attention to the “Reading Comprehension Strategies” chart and remind them that these are the comprehension strategies they have learned so far this year. Ask them to notice which strategies they use and where they use them during their reading today.

Distribute self-stick notes to each student. Explain that the students will use self-stick notes to mark places in their books where they use comprehension strategies and that they should write the names of the strategies on the self-stick notes. Tell the students that later they will share with partners the passages they marked and the strategies they used. Ask the students to be prepared to talk about how each strategy helped them understand what they read.

Have the students get their books and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.

Teacher Note

Important ideas include that the native people’s way of life was threatened; the settlers fought the native people and finally drove them from the land; and the Nashua was still a healthy river at this time.

Teacher Note

Save the “Think, Pair, Write About A River Ran Wild” chart (WA1) to use on Day 3.

ELL Note

You might want to model this activity for your English Language Learners. In addition, you may want to preview the questions with them prior to having these students read.



IDR CONFERENCE NOTE

Continue to confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 118) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 121 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have each student share what he read with a partner. Have each partner begin by telling the title of the book he read, the author’s name, and what the book is about. Then have him share a passage he marked and the strategy he used to make sense of it.

When most pairs have finished sharing, signal for the students’ attention. Facilitate a class discussion about the strategies the students used. Ask:

- Q Which strategy did you use most frequently when you read independently?
- Q How does that strategy help you understand what you are reading?
- Q What should you do if you don’t understand what you are reading?

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



Technology Tip

Prior to doing this activity, locate a few age-appropriate sources that provide information about Lynne Cherry. Search for information online using the keywords “Lynne Cherry author” or “Lynne Cherry biography.” You might wish to bookmark the web pages that you will share with your students in your browser. For more information, view the “Finding, Organizing, and Presenting Online Information” tutorial (AV43).



TECHNOLOGY EXTENSION

Meet the Author: Lynne Cherry

The students may be interested in learning more about Lynne Cherry, the author and illustrator of *A River Ran Wild* and more than 30 award-winning books for children. Tell them that Lynne Cherry’s books have been used to start campaigns to save land, clean up rivers, save forests, and help migratory birds, and that she is also a filmmaker. Ask:

- Q What else would you like to know about Lynne Cherry?

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

- Q What is something you learned about Lynne Cherry?

In this lesson, the students:

- Hear and discuss part of a narrative nonfiction story again
- Make inferences about the story
- Think about important ideas in the story
- Read independently for up to 30 minutes
- Give reasons for their opinions

1 Review Giving Reasons for Opinions

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Explain that today the students will again use “Think, Pair, Write” and make inferences to help them think about what is important in a text. Remind them to practice giving reasons for their opinions, using the prompt “The reason I think this is”

2 Review Thinking About What Is Important

Remind the students that in the previous lesson they heard the first half of *A River Ran Wild* again and used “Think, Pair, Write” to think about the important ideas in the story, or what is important to understand or remember. Have the students open to *Student Response Book* page 71, “Think, Pair, Write About *A River Ran Wild*,” and review the important ideas they recorded. Ask:

Q *What are some important ideas we identified in A River Ran Wild?*

Tell the students that today you will reread the rest of the story aloud, stopping three times. Explain that at the first stop, you will model thinking and writing about important ideas in the story. At the next two stops, the students will use “Think, Pair, Write” to think about the important ideas in the part of the story they just heard, share their thinking in pairs, and then individually write their own ideas in their *Student Response Books*.

3 Reread from *A River Ran Wild* Aloud and Model Using “Think, Pair, Write” to Think About Important Ideas

Remind the students that in the last part of the story they heard, the Nashua was still a healthy river. Reread the last sentence on page 16 and continue reading. Stop after:

p. 21 “Soon the Nashua’s fish and wildlife grew sick from this pollution.”

Materials

- *A River Ran Wild*
- *Student Response Book* page 71
- “Think, Pair, Write About *A River Ran Wild*” chart (WA1) from Day 2
- Small self-stick notes for each student

Model thinking quietly for a moment; then think aloud about an important idea in the passage. Display the “Think, Pair, Write About *A River Ran Wild*” chart (WA1) from Day 2. Model writing a note about this passage on the chart.

You might say:

“One important idea in this part of the book is that pollution from the factories began to hurt the river and its wildlife. I’ll write: *Pollution from the factories began to hurt the river and its wildlife.*”

Think, Pair, Write About *A River Ran Wild*

Long ago the river valley was home to many animals. Native people settled along the river.

The native people respected nature. They only killed the animals they needed to survive.

Pollution from the factories began to hurt the river and its wildlife.

WA1

Ask the students to each write the same note on *Student Response Book* page 71.

4 Continue Rereading from *A River Ran Wild* Aloud with “Think, Pair, Write”

Ask the students to think about an important idea in the next passage you read. Reread the last sentence on page 21 and continue reading. Stop after:

p. 26 “Finally, new laws were passed and the factories stopped polluting.”

Use “Think, Pair, Share” to discuss:



Q *What is an important idea in the part you just heard? What is most important to understand and remember? [pause] Turn to your partner.*

Circulate as partners talk and notice whether they are able to identify important ideas in the passage. After a moment, ask the class to listen again for an important idea, or what seems most important to understand or remember, and reread the passage aloud.

Have the students record what they think is an important idea in the passage on *Student Response Book* page 71. Have a few volunteers share what they wrote with the class. After each volunteer shares, ask and briefly discuss as a class:

Q *Why does that idea seem most important?*

Q *What other ideas seemed important as you listened to the passage? Why?*

Teacher Note

Important ideas include that the Nashua River began to die because of the pollution; Oweana and Marion decided to do something to save the river; people worked together to protest what was happening to the river; and new laws were finally passed to stop the pollution.

Reread the last sentence on page 26 and continue reading. Stop after:

p. 31 “Nashua is what we call it—River with the Pebbled Bottom.”



Again, have the students think and then briefly share in pairs. Reread the passage aloud; then have the students record what they think is an important idea on *Student Response Book* page 71.

Have a few volunteers share what they wrote with the class. Facilitate a brief class discussion by asking:

- Q** *Why does that idea seem most important?*
- Q** *What other ideas seemed most important as you listened to the passage? Why?*

Remind the students that thinking about what is important when reading helps them identify and remember the important ideas in the text. Explain that in the next lesson they will think more about the important ideas in *A River Ran Wild*.

5 Reflect on “Think, Pair, Write”

Facilitate a brief discussion about how the students did working in pairs during “Think, Pair, Write.” Ask:

- Q** *How did you and your partner do giving reasons for your thinking about the important ideas in the story?*
- Q** *Did you change your mind about what was important in a passage after you heard your partner’s thinking? Tell us about that.*

INDIVIDUALIZED DAILY READING

6 Read Independently and Think About Important Ideas

Remind the students that they have been thinking about important ideas in texts. Distribute self-stick notes to each student. Explain that you want them to use self-stick notes to mark at least one important idea in their reading today. Tell the students that later they will share one important idea they found in their reading with the class. Have the students get their books and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.

Teacher Note

Important ideas in this passage include that slowly the Nashua became a clean, healthy river again; pollution is no longer dumped into the river; and the river is safe for people and wildlife.



IDR CONFERENCE NOTE

Continue to confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 118) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 121 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few volunteers to share with the class. Have each volunteer begin by telling the title of the book she read, the author’s name, and what the book is about. Then have her share one important idea she found in her reading. After each volunteer shares an important idea from her reading, ask questions such as:

Q *Why do you think the idea you marked is important?*

Q *What other ideas might be important in this section?*

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



Technology Tip

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

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

EXTENSION

Explore Text Features in *A River Ran Wild*

Show the students the cover of *A River Ran Wild* and remind them that they heard this narrative nonfiction book earlier. Page through the book, pointing out and reading aloud the various text features, including the time line and the maps on the opening spread and the labeled illustrations around many of the page borders. Facilitate a class discussion about what the students learned from the text features and how the features added to their enjoyment of the book.



TECHNOLOGY EXTENSION

Research and Write About a Local River

Show the cover of *A River Ran Wild* and remind the students that they heard this nonfiction book earlier. Review that the book tells the history of the Nashua River in New England. Explain that the class will research a river in their own state or region to learn facts about the history and health of the river. Invite volunteers to share the names of any local rivers they may know.

Explain that the class will begin their research by doing an online search. Briefly discuss what keywords might be useful (for example, “California rivers” or “Wisconsin rivers health”; you might also suggest “American rivers history”).

Guide the students in an online search for reputable websites. As a class, browse the websites to identify and learn facts about a local river. Afterward, briefly discuss:

Q *What did you learn about the [Gila River]?*

You might have the students write paragraphs about what they learned. Ask each student to title his paragraph and include a text feature, if possible.

Strategy Lesson

Day 4

In this lesson, the students:

- Determine important ideas and supporting details in a narrative nonfiction story
- Read independently for up to 30 minutes
- Give reasons for their opinions
- Reach agreement before making decisions

1 Review Important Ideas

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind them that in previous lessons they heard you reread *A River Ran Wild* and they used “Think, Pair, Write” to think about and record important ideas in the story. Have the students turn to *Student Response Book* page 71 and take a few moments to review the important ideas they wrote. Remind the students that thinking about what is important when reading helps them identify and remember the important ideas in the text.

2 Model Distinguishing Between Important Ideas and Supporting Details

Have the students turn to *Student Response Book* page 72, “Excerpt from *A River Ran Wild* (1).” Tell them that this is an excerpt from the middle of the story, after the settlers drove the native people from the land.

TEKS 6.G.i
Student/Teacher Narrative
Steps 1 and 2

Materials

- *A River Ran Wild*
- *Student Response Book* pages 71–73
- “Excerpt from *A River Ran Wild* (1)” chart (WA2)
- Two different-colored pencils or pens for each student
- “Excerpt from *A River Ran Wild* (2)” chart (WA3)
- “Class Assessment Record” sheet (CA1)
- “Reading Comprehension Strategies” chart and a marker
- Small self-stick notes for each student

Teacher Note

Today’s lesson may take longer than usual to complete. You might consider stopping after Step 3 and then completing the remainder of the lesson at another time.

ELL Note

To support your English Language Learners, show and discuss the illustrations on pages 18-19 of the book again; then read the excerpt aloud as they follow along, stopping intermittently to talk about what is happening.

Teacher Note

If the students have difficulty identifying supporting details, review that *supporting details* are “facts, examples, or descriptions that tell more about an important idea.” Ask:

Q *Where in the passage are other supporting details about the new machines that were invented?*

Read page 18 of the book aloud twice as the students follow along in their *Student Response Books*.

Display the “Excerpt from *A River Ran Wild* (1)” chart ( WA2). Model thinking quietly for a moment; then think aloud about an important idea in the paragraph.

You might say:

“One idea that seems important to understand and remember in this paragraph is that many new machines were invented. The reason I think this is important is that later we find out that these machines polluted the river.”

Underline the sentence “Many new machines were invented” on the chart. Ask the students to underline the same sentence on *Student Response Book* page 72.

Using a different color, underline the sentence “Some spun thread from wool and cotton” on the chart and read the underlined text aloud. Explain that this is a detail that describes some of the new machines—it tells more about what some of the machines did. Explain that details, examples, and descriptions that tell more about, or support, the important ideas in a text are called *supporting* details. Have the students use a different color to underline “Some spun thread from wool and cotton” in their *Student Response Books*. Ask:

Q *What other details in this paragraph support the important idea that many new machines were invented?*

Have a few volunteers share their thinking with the class, and underline the supporting details on the chart using the color you designated for supporting ideas.

Students might say:

“I think the sentences ‘Others wove the thread into cloth. Some machines turned wood to pulp, and others made the pulp into paper’ are supporting details. The reason I think this is that the sentences give examples of the kinds of machines that were invented.”

“I agree with [Cammy]. Those sentences give details that tell more about the machines but aren’t the most important things to remember.”

Have the students use their colored pencils or pens to underline the details in their *Student Response Books*.

3 Distinguish Between an Important Idea and a Supporting Detail

Direct the students’ attention back to the “Excerpt from *A River Ran Wild* (1)” chart. Read aloud the last sentence in the paragraph: “Leftover

pulp and dye and fiber was dumped into the Nashua River, whose swiftly flowing current washed away the waste.” Ask:



Q *Is this sentence an important idea or a supporting detail? Why do you think so? Turn to your partner.*

Have one or two students share their thinking with the class. Remind the students to use the discussion prompts they have learned to build on one another’s thinking and to give reasons that support their opinions.

Students might say:

“I think the sentence is an important idea. The reason I think this is that it tells how the machines began to pollute the river.”

“I think this might be a detail. We don’t need to remember all about the pulp and dye and fiber.”

“I disagree with [Marcella]. I think this sentence is important to remember because it tells how the river started getting dirty.”

“I agree with [Patrick]. The sentence says the machines dumped pulp and dye into the river, and that’s what started the pollution. That’s important to know.”

After the students have reached agreement, underline the sentence on the chart using the color you designated for important ideas, and have the students do the same in their *Student Response Books*.

Point out that readers usually do not remember every word or detail as they read, so they need to be thinking about what ideas are the most important to understand and remember. Good readers also need to be able to tell the difference between important ideas and supporting details as they read. Explain that next the students will practice identifying important ideas and supporting details in another passage from *A River Ran Wild*.

4 Agree on One Important Idea and One Supporting Detail in an Excerpt

Have the students turn to *Student Response Book* page 73, “Excerpt from *A River Ran Wild* (2).” Tell the students that this excerpt tells what happened next to the Nashua River. Read pages 21–22 of the book aloud as the students follow along in their *Student Response Books*.

Explain that the students will reread the excerpt independently and think quietly about one important idea and one supporting detail in the excerpt. They will then discuss their thinking in pairs. Partners will come to agreement on one important idea and one supporting detail,

ELL Note

To support your English Language Learners, show and discuss the illustrations on pages 20–23 of the book again; then read the excerpt aloud as they follow along, stopping intermittently to talk about what is happening.

TEKS 6.G.i
Student/Teacher Activity
Steps 4 and 5

Teacher Note

Initially, students often have difficulty distinguishing between important ideas and supporting details. Having the students identify only one important idea and one supporting detail helps to focus their thinking.

TEKS 6.A.i

Student/Teacher Activity

Step 4

(last paragraph before Class Assessment Note)

and each partner will underline these in his own *Student Response Book* using two different-colored pencils or pens. Ask and briefly discuss:



Q *What are some ways you and your partner can work together to decide which important idea and supporting detail to underline? [pause] Turn to your partner.*

Have a few volunteers share their thinking.

Students might say:

"We can take turns sharing what we think the important idea is. If we picked different important ideas, we can see if one idea is more important to remember than the other one."

"In addition to what [Zane] said, we can also take turns sharing what we think is a supporting detail. If we picked different supporting details, we can think about which detail supports the important idea we chose."



Have the students reread the excerpt independently and think quietly about one important idea and one detail that supports it. Then give partners a few minutes to agree on and underline one important idea and one supporting detail. Circulate as pairs work and notice which sentences they underline.



CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to identify important ideas in the excerpt?
- Are they able to identify supporting details?
- Is there evidence that they can distinguish between important ideas and supporting details in the excerpt?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 114 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to identify and distinguish between important ideas and supporting details, proceed with the lesson and continue on to Week 2.
- If **about half of the students** are able to identify and distinguish between important ideas and supporting details, continue on to Week 2 and plan to closely observe students who are having difficulty identifying and distinguishing between the two. Many students will need repeated experiences to learn this complex skill.
- If **only a few students** are able to identify and distinguish between important ideas and supporting details, you might give the class additional instruction by repeating this week's lessons using an alternative book before continuing on to Week 2. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 5 Alternative Texts" list.

5 Discuss Important Ideas and Supporting Details as a Class

When the students finish their partner work, display the “Excerpt from *A River Ran Wild* (2)” (WA3). Facilitate a class discussion using the following questions. Remind the students to give reasons for their opinions. Ask:

- Q *What is an important idea in this part of the story? Why do you and your partner think that information is important?*
- Q *Do others agree that this is an important idea? Why or why not?*

Students might say:

“My partner and I underlined ‘Soon the Nashua’s fish and wildlife grew sick from this pollution.’ We agree that this is important because it’s the start of the really bad pollution that killed animals.”

“We underlined ‘The Nashua was slowly dying.’ It’s an important idea because that’s what this book is about—how pollution nearly killed the river.”

- Q *What is a supporting detail? What idea do you think this detail supports? Explain your thinking.*
- Q *Do others agree that this is a supporting detail? Why or why not?*

Students might say:

“My partner and I think ‘No one could see pebbles shining up through murky water’ is a supporting idea. We think so because it’s an example of how dirty the water was.”

“We think ‘Chemicals and plastic waste were also dumped into the river’ is supporting because it’s a detail.”

“We think ‘Every day for many decades pulp was dumped into the Nashua’ is a supporting detail because it tells more about how the pollution happened.”

“I disagree with [Li]. Knowing that pulp was dumped into the river for decades is very important to understand this book. I think it’s an important idea, not a detail.”

As the students share, underline the important ideas and supporting details they mention on the chart using two different colors. Ask and discuss as a class:

- Q *Over the past couple of days we’ve been talking about important ideas in *A River Ran Wild*. Now that you’ve thought about some of the important ideas, what would you say this story is about?*

TEKS 7.G.i
Student/Teacher Activity
Step 5

Students might say:

“This story is about how the Nashua River almost died but then was brought back to life.”

“In addition to what [William] said, I think the story is about how people worked together to clean up the river and save it.”

“In addition to what [William] and [Rachel] said, I’d say that the book is a history of the river, starting a very long time ago and going until today.”

6 Add to the “Reading Comprehension Strategies” Chart

Direct the students’ attention to the “Reading Comprehension Strategies” chart and add *determining important ideas and supporting details* to it.

Tell the students that determining important ideas and supporting details in a text can help them better understand and remember what they have read, and that the goal is for them to use these strategies as they read independently.

Reading Comprehension Strategies

- using text features
- questioning
- recognizing story elements
- making inferences
- visualizing
- analyzing how texts are organized
- determining important ideas and supporting details

Tell the students that they will continue to think about important ideas and supporting details in the coming weeks.

7 Reflect on Reaching Agreement

Facilitate a brief discussion about how the students worked together. Ask:

- Q *Today you and your partner worked together to choose one important idea and one supporting detail. What did you do to make sure you agreed before making a decision?*
- Q *What problems or challenges did you have? How did you handle them?*

INDIVIDUALIZED DAILY READING

8 Read Independently and Think About Important Ideas

Distribute self-stick notes to each student. Explain that you would like each student to mark at least one important idea in her reading today. Tell the students that later they will share the important ideas they found in their reading with partners. Have the students get their books and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 118) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 121 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have each student share with a partner one important idea she found in her reading. Remind each student to begin by telling the title of the book she read, the author’s name, and what the book is about. After partners have shared, have a few volunteers share the important ideas they found in their reading with the class. After each volunteer shares, ask questions such as:

- Q *Why do you think the idea you marked is important?*
- Q *What other ideas might be important in this section?*

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

Vocabulary Note

Next week you will revisit *A River Ran Wild* to teach the Week 22 vocabulary lessons.

Materials

- Copy of “Excerpts from *A River Ran Wild*” (BLM2) for each student

Teacher Note

Prior to doing this activity, visit the CCC Learning Hub (ccclearninghub.org) to access and print “Excerpts from *A River Ran Wild*” (BLM2). Make enough copies for each student to have one, and set aside a copy for yourself.

WRITING ABOUT READING

Write About Visualizations of *A River Ran Wild*

Without showing the cover of *A River Ran Wild*, remind the students that they heard and discussed the book earlier. Ask:

Q *What do you remember about the book?*

Explain that today you will reread two passages from *A River Ran Wild*, and tell the students that you would like them to close their eyes and visualize, or picture what they are hearing in their minds, as they listen. Explain that even if they remember the illustrations from the book, they should try to pay attention to the images they are forming in their minds—including sights, sounds, smells, and feelings—as they hear the words.

Read the first passage on “Excerpts from *A River Ran Wild*” (BLM2) aloud without stopping. After reading, ask:

Q *What did you visualize as you heard the passage? What did you see, hear, smell, or feel?*

Have volunteers share their thinking.

Students might say:

“I pictured a clear river winding through tall trees, sparkling in the sunlight.”

“I could hear geese honking as they flew over the river, and the trees were making a peaceful whispering sound in the breeze.”

“I imagined a fresh smell of healthy plants and flowers as well as clean water.”

Read the second passage on “Excerpts from *A River Ran Wild*” (BLM2) aloud without stopping. After reading, ask:

Q *What did you visualize as you heard the passage? What did you see, hear, smell, or feel?*

Have volunteers share their thinking.

Students might say:

“I imagined a terrible smell of rotten fish combined with garbage and chemicals.”

“I visualized a bizarre sight of a river that was one bright color after another.”

“I could imagine hearing the sound of stuff splashing from big pipes into the river and the water flowing along. There were no sounds of birds or other animals, and no sounds of people.”

Explain that today the students will write about what they visualized as they heard each passage. Ask the students to watch as you think aloud and model writing about the first passage.

You might say:

"When I read the first passage, I visualized a river traveling through a green forest. I could hear birds chirping and the sound of water tumbling over pebbles as it traveled down the river. I smelled wildflowers and fresh country air. I'll write: *When I read the first passage from Lynne Cherry's book A River Ran Wild, I imagined a long, narrow river traveling through a green forest. I could hear geese honking and the sound of water rushing and tumbling over pebbles. I smelled wildflowers and fresh country air. I want to give evidence from the passage for this visualization. I'll write: The words 'a river ran wild through a land of towering forests,' 'geese paused on their long migration,' 'clear waters,' and 'pebbles shone up from the bottom' all helped me visualize this lovely, peaceful scene.*"

Distribute a copy of "Excerpts from *A River Ran Wild*" (BLM2) to each student. Have the students write about their own visualizations of the two passages. Remind each student to include the title and the author's name in his paragraph, as well as the clues in the passages that helped him visualize. If time permits, invite volunteers to share what they wrote with the class.

EXTENSIONS

Learn More About Protecting the Environment

You might read aloud other books with an environmental theme, giving the students additional practice with thinking about important ideas. Stop occasionally during the reading to have the students discuss what is important to know and why. Here are some titles to consider: *Common Ground: The Water, Earth, and Air We Share* by Molly Bang; *The Drop in My Drink: The Story of Water on Our Planet* by Meredith Hooper; and *The Sea, the Storm, and the Mangrove Tangle* by Lynne Cherry.

Explore Important Ideas and Supporting Details in *Richard Wright and the Library Card*

Show the students the cover of *Richard Wright and the Library Card* and remind them that they heard this story earlier. Ask:

Q *What do you remember about this story?*

If necessary, remind the students that this story is based on a true incident from the life of Richard Wright, a famous author. Tell the students that you will reread the story, and ask them to think as they listen about what is important to learn or remember in the story. Review that *thinking about what is important in a story* is something good readers do to help them identify and remember the important ideas.

Teacher Note

Prior to doing this activity, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Excerpt from *Richard Wright and the Library Card*" (BLM3). Make enough copies for each student to have one, and set aside a copy for yourself.

TEKS 6.G.i
Student/Teacher Activity
Second Extension

Teacher Note

Important ideas include that Richard loved words and stories; he wanted to learn to read, but he didn't have many chances to go to school; and when he was seventeen, he moved to Memphis to find work.

Teacher Note

You might wish to review that details, examples, and descriptions that tell more about, or support, the important ideas in a text are called *supporting details*.

Read the story aloud, showing the illustrations and stopping as described below. Stop after:

p. 9 "He hoped to find work, earn enough money to move to Chicago, where he would make a new life for himself in the north."

Ask and discuss questions such as:

- Q** *What seems most important to understand and remember in the part you just heard?*
- Q** *What is this part mainly about?*
- Q** *If you had to tell what this part is about in one sentence, what would you say?*

Reread the last sentence on page 9 and continue reading the story. At each of the remaining stops, ask the same questions and have the students briefly discuss what they think are the important ideas.

p. 16 "'No, sir,' Richard promised. 'I'll be careful.'"

p. 25 "Richard knew he would never be the same again."

p. 31 "Every page was a ticket to freedom, to the place where he would always be free."

Tell the students that they will read an excerpt from *Richard Wright and the Library Card* and work with partners to think about important ideas and supporting details in it.

Distribute a copy of "Excerpt from *Richard Wright and the Library Card*" (BLM3) to each student. Have the students work in pairs to read the excerpt and determine one important idea in the excerpt and a detail that supports it. Remind the students to give reasons to support their opinions and to work with their partners to reach agreement. Circulate and assist students as needed. Then facilitate a class discussion about the excerpt using questions such as:

- Q** *What is an important idea in this part of the story? Why do you and your partner think that information is important?*
- Q** *Do others agree that this is an important idea? Why or why not?*
- Q** *What is a supporting detail? What idea do you think this detail supports? Explain your thinking.*
- Q** *Do others agree that this is a supporting detail? Why or why not?*



TECHNOLOGY EXTENSION

Compare *A River Ran Wild* with a Video Interview About the Nashua River Clean-up

Review that the students heard the nonfiction book *A River Ran Wild* earlier. Invite volunteers to briefly share what they remember about the book.

Explain that Marion Stoddart, one of the individuals involved in the clean-up of the Nashua River, is mentioned in *A River Ran Wild*. Read aloud pages 24–26 and the last three sentences in the first paragraph on page 32 (the acknowledgments page) beginning “Marion herself read . . .” and ending “. . . and spry as she is.” Ask and briefly discuss:

Q *What questions do you have about Marion Stoddart?*

Tell the students that they will watch a video interview of Marion Stoddart in which she discusses the Nashua River. Have the students watch the video you selected. Ask and discuss:

Q *What else did you learn about Marion Stoddart from watching the video?*

Tell the students that the interview with Marion Stoddart is a *primary source*. Explain that a *primary source* can be anything (for example, an article, interview, or diary entry) that is created by a person who was there when the event happened. Point out that book *A River Ran Wild* is a *secondary source*. Explain that a *secondary source* (for example, a book, article, or movie) is created by a person who was not present when the event occurred.

Q *What questions do you still have?*

Q *How was the information in the video [similar to/different from] what you learned in *A River Ran Wild*?*

Q *Based on what you heard in the interview, is the book *A River Ran Wild* a credible, or believable, source for learning about the story of the Nashua River? Why do you think that?*

Tell the students that it is important to check whether a secondary source is written by someone who thoroughly researched the topic. Name several types of secondary sources, and have the students discuss whether they think they are credible, or believable. You might mention sources such as: gossip magazines, wiki sites, science magazines, your local newspaper, or a favorite website you use with your students.



Technology Tip

Prior to doing this technology extension, search for and preview a video interview of Marion Stoddart using the keywords “Marion Stoddart video interview Nashua River” or “Marion Stoddart documentary clip.” For more information, view the “Finding, Organizing, and Presenting Online Information” tutorial (AV43).

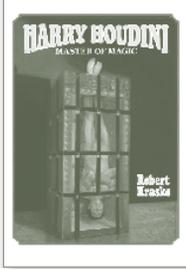


Teacher Note

You might wish to explain that page 32 is an acknowledgments page, or a page on which the author thanks people and organizations that helped her write the book.

Week 2

OVERVIEW



Harry Houdini: Master of Magic

by Robert Kraske

This is a biography of Harry Houdini, one of the greatest escape artists and magicians of all time.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA4–WA8

Assessment Forms

- “Class Assessment Record” sheet (CA2)
- “IDR Conference Notes” record sheet (CN1)

Professional Development Media

- “Using Web-based Whiteboard Activities” tutorial (AV42)
- “Finding, Organizing, and Presenting Online Information” tutorial (AV43)

Comprehension Focus

- Students think about important ideas and supporting details in a narrative nonfiction story.
- Students use important ideas to build summaries.
- Students use schema to articulate all they think they know about a topic before they read.
- Students read independently.

Social Development Focus

- Students work in a responsible way.
- Students develop the skill of giving reasons for their opinions.
- Students discuss their opinions respectfully.

Ⓜ DO AHEAD

- ✓ Prior to Day 1, collect enough book and movie summaries so that each pair of students can share a summary (see Step 4).
- ✓ Prior to Day 3, prepare a sheet of chart paper with the title “Important Ideas in Harry Houdini” (see Step 2).
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA2); see page 115 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 22 lessons this week.

Materials

- *A River Ran Wild* from Week 1
- “Summary of *A River Ran Wild*” chart (WA4)
- *Student Response Book* page 74
- Book and movie summaries, collected ahead
- “Questions About Summaries” chart (WA5)
- “Thinking About Important Ideas” chart (WA6)

In this lesson, the students:

- Hear, read, and discuss summaries
- Explore what a summary is
- Read independently for up to 30 minutes
- Give reasons for their opinions

ABOUT SUMMARIZING

During the next three weeks, the focus of instruction is *summarizing*, a key strategy for helping readers understand and communicate about what they read. The students continue to explore important ideas, a critical step in summarizing. Through teacher modeling, partner and class discussions, and guided practice, the students learn to put a text’s important ideas together in a concise summary. The goal is for the students to be able to use summarizing both orally and in writing to communicate with others about what they read.

1 Review Giving Reasons for Opinions

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Remind the students that they learned the prompt “The reason I think this is . . .” to give reasons for their opinions. If necessary, write the prompt where everyone can see it. Explain that you would like the students to continue using the prompt in both partner and class discussions this week.

2 Review *A River Ran Wild*

Show *A River Ran Wild* and review that last week the students heard the story and made inferences as they determined important ideas and supporting details in it. Ask:

Q *What do you remember from the book about the Nashua River?*

If necessary, stimulate the students’ recollection by reading each of the following quotes aloud and asking the students to remember what was happening in that part of the story. For each quote, have a volunteer share what was happening:

p. 8 “He named the river Nash-a-way—River with the Pebbled Bottom.”

p. 12 “. . . one day a pale-skinned trader came with a boatload full of treasures.”

p. 18 “Many new machines were invented.”

- p. 22** “Each day as the mills dyed paper red, green, blue, and yellow, the Nashua ran whatever color the paper was dyed.”
- p. 26** “Marion traveled to each town along the Nashua. She spoke of the river’s history and of her vision to restore it.”
- p. 31** “Once again the river runs wild through a towering forest greenway.”

3 Read and Discuss a Summary of the Book

Display the “Summary of *A River Ran Wild*” chart (WA4) and explain that this is a summary of the book *A River Ran Wild*. Tell the students that a *summary* is a “brief description of what a text is about.” Ask the students to follow along as you read the summary aloud.

After reading the summary, have the students turn to *Student Response Book* page 74, “Summary of *A River Ran Wild*.” Point out that this is the summary you just read. Ask the students to read it again quietly to themselves.

After the reading, facilitate a class discussion using the following questions. Remind the students to use the prompt “The reason I think this is . . .” as they talk. Ask:

- Q** *What does this summary of the book do?*
- Q** *What kind of information is in the summary?*

Students might say:

- “The summary tells you the title and the author of the book.”
- “The summary tells you what the book is about.”
- “It gives you the story, but in a shorter version.”
- “It has the main information about the river. The reason I think this is that it doesn’t tell everything—like how the river changed color from the dye.”
- “I agree with [Anya]. The summary has the important ideas from the book—like when the river got cleaned up and ran wild again.”

- Q** *Why might you want to read a summary of a book?*

Students might say:

- “You might want to know what the book is about before you read it.”
- “In addition to what [Charles] said, a summary could help you figure out if the book sounds interesting.”

ELL Note

Have students who are unable to read the summary on their own read it with partners, or you might reread it aloud yourself as the students read along.

Teacher Note

You will use the “Summary of *A River Ran Wild*” chart (WA4) again on Day 4.



Technology Tip

You can find book summaries on the back covers of books as well as at online bookseller sites. You can search for book or movie summaries online using the keywords “book summary [book title]” or “movie summary [movie title]”; look for summaries of books and movies the students are likely to be familiar with. If you do not have enough summaries for all of the pairs, you might have some of the pairs read “Summary of *Richard Wright and the Library Card*” on *Student Response Book* page 75.

4 Explore Other Summaries

Explain that you have collected summaries from various sources for the students to read today. Distribute the summaries, one to each pair. Display the “Questions About Summaries” chart (WA5). Tell the students that they will read their summaries quietly in pairs and then discuss the questions on the chart. Read aloud the questions on the chart.

WA5

Questions About Summaries

- What book or movie is your summary about?
- What did you learn about the book or movie from the summary?



Have each pair read their summary quietly and then discuss the questions. When most pairs have had a chance to talk, have a few pairs share with the class what their summary is about and what they learned from the summary. Follow up by asking:

Q *How might this summary be helpful to you or others who read it?*

Explain that *summarizing* is “using important information in a text to say briefly what the text is about.” Readers summarize to help them make sense of what they are reading and to remember the important information in a text. They also summarize to communicate to others what a text is about.

Explain that over the next few weeks the students will learn how to summarize so they can write summaries of their own independent reading books to share with the class.

5 Reflect on Giving Reasons for Opinions

Facilitate a brief discussion about how the students did with using the prompt “The reason I think this is . . .” to give reasons for their opinions.

INDIVIDUALIZED DAILY READING

6 Self-monitor to Think About Important Ideas

Remind the students that they have been thinking about important ideas in texts. Display the “Thinking About Important Ideas” chart (WA6) and tell the students that these are questions they can ask themselves as they are reading to help them recognize the important ideas in their books. Read the questions aloud.

Thinking About Important Ideas

- What seems important to understand in the reading so far?
- What might the author want you to be thinking about at this point?

Explain that today you will stop the students periodically during IDR to have them think about how well they are recognizing the important ideas in their books. Tell the students that later they will share an important idea from their reading with the class.

Have the students get their books and read silently for up to 30 minutes. Stop the students at 10-minute intervals and have them think about the questions on the chart. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 118) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 121 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few volunteers to share with the class. Have each volunteer begin by telling the title of the book she read, the author’s name, and what the book is about. Then have her share an important idea from her reading with the class. Remind the students to use evidence from the text to support their thinking. If the student struggles to share an important idea, probe her thinking by asking questions such as:

- Q *What do you think is most important for you to remember in the part of the book you read today?*
- Q *Why do you think that is most important?*

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

Teacher Note

You will use the “Thinking About Important Ideas” chart (WA6) again on Day 2.

Materials

- *Harry Houdini: Master of Magic* (pages 6–16)
- “Thinking About Important Ideas” chart (WA6) from Day 1

In this lesson, the students:

- Hear and discuss part of a narrative nonfiction story
- Brainstorm what they think they know about the topic of the story
- Make inferences about the story
- Read independently for up to 30 minutes
- Give reasons for their opinions

1 Review Summaries and Summarizing

Have the students gather with partners sitting together, facing you. Remind the students that in the previous lesson they heard a summary of *A River Ran Wild*. Review that a summary is a “brief description of what a text is about.” It includes important ideas or information from the text.

Explain that you will read part of a book aloud today, and in the next two days the class will think about the important ideas in the story and then build a summary of it together using the important ideas.

2 Introduce *Harry Houdini: Master of Magic*

Show the cover of *Harry Houdini: Master of Magic* and read the title and the author’s name aloud. Read the information on the back cover aloud and ask:

Q *What do you think this book is going to be about?*

Q *What do you think an escape artist does?*

Tell the students that the book is a biography of a man named Harry Houdini. If necessary, explain that a biography is a nonfiction retelling of another person’s life. Tell the students that Houdini became world famous in the late 1800s and early 1900s for escaping from situations that seemed impossible to escape from. Tell the students that you will read the beginning of the book today.

3 Read Aloud

Read pages 6–16 aloud slowly and clearly, stopping as described on the next page. Clarify vocabulary as you read.

Suggested Vocabulary

supernatural: caused by powers outside of nature; magical (p. 8)

bluff: trick (p. 13)

ELL Vocabulary

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

safe: locked box used to store valuable things (p. 7; refer to the illustration on p. 6)

escape: get out (p. 7)

trapeze: high swing used in circuses (p. 11)

Stop after:

pp. 9–10 “He had been sitting behind the screen for almost a half hour while the audience’s excitement grew.”

Ask:



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

Without sharing as a class, reread the last sentence before the stop on pages 9–10 and continue reading to the next stop. Stop after:

p. 11 “He had already learned the first rule of being a magician: Never tell how you do a trick!”

Ask:



Q *What did you learn about Harry Houdini in this part of the story? Turn to your partner.*

Without sharing as a class, reread the last sentence and continue reading to the next stop. Repeat this procedure at the next two stops:

p. 13 “She hugged her hardworking son.”

p. 16 “He was seventeen years old.”

Finish today’s reading with the above sentence on page 16.

4 Discuss the Reading as a Class

Facilitate a discussion of the story using the questions that follow. Remind the students to use the prompt “The reason I think this is . . .” to give reasons for their opinions and to use the other discussion prompts they have learned to build on one another’s thinking. Ask and briefly discuss:

Q *At the beginning of the passage, Harry was at the Euston Palace Theatre. Why was the audience at the theater so excited?*



Facilitation Tip

Continue to focus on **responding neutrally with interest** during class discussions by refraining from overtly praising or criticizing the students’ responses. Instead, build the students’ intrinsic motivation by responding with genuine curiosity and interest, for example:

- “Say more about that.”
- “Explain your thinking further.”
- “You have an opinion that’s [similar to/ different from] what [Kyoko] just said. How is it [similar/different]?”
- “Do you agree with [Callum]? Why or why not?”
- “What questions do you have for [Callum] about [his] thinking?”

Teacher Note

Be prepared to reread passages from the text to help the students recall what they heard.

Students might say:

"The audience was excited because Harry was about to escape from a locked safe."

"The people didn't think Harry could do it. They thought it was impossible."

Then ask:

Q *What word would you use to describe Harry when he was a boy? Why would you use that word? Why was Harry well suited to become a magician?*

Students might say:

"Harry was smart. He learned how to pick locks."

"Harry was a show-off. He liked performing in front of people."

"In addition to what [Stacy] said, he was hardworking. He worked hard to learn things, like how to pick locks."

As the students make inferences about the story, point them out.

You might say:

"The book does not directly say Harry was smart, but you figured it out from clues such as how he learned to pick locks."

Explain that tomorrow the students will think about the important ideas in this story and prepare to write a summary of it.

INDIVIDUALIZED DAILY READING

5 Self-monitor to Think About Important Ideas

Display the "Thinking About Important Ideas" chart (🟢 WA6) and remind the students that these are questions they can ask themselves as they are reading to help them recognize the important ideas in their books. Explain that today you will again stop them periodically during IDR to have them think about how well they are recognizing the important ideas in their books. Tell the students that later they will share important ideas from their reading with partners.

Have the students get their books and read silently for up to 30 minutes. Stop the students at 10-minute intervals to have them think about the questions on the chart. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 118) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 121 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have each student share an important idea from his reading with a partner. Remind each student to begin by telling the title of the book he read, the author’s name, and what the book is about. Remind the students to use evidence from the text to support their thinking.

After partners have had a chance to share, have a few volunteers share important ideas from their reading with the class. If a student struggles to share an important idea, probe his thinking by asking questions such as:

- Q *What do you think is most important for you to remember in the part of the book you read today?*
- Q *Why do you think that is most important?*

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

Materials

- *Harry Houdini: Master of Magic*
- “Important Ideas in Harry Houdini” chart, prepared ahead, and a marker
- “Class Assessment Record” sheet (CA2)
- Small self-stick notes for each student

TEKS 9.D.i
Student/Teacher Narrative
Step 1

Teacher Note

If the students have difficulty identifying important ideas in the passage, you may want to teach this lesson over two days. Follow the procedure you used in Days 2 and 3 of Week 1, in which the students hear the passage, discuss important ideas in pairs, hear the passage again, and record their ideas.

In this lesson, the students:

- Hear and discuss part of a narrative nonfiction story again
- Determine important ideas and supporting details in the story
- Read independently for up to 30 minutes
- Give reasons for their opinions
- Discuss their opinions respectfully

1 Review Important Ideas and Supporting Details

Have the students gather with partners sitting together, facing you. Remind the students that last week they thought about the important ideas and supporting details in *A River Ran Wild*. Review that distinguishing between (telling the difference between) important ideas and supporting details (like facts, examples, and descriptions) helps readers understand texts more deeply.

Explain that determining important ideas and supporting details is also necessary to summarize a text because a summary is made up of the important ideas in a text. Tell the students that today you will reread the passage they heard yesterday from *Harry Houdini*, and they will think about the important ideas in it. This will prepare them to write a summary of it as a class tomorrow.

2 Reread the Passage from *Harry Houdini*

Explain that as you reread the passage from *Harry Houdini* you will stop several times. At each stop, the students will think about the important ideas in the part of the story they just heard. They will then share their thinking in pairs.

Read pages 6–16 slowly and clearly, stopping after:

p. 8 “‘Then,’ Houdini said, shaking hands with the last man, ‘let me enter the safe. Lock the door behind me!’”

Ask:



Q *What is most important to understand or remember about what you’ve heard so far? Turn to your partner.*

Direct the students’ attention to the “Important Ideas in Harry Houdini” chart. Have a few volunteers share their ideas with the class. As the students share, record their ideas on the chart.

Important Ideas in Harry Houdini

Houdini is getting into a safe that is locked in front of an audience. He's going to try to get out.

He could die if he doesn't get out.

Follow this procedure at the next five stops, recording one or two ideas on the chart at each stop.

- pp. 9-10** "He had been sitting behind the screen for almost a half hour while the audience's excitement grew."
- p. 10** "As they grew up, Ehrich and his brothers had to earn money for the family by shining shoes and selling newspapers."
- p. 12** "'He can pick any lock in the place!'"
- p. 14** "Ehrich never thought about making a living doing tricks."
- p. 16** "He was seventeen years old."

Circulate as partners talk at each stop.



CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to identify important ideas in the story?
- Are they referring to the text to support their thinking?

Record your observations on the "Class Assessment Record" sheet (CA2); see page 115 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are identifying important ideas and referring to the text to support their thinking, proceed with the lesson and continue on to Day 4.
- If **about half of the students** or **only a few students** are identifying important ideas and referring to the text to support their thinking, continue on to the guided summarizing lesson on Day 4, but plan to model writing the entire summary with the class. Then plan to give the class additional instruction by repeating this week's lessons using an alternative book before continuing on to Week 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 5 Alternative Texts" list.

TEKS 9.D.i
Student/Teacher Activity
Steps 2 and 3

Teacher Note

Other important ideas in the passage include:

- The audience thinks he's dead.
- He escapes, but he is sitting behind the screen.
- His real name was Ehrich Weiss.
- His family came to America from Hungary.
- His family was poor.
- He performed tricks for his friends.
- He earned a few dollars doing magic shows in clubs.
- He read a book about a French magician and changed his name to Houdini.
- He decided to make magic his life's work.

Teacher Note

Save the "Important Ideas in [Harry Houdini](#)" chart to use on Day 4.

3 Discuss Important Ideas as a Class

Review the ideas on the "Important Ideas in [Harry Houdini](#)" chart. Facilitate a discussion using the questions that follow. Remind the students to give reasons for their opinions.

- Q *Are there any important ideas that we need to add to the chart? Explain your thinking.*
- Q *Are there any ideas on the chart that you think are supporting details? Why do you think that?*
- Q *Do you agree or disagree with [Arne]? Why?*

Students might say:

"I think the idea that he earned money doing tricks is a supporting detail. I don't think we need to remember that."

"I agree with [Arne]. The important idea is that he was doing magic when he was young. The information about where he did it is a detail."

"I think it's important that he stole cakes from the cupboard. It shows he could pick locks."

"I disagree with [Pam]. I think stealing cakes is a supporting detail. The important idea is that he was learning how to pick locks."

Make adjustments to the chart as needed during this discussion, adding important ideas and crossing out supporting details. If the students have difficulty distinguishing between important ideas and supporting details, you might think aloud to model your own thinking and revise the chart as needed.

Explain that in the next lesson the class will use the ideas on the chart to write a summary of the passage.

4 Reflect on Discussing Opinions Respectfully

Point out that it is normal for people to have different opinions when discussing what are important ideas and what are supporting details in a text. Remind the students of any disagreements during today's class discussion. Ask:

- Q *When someone disagrees with you, how do you like that person to tell you that?*
- Q *If the person doesn't tell you in that way, how might you feel? Why?*
- Q *How can we make sure that we can disagree respectfully during our discussions?*

Tell the students that they will continue to discuss their opinions in the coming weeks and that you would like them to focus on doing so respectfully.

INDIVIDUALIZED DAILY READING

5 Discuss Important Ideas and Supporting Details

Remind the students that they have been thinking about both important ideas and supporting details in texts. Distribute self-stick notes to each student. Explain that each student should use the self-stick notes to mark one important idea and one supporting detail in her reading today. Tell the students that later they will share the important ideas and supporting details they marked with the class.

Have the students get their books and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 118) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 121 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share the important ideas and supporting details they marked with the class. Have each student begin by telling the title of the book she read, the author’s name, and what the book is about. Remind the students to use the prompt “The reason I think this is . . .” to support their thinking.

After each volunteer shares an important idea and supporting detail from her reading, ask questions such as:

- Q *Why do you think the idea you marked is important?*
- Q *How does this passage you marked as a supporting detail support, or give more information about, the important ideas in your reading?*

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

Technology Tip

For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



TECHNOLOGY EXTENSION

Explore Interactive Activities That Focus on Important Ideas and Supporting Details

Determining important ideas and supporting details in a text is a key strategy that helps readers understand and retain what they read. Many interactive whiteboard activities that provide students with opportunities to practice identifying important ideas and supporting details are available online. For more information, search online using the keywords “main idea and supporting details interactive whiteboard activities.”

Day 4

Strategy Lesson

Materials

- *Harry Houdini: Master of Magic*
- “Important Ideas in Harry Houdini” chart from Day 3
- “Summary of *A River Ran Wild*” chart (WA4) from Day 1
- *Student Response Book* page 74
- “Summary of the Passage from *Harry Houdini*” chart (WA7)
- “Reading Comprehension Strategies” chart and a marker
- Small self-stick notes for each student
- *Student Response Book*, Reading Journal section
- “Journal Entry” chart (WA8)

In this lesson, the students:

- Build a summary as a class
- Read independently for up to 30 minutes
- Write in their reading journals
- Give reasons for their opinions
- Discuss their opinions respectfully

1 Review Important Ideas and Summarizing

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Direct the students’ attention to the “Important Ideas in Harry Houdini” chart and remind them that in the previous lesson they made a list of the important ideas in the passage from the book. Review that identifying important ideas is necessary for summarizing a text and that readers summarize to help them make sense of what they are reading and to help them remember important information in a text. They also summarize to communicate to others what a text is about.

Explain that today the class will use the ideas on the chart to write a summary of the passage from *Harry Houdini*. Remind them that they will be writing their own summaries in the next couple of weeks.

2 Review the Summary of *A River Ran Wild*

Display the “Summary of *A River Ran Wild*” chart ( WA4) and have the students turn to *Student Response Book* page 74, where the summary is

reproduced. Explain that this summary, which they read earlier in the week, can serve as a model for the summary they will write today.

Ask the students to reread the summary quietly to themselves (or follow along as you read it aloud again). Then use “Think, Pair, Share” to discuss:



Q *What do you notice in the summary of *A River Ran Wild* that might serve as a model when we summarize the passage from *Harry Houdini*? [pause] Turn to your partner.*

Have a few volunteers share their thinking.

Students might say:

“The first sentence tells you the title of the book and the author’s name. It also tells you what it’s about.”

“It doesn’t say everything that’s in the book. The reason I think this is that lots of supporting details are left out.”

“It’s not too long.”

If necessary, point out that the summary begins with a general statement of what the story is about and continues with important events or ideas from the story.

3 Model Starting the Summary of *Harry Houdini*

Display the “Summary of the Passage from *Harry Houdini*” chart (WA7). Explain that you will begin the summary and the class will write the rest of it together.

Tell the students that you want to begin the summary with a general statement of what the story is about. Ask:

Q *In a sentence, what is the passage we read from *Harry Houdini* about?*

Students might say:

“It’s about a famous magician and escape artist when he was a kid.”

“It’s about how *Harry Houdini* started getting into magic and things when he was still young.”

Using the students’ suggestions, model writing an opening sentence about the story that includes the title of the book and the author’s name. If the students cannot come up with a general opening sentence that tells what the story is about, provide one yourself.

ELPS 4.G.ii
Steps 3 and 4

TEKS 7.D.ii
Student/Teacher Narrative
Step 3

Summary of the Passage from *Harry Houdini*

This passage from the book *Harry Houdini: Master of Magic* by Robert Kraske is about the famous magician and escape artist Harry Houdini and how he got started in magic as a kid.

Explain that the rest of the summary will be made up of ideas that are listed on the “Important Ideas in *Harry Houdini*” chart. Model adding to the summary by thinking aloud about selecting information on the chart for the second sentence and then writing the second sentence of the summary.

You might say:

“Since this story starts by describing Houdini as an adult and then moves to his childhood, it makes sense to tell how it happened in that order. The first thing Houdini does in the book is to attempt an escape from a locked safe in front of a live audience. I’ll use that information for the second sentence of the summary. I’ll write: *It begins with a story of how, as an adult, Houdini escaped from a locked safe in front of a live audience.*”

Follow this procedure to provide the third sentence of the summary. If possible, model combining two or three pieces of information on the chart into a single sentence. Point out that combining information in this way helps to keep the summary brief.

You might say:

“The idea ‘Houdini’s real name was Ehrich Weiss’ and the idea ‘Houdini’s family came to America from Hungary when he was a child’ can be combined into one sentence. I’ll write: *Houdini’s real name was Ehrich Weiss, and his family came to America from Hungary when he was a child.*”

4 Complete the Summary as a Class

Referring to the “Important Ideas in *Harry Houdini*” chart, elicit suggestions for what to add to the summary by asking:

Q *What information do you think should come next in the summary? Why do you think that?*

Use the students’ suggestions to add sentences to the chart, shaping and combining their ideas as necessary to keep the summary clear and concise. You may need to model the use of words such as *then*, *next*, and *after that* to connect sentences and show the sequence of events.

Teacher Note

If the students are unable to suggest sentences, continue to model by thinking aloud and adding your own sentences to the chart.

TEKS 7.D.ii
Student/Teacher Activity
Step 4

The completed summary might look like this:

WA7

Summary of the Passage from *Harry Houdini*

This passage from the book *Harry Houdini: Master of Magic* by Robert Kraske is about the famous magician and escape artist Harry Houdini and how he got started in magic as a kid. It begins with a story of how, as an adult, Houdini escaped from a locked safe in front of a live audience.

Houdini's real name was Ehrich Weiss, and his family came to America from Hungary when he was a child. The family was poor, and Ehrich and his brother had to earn money to live. Ehrich performed tricks for his friends, sometimes even earning a few dollars at neighborhood clubs. After reading about the French magician Robert-Houdin, Ehrich changed his name to Houdini and decided to make magic his life's work.

Teacher Note

Save the "Summary of the Passage from *Harry Houdini*" chart (WA7) to use in Weeks 3 and 4 of this unit.

When the summary is finished, reread it aloud and ask:

- Q** *Do you think someone who hasn't read the passage from Harry Houdini could get a good idea of what it is about from reading this summary? If not, what can we add?*

5 Add to the "Reading Comprehension Strategies" Chart

Direct the students' attention to the "Reading Comprehension Strategies" chart and add *summarizing* to it. Review that *summarizing* is "using important information in a text to say briefly what the text is about." Explain that summarizing is a powerful strategy for remembering important information and communicating it to others.

Reading Comprehension Strategies

- using text features
- questioning
- recognizing story elements
- making inferences
- visualizing
- analyzing how texts are organized
- determining important ideas and supporting details
- summarizing

Tell the students that during the next couple of weeks they will practice summarizing, with the goal of writing summaries of their own books to share with their classmates.

6 Reflect on Today's Partner and Class Conversations

Facilitate a brief discussion about today's conversations and how the students did giving reasons for their opinions and discussing their opinions respectfully. Report any examples you noticed of students disagreeing respectfully and giving reasons for their opinions.

INDIVIDUALIZED DAILY READING

7 Read Independently and Write About an Important Idea and a Supporting Detail

Distribute self-stick notes to each student. Explain that each student should use the self-stick notes to mark at least one important idea and one supporting detail in his reading today. Have the students get their books and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.

Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.



IDR CONFERENCE NOTE

Continue to confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 118) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 121 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have the students return to their desks and open their *Student Response Books* to the Reading Journal section. Then display the “Journal Entry” chart (WA8) and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

Journal Entry

Write a journal entry about the book you are reading.

Please include:

- The title and the author’s name
- What the book is about
- An important idea you marked in your reading and why you think it is important
- A supporting detail you marked in your reading and why you think it is a supporting detail

WA8



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

Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class.

Vocabulary Note

Next week you will revisit *Harry Houdini* to teach the Week 23 vocabulary lessons.

Materials

- *Harry Houdini: Master of Magic*

Teacher Note

Prior to doing this activity, you might wish to do the extension on the next page, "Explore Important Ideas and Supporting Details in Another Passage from *Harry Houdini*." If you have done this extension with the students, begin the Writing About Reading activity by rereading and discussing pages 6–16 as described here. Then reread and discuss pages 46–51 in the same way. Your modeling and the students' writing can then draw on clues about Houdini/Weiss from both passages.

TEKS 7.C.i

Student/Teacher Narrative
Writing About Reading
("You might say example")

TEKS 7.C.i

Student/Teacher Activity
Writing About Reading
(last paragraph)

WRITING ABOUT READING

Make Inferences About Harry Houdini/ Ehrich Weiss

Show the cover of *Harry Houdini* and remind the students that they heard part of this biography earlier. Ask:

Q *What do you remember about the passage you heard?*

Remind the students that Houdini's real name was Ehrich Weiss. Explain that today you will reread the passage and ask the students to listen carefully for clues about what kind of person Ehrich Weiss was as a boy. Then they will write about their inferences.

Read pages 6–16 of *Harry Houdini* aloud without stopping. After reading, ask:

Q *What kind of person was Ehrich Weiss? What in the passage makes you think so?*

Ask the students to watch as you think aloud and model writing about Ehrich Weiss's personality.

You might say:

"I think that the things Ehrich Weiss said and did as a boy showed that he was a daring and responsible person. I'll start by writing: *Robert Kraske's book Harry Houdini: Master of Magic reveals that Ehrich Weiss was a daring and responsible boy.* Now I need to explain the clues in the passage that made me think that. I'll write: *I know Ehrich was daring because once he dared to tell a group of boys waiting to apply for a job that the job was already taken. The truth was, he was bluffing, but he ended up getting the job.* Now I'll write about how I know Ehrich was responsible: *I know Ehrich was responsible because the passage explains that he took any jobs he could find to help his sick father.*"

Explain that the students will now write their own paragraphs about the kind of person Ehrich Weiss was as a boy, based on the inferences they made from clues in the passage. Remind them to include the title of the book and the author's name in their paragraphs, as well as the clues in the passage that helped them make their inferences. If time permits, invite volunteers to share what they wrote with the class.

EXTENSION

Explore Important Ideas and Supporting Details in Another Passage from *Harry Houdini*

Show the students the cover of *Harry Houdini* and remind them that they heard part of this biography earlier. Ask and briefly discuss:

Q *What do you remember about Harry Houdini?*

Tell the students that you will read another passage from the book aloud. Explain that in this passage Harry Houdini and his wife Bess have traveled to Europe so that Harry can perform his act; they hope that he will become an even bigger success. Read aloud chapter 6, “A Big Hit in Europe” (pages 46–51), slowly and clearly, showing the photograph on page 49 and stopping as described below.

Stop after:

p. 47 “When Houdini escaped in seconds, the British audience cheered and cheered.”

Ask:

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

Without sharing as a class, reread the last sentence before the stop and then continue reading. At each of the remaining stops, repeat the same procedure by using “Turn to Your Partner” to have the students share briefly what they learned. Then reread the last sentence and continue.

p. 48 “Wherever he went, newspapers wrote stories about him, and people crowded into theaters to see him.”

p. 51 “No longer would they dare to call him ‘Dime Museum Harry!’”

Tell the students that now you will reread the same passage, stopping several times. Ask the students to think as they listen about important ideas and supporting details in the passage. Reread pages 46–51 aloud, stopping as described below. Stop after:

p. 47 “When Houdini escaped in seconds, the British audience cheered and cheered.”

Ask and discuss:

Q *What is an important idea in this part of the story? Why do you think that information is important?*

Q *Do others agree that this is an important idea? Why or why not?*

Q *What is a supporting detail? What idea do you think this detail supports? Explain your thinking.*

Q *Do others agree that this is a supporting detail? Why or why not?*

As volunteers share, record what they think are important ideas and supporting details where everyone can see them.

Teacher Note

Important ideas include that Harry escaped from handcuffs at Scotland Yard; the London newspapers published the story of his amazing escape; and Harry became a big success in London.

Reread the last sentence before the stop on page 47 and then continue rereading the passage. At each of the remaining stops, ask the same questions and have the students briefly discuss what they think are the important ideas and supporting details.

p. 48 “Wherever he went, newspapers wrote stories about him, and people crowded into theaters to see him.”

p. 51 “No longer would they dare to call him ‘Dime Museum Harry!’”

Continue recording the students’ ideas where everyone can see them.

If time permits, you might invite the students to write summaries of the passage using the ideas you recorded.

Technology Tip

Prior to doing this activity, locate and preview an age-appropriate website about Harry Houdini using the keywords “Harry Houdini biography.” You might bookmark the website you will share with your students in your browser. For more information, view the “Finding, Organizing, and Presenting Online Information” tutorial (AV43).



TEKS 6.B.v
TEKS 6.B.vi
Student/Teacher Activity
Technology Extension

TEKS 13.A.ii
Student/Teacher Narrative
Technology Extension



TECHNOLOGY EXTENSION

Learn More About Harry Houdini

Review that *Harry Houdini: Master of Magic* is about the famous magician and escape artist Harry Houdini. Remind the students that they heard a passage from the biography earlier. Explain that you will reread the passage and ask the students to think about questions they have about Houdini as they read. Reread pages 6–16 of the book aloud slowly and clearly. Then ask:

Q *What questions do you have about Harry Houdini?*

Tell the students that today they will explore a website about Harry Houdini and then discuss what they have learned.

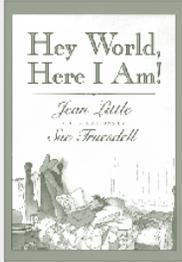
Display your browser page and go to the website you previewed. Model navigating the website, and read aloud any information you think the students may find interesting. Afterward, discuss questions such as:

Q *Did you find out more about something you had a question about? What did you find out?*

Q *What are you still curious to find out about Harry Houdini?*

Week 3

OVERVIEW



“Mrs. Buell” from *Hey World, Here I Am!**

by Jean Little, illustrated by Sue Truesdell

Kate doesn’t think much about grouchy Mrs. Buell until the old woman disappears from her life.

**This book is also used in Unit 9, Week 1.*



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA9–WA11

Assessment Forms

- “Class Assessment Record” sheet (CA3)
- “IDR Conference Notes” record sheet (CN1)

Comprehension Focus

- Students think about important ideas and supporting details in a fiction story.
- Students use important ideas to summarize the story.
- Students read independently.

Social Development Focus

- Students work in a responsible way.
- Students develop the skill of giving reasons for their opinions.
- Students discuss their opinions respectfully.

Ⓜ DO AHEAD

- ✓ Prior to Day 2, prepare a sheet of chart paper with the title “Directions for Section 3.” Write directions on the chart paper as shown in the diagram in Step 4.
- ✓ Prior to Day 3, prepare a sheet of chart paper with the title “Directions for Section 6.” Write directions on the chart paper as shown in the diagram in Step 4.
- ✓ Prior to Day 4, prepare a sheet of chart paper with the title “Summary of ‘Mrs. Buell’” (see Step 2).
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA3); see page 116 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 23 lessons this week.

Day 1

Read-aloud

Materials

- “Mrs. Buell” from *Hey World, Here I Am!* (pages 42–47)
- Small self-stick notes for each student

ELL Note

Summarize the story for your English Language Learners prior to today's read-aloud.

In this lesson, the students:

- Hear and discuss a fiction story
- Identify important ideas in the story
- Read independently for up to 30 minutes
- Give reasons for their opinions
- Discuss their opinions respectfully

1 Review and Get Ready to Work Together

Gather the students with partners sitting together, facing you. Explain that this week the students will continue to learn about using important ideas to summarize text. Remind them that summarizing is an important strategy because it helps readers understand a text and communicate what it is about.

Remind the students that they have been focusing on giving reasons for their opinions and on discussing their opinions respectfully. Explain that you would like them to continue to practice these skills in the coming week.

2 Introduce “Mrs. Buell”

Tell the students that today you will read aloud from the book *Hey World, Here I Am!* Show the cover of the book and read the names of the author and the illustrator aloud. Explain that the book is a collection of stories, poems, and other writing by a fictional teenager named Kate Bloomfield. Today you will read a story called “Mrs. Buell,” in which Kate tells about a woman who owns a neighborhood store.

Ask the students to listen for important ideas as you read. Tell them that you will stop several times to have partners talk about what seems important about the part they just heard.

3 Read Aloud

Read “Mrs. Buell” (pages 42–47) aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

Suggested Vocabulary

intent on: focused on (p. 43)

slunk out: sneaked away quietly (p. 44)

gawking: staring stupidly (p. 45)

ELL Vocabulary

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

run-down: in poor condition (p. 42)

corner store: small neighborhood store (p. 42)

licorice, jawbreakers: kinds of candy (p. 42)

stale: old; not fresh (p. 42)

grouch: person who is in a bad mood (p. 42)

lost my nerve: got nervous or scared (p. 44)

Stop after:

p. 43 “She was always the same except that once.”

Use “Think, Pair, Share” to discuss:



Q *What’s most important to understand or remember about the part you just heard? [pause] Turn to your partner.*

Without sharing as a class, reread the last sentence before the stop on page 43 and continue reading to the next stop. Follow the same procedure at the following stops:

p. 44 “I didn’t go near the store for weeks.”

p. 46 “‘I said we’re shut. If you don’t want anything, beat it,’ she told me.”

Continue reading to the end of the story.

4 Discuss the Story as a Class

Facilitate a discussion of the story using the following questions. Remind the students to use the prompt “The reason I think this is . . .” to give reasons for their opinions and to use the other discussion prompts they have learned to build on one another’s thinking.

Q *What are some of the important ideas you heard in this reading? Why do those ideas seem important?*



Facilitation Tip

Continue to practice **responding neutrally with interest** during class discussions by demonstrating genuine interest in and curiosity about what the students say and by refraining from overtly praising or criticizing their responses.

Students might say:

"Mrs. Buell is grouchy and mean to the kids. They're all kind of afraid of her."

"I agree with [Denise]. The part where Mrs. Buell puts a bandage on Kate's knee is important, too. It shows that Mrs. Buell has this nice side that Kate didn't know about."

"Kate feels bad when Mrs. Buell dies. The reason I think this is that she says she has a hole in her life."

"In addition to what [LaVaughn] said, Kate wishes she had been nicer to Mrs. Buell because in the story Kate wonders why she didn't smile back at Mrs. Buell."

Q *How do Kate's feelings toward Mrs. Buell change during the story? Why do her feelings change?*

Reread the last paragraph on page 46. Ask:

Q *What do you think Kate means by "I knew, for the first time, that nothing was safe—not even the everyday, taken-for-granted background of my being"? Explain your thinking.*

Explain that in the next lesson the students will think again about important ideas in this story and use those important ideas to create a summary.

INDIVIDUALIZED DAILY READING

5 Discuss Important Ideas and Supporting Details

Remind the students that they have been thinking about both important ideas and supporting details in texts. Distribute self-stick notes to each student. Explain that you would like each student to use the self-stick notes to mark one important idea and one supporting detail in his book as he reads today. Tell the students that later they will share the important ideas and supporting details they marked with partners.

Have the students get their books and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 118) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 121 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have the students share with partners the important ideas and supporting details they marked. Remind each student to begin by telling the title of the book he read, the author's name, and what the book is about. Remind the students to use the prompt "The reason I think this is . . ." to support their thinking.

After partners have had a chance to share, have a few volunteers share with the class the important ideas and supporting details they marked and the reasons for their thinking. Support the students by asking questions such as:

- Q *Why do you think the idea you marked is important?*
- Q *How does this passage you marked as a supporting detail support, or give more information about, the important ideas in your reading?*

EXTENSION

Explore First-person Point of View in "Mrs. Buell"

Show the cover of *Hey World, Here I Am!* and remind the students that they heard the story "Mrs. Buell" from this book earlier. Tell them that you are going to reread a passage from "Mrs. Buell." Explain that as you read it, you would like the students to think about who is telling the story. Read aloud the first two paragraphs on page 43 of "Mrs. Buell" slowly and clearly. Ask:

- Q *Who is telling the story? What in the story makes you think so?*

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

Students might say:

"The girl named Kate is the person telling the story. She's describing what happened to her in the store with Mrs. Buell."

"I know that it's Kate talking about herself because she says things like 'I tripped' and 'I wasn't afraid.'"

If necessary, explain that Kate Bloomfield, who is a character in the story, is telling what happened to her in Mrs. Buell's store. Review that when the person telling the story is a character in the story, we say that the story is told from the *first-person point of view*. Remind the students that when a story is told from the first-person point of view, the story uses pronouns such as *I*, *my*, and *me*. Review that when a story is told from the *third-person point of view*, the person telling the story is not a character in the story and the story uses pronouns such as *he*, *she*, *they*, *him*, *her*, and *their* to talk about the characters.

TEKS 10.E.i
TEKS 10.E.ii
Student/Teacher Activity
Extension

Day 2

Guided Strategy Practice

Materials

- “Mrs. Buell (Sections 1–3)” chart (WA9)
- *Student Response Book* pages 76–81
- “Directions for Section 3” chart, prepared ahead

TEKS 7.D.i
Student/Teacher Narrative
Step 1

Ask and discuss:

- Q Do you think “Mrs. Buell” would be a more interesting story if it were told from the third-person point of view and not from Kate’s point of view? Why?
- Q How might the story be different if it were written from Mrs. Buell’s point of view?

Have a few volunteers share their thinking with the class.

Have the students page through the fiction books they are reading or have read independently and determine whether they are written from the third-person or first-person point of view. Have them share their thinking in pairs; then have a few volunteers share their thinking with the class. Ask them to read aloud passages that they think demonstrate the point of view from which their stories are written.

Encourage the students to continue to notice the points of view of stories they read and to think about how the points of view affect their thoughts and feelings about the stories.

In this lesson, the students:

- Identify important ideas in a fiction story
- Take notes about important ideas
- Read independently for up to 30 minutes
- Give reasons for their opinions
- Discuss their opinions respectfully

1 Review Identifying Important Ideas and Summarizing

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Review that determining important ideas and supporting details helps readers better understand what they read by helping them identify what is essential to know or remember in a text. Remind the students that summaries are made up of important information from a text and that summarizing helps readers understand a text and communicate to other readers what it is about.

Explain that this week the students will use important ideas in the story “Mrs. Buell” from *Hey World, Here I Am!* to practice writing a summary

of the story together. This week’s activities will prepare them to write summaries of their own books for their classmates.

2 Model Taking Notes and Underlining Important Ideas in Section 1 of “Mrs. Buell”

Display the “Mrs. Buell (Sections 1–3)” chart (C WA9) and explain that this chart shows part of the story they heard yesterday.

As the students follow along, read Section 1 aloud. Model thinking quietly for a moment; then think aloud about what seems like the most important idea in the section. On the chart, model writing a brief note about the important idea in the margin and underlining the sentences that seem most important in the section.

You might say:

“What’s most important in this section is Kate’s description of BUELLS and Mrs. Buell. Kate says BUELLS is the run-down neighborhood store and that Mrs. Buell, the owner, is run-down, too, and grouchy. In the margin, I’ll write what I think is the most important idea in this section: *Mrs. Buell is the run-down, grouchy owner of a run-down, not very clean corner store.* Next I’ll underline the sentences that seem most important in the section: ‘It’s a run-down, not very clean corner store’ and ‘Mrs. Buell is run-down too, and a grouch.’”

Ask:

Q *What are some of the details in this section that support the important idea I wrote in the margin? How do these details support the important idea?*

Students might say:

“I noticed the sentence ‘She only has three flavors and the cones taste stale.’ That might be a supporting detail. Having just three flavors of ice cream and stale cones are examples of how the store is run-down.”

“In addition to what [Stan] said, I think the part about licorice and bubble gum and jawbreakers sold at the store is a supporting detail.”

“I think the sentence ‘She never smiles or asks you how you are’ is a detail, too. It supports the idea that Mrs. Buell is a grouch.”

3 Practice Taking Notes and Underlining Important Ideas in Section 2 of “Mrs. Buell”

Have the students turn to *Student Response Book* page 76, the first page of “Mrs. Buell.” Explain that the story, divided into six sections, appears on the next few pages. Direct the students to Section 1 and have them write the note you modeled in their own margins and underline the sentences you underlined.

Teacher Note

Copying your work in the first and second sections gives the students a record of your modeled thinking as they take notes and underline important ideas in the rest of the excerpt.



Explain that you would like the students to read Section 2 of the story in pairs and discuss what they think are the most important ideas in that section. Give the students a few minutes to read the second section and then talk quietly with their partners.

After a few minutes, signal for the students' attention. On the "Mrs. Buell (Sections 1–3)" chart, scroll down to display Section 2. Ask:

- Q *What is this section about? What do you think are the most important ideas in this section?*
- Q *Which sentences give you the most important information?*

Students might say:

"This section is about how Kate falls in the store and hurts her knee. That's important to know."

"In addition to what [Pilar] said, I think another important idea is that Mrs. Buell helps Kate and puts a bandage on her knee."

"I agree with [Connor]. I found a couple of sentences that talk about these ideas: 'I tripped going in, and fell and scraped my knee' and 'Then she fetched a Band-Aid and stuck it on.'"

As the students respond, jot notes about the important ideas in the margin of the chart and underline sentences that give information about the important ideas. If the students have difficulty identifying the most important ideas in the section, model again by thinking aloud, writing a note in the margin of the chart, and underlining important sentences on the chart (such as the two sentences mentioned in the "Students might say" note).

Have the students copy your notes and underlined text about Section 2 in their own *Student Response Books*.

4 Have Partners Take Notes and Underline Important Ideas in Section 3 of "Mrs. Buell"

Direct the students' attention to the "Directions for Section 3" chart and explain the directions on it.

Directions for Section 3

1. Read Section 3 with your partner.
2. Discuss what it is about.
3. Write notes in the margin that tell what this section is about.
4. Underline sentences that seem most important.



Circulate as pairs work and notice whether they are able to identify important ideas and take notes about them. If the students are having difficulty, support them by asking questions such as:

- Q *What happens in this section? Tell me in your own words.*
- Q *What does Mrs. Buell do in this passage?*
- Q *How does Kate feel in this passage? What sentences tell you how she feels?*

If you notice many students struggling with identifying the important ideas or taking notes about them, signal for the students' attention and go through Section 3 together as a class in the more directed way you did for the first two sections.

5 Discuss Important Ideas in Section 3 as a Class

On the “Mrs. Buell (Sections 1–3)” chart, scroll down to display Section 3 of the story. Facilitate a discussion about Section 3 using the following questions. As the students report their thinking, jot notes about the important ideas in the margin of the chart and underline sentences. Remind the students to give reasons for their opinions. Ask:

- Q *What do you and your partner think is important to know and remember in this section? What sentences did you underline that talk about that directly? What notes did you write?*
- Q *Why do you think that idea is important?*
- Q *Do you agree or disagree with [Tamika and Lily]? Why?*

6 Reflect on Discussing Opinions Respectfully

Facilitate a brief discussion about how the students interacted by asking:

- Q *Did people disagree with you today? If so, did they disagree in a way that felt comfortable for you? Why or why not?*

Teacher Note

Keep in mind that identifying and taking notes about important ideas can be challenging. It can be difficult for students to distinguish important ideas from supporting details, especially in very concise texts. Students will benefit from repeated experiences hearing and thinking about important ideas and supporting details.

Teacher Note

Save your annotated “Mrs. Buell (Sections 1-3)” chart (WA9) to use on Days 3 and 4.

Q *What might we want to do differently tomorrow so we know we are discussing our opinions respectfully?*

Explain that tomorrow the students will take notes and underline important sentences in the rest of the story.

INDIVIDUALIZED DAILY READING

7 Practice Orally Summarizing Reading

Ask the students to think about the important ideas in their books as they read independently today, and tell them that at the end of IDR, you will ask some of them to use the important ideas they have thought about to summarize what they read today. Have the students get their books and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 118) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 121 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Use “Think, Pair, Share” to discuss:



Q *If you were to tell someone in a few sentences what your book is about, what would you say? [pause] Turn to your partner.*

Invite a few volunteers to share with the class. Have each student begin by telling the title of the book she read and the author’s name. Then have her read her summary aloud.

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

In this lesson, the students:

- Identify important ideas in a fiction story
- Take notes about important ideas
- Read independently for up to 30 minutes
- Write in their reading journals
- Give reasons for their opinions
- Discuss their opinions respectfully

1 Review Important Ideas in the First Three Sections of “Mrs. Buell”

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Have them open to *Student Response Book* page 76, the first page of the story “Mrs. Buell,” as you display the “Mrs. Buell (Sections 1–3)” chart (WA9). Remind the students that the story is divided into six sections and that yesterday they explored important ideas in the first three sections. Scroll through the chart to review the notes you wrote and the sentences you underlined yesterday.

Direct the students to the fourth section of the story, on *Student Response Book* page 79, and explain that they will use the same process they used yesterday to identify important ideas in the rest of the story. This will prepare them to summarize the story tomorrow.

2 Model Taking Notes and Underlining Important Ideas in Section 4 of “Mrs. Buell”

Display the “Mrs. Buell (Sections 4–6)” chart (WA10) and explain that this chart shows Sections 4–6 of the story. As the students follow along, read aloud to the end of Section 4.

Model thinking quietly for a moment; then think aloud about what seems like the most important idea in the section. On the chart, model writing a brief note about the important idea in the margin and underlining the sentences that seem the most important.

Materials

- *Student Response Book* pages 76–81
- “Mrs. Buell (Sections 1–3)” chart (WA9) from Day 2
- “Mrs. Buell (Sections 4–6)” chart (WA10)
- “Directions for Section 6” chart, prepared ahead
- *Student Response Book*, Reading Journal section
- “Journal Entry” chart (WA11)

You might say:

"What seems important in this section is that Kate doesn't really think about Mrs. Buell until one day when she suddenly isn't there. In the margin, I'll write what I think is the most important idea: *Kate never thinks about Mrs. Buell until one day when she isn't there.* Next I'll underline the sentences that talk about this idea: 'I didn't once wonder about her life' and 'Then I stopped at BUELLS one afternoon and she wasn't there.' "

Ask:

Q *What are some of the sentences in this section that support the important idea I wrote in the margin? How do these details support the important idea?*

Students might say:

"'We didn't like her or hate her.' That sentence might be a supporting detail. It's an example of how Kate and the other kids didn't think about Mrs. Buell."

"In addition to what [Evan] said, I think the part about the man and woman behind the counter is a supporting detail. It tells more about the day when Kate went to the store and Mrs. Buell wasn't there."

Direct the students to Section 4 on *Student Response Book* page 79, and have them write in their own margins the notes you modeled and underline the same sentences you underlined.

3 Practice Taking Notes and Underlining Important Ideas in Section 5 of "Mrs. Buell"



Explain that you would like the students to read Section 5 in pairs and discuss what they think are the most important ideas in this section. Give the students a few minutes to read the section and then talk quietly with their partners.

After partners have talked for several minutes, signal for the students' attention. On the "Mrs. Buell (Sections 4–6)" chart, scroll down to display Section 5. Ask:

Q *What is this section about? What do you think are the most important ideas in this section?*

Q *Which sentences give you the most important information?*

Students might say:

"In this section, Kate finds out that Mrs. Buell is dead."

"I think that the important ideas are that Mrs. Buell is dead and that Kate is really shocked when she finds out."

"I agree with [Leon]. I think the sentences 'She's dead. She won't bother you any longer' are important sentences."

"In addition to what [Yvonne] said, I think 'But I still could not believe Mrs. Buell wasn't there' is an important sentence. It tells us that Kate is shocked by the news."

As the students respond, jot notes about the important ideas in the margin of the chart and underline sentences that give information about the important ideas. If the students have difficulty identifying the most important ideas in Section 5, model again by thinking aloud, writing a note in the margin, and underlining important sentences.

Have each student copy your notes and underlined text into his own *Student Response Book*.

4 Take Notes and Underline Important Ideas in Section 6 of "Mrs. Buell"

Direct the students' attention to the "Directions for Section 6" chart and read the directions aloud.

Directions for Section 6

1. Read Section 6.
2. Write notes in the margin that tell what this section is about.
3. Underline sentences that seem most important.

As the students work individually, circulate and ask them the following questions to help them think about the important ideas in the passage:

- Q *What happens in this section? Tell me in your own words.*
- Q *How does Kate feel about Mrs. Buell's death? What sentences tell you how she feels?*

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

When most students have finished, ask a few volunteers to share the notes they wrote and the sentences they underlined. As the students report their thinking, jot notes and underline sentences on the chart. Facilitate a discussion among the students using questions such as:

Q *Why do you think that idea is important?*

Q *Do you agree or disagree with [Shane]? Why?*

5 Discuss Important Ideas in Section 6 as a Class

On the “Mrs. Buell (Sections 4–6)” chart, scroll down to display Section 6 of the story. Facilitate a discussion about the last section of the story using the following questions. As the students report their thinking, jot notes and underline sentences on the chart. Remind the students to give reasons for their opinions.

Q *What do you think this section is about? What sentences did you underline that talk about that directly? What notes did you write?*

Q *Why do you think that idea is important?*

Q *Do you agree or disagree with [Barb and Christopher]? Why?*

Explain that in the next lesson, the students will use their notes and underlined passages to write a summary of the story together.

INDIVIDUALIZED DAILY READING

6 Read Independently and Write Summaries

Ask the students to think about the important ideas in their books as they read independently today. Tell the students that at the end of IDR, you would like each student to write a brief summary of the part of the book he read today, using some of the important ideas he found. Have the students get their books and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.

Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit’s Individual Comprehension Assessment.

TEKS 7.D.i

Student/Teacher Activity
Step 6



IDR CONFERENCE NOTE

Continue to confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 118) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 121 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have the students return to their desks and open their *Student Response Books* to the Reading Journal section. Then display the “Journal Entry” chart

(WA11) and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

Journal Entry

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

- The title and the author's name
- A summary of the part of the book you read today

WA11

Use “Think, Pair, Share” to discuss:



Q *If you were to tell someone in a few sentences what your book is about, what would you say? [pause] Turn to your partner.*

Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class.

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

Guided Strategy Practice

Day 4

In this lesson, the students:

- Build a summary as a class
- Read independently for up to 30 minutes
- Give reasons for their opinions
- Discuss their opinions respectfully

1 Review Identifying Important Ideas and Summarizing

Have the students get their *Student Response Books* and pencils and sit at desks with partners together. Distribute a sheet of lined writing paper to each student. Explain that today they will use their notes and the important ideas they underlined in “Mrs. Buell” to write a summary of the story.

Have the students open to *Student Response Book* pages 76–81, “Mrs. Buell,” and review their notes and the sentences they underlined.

Materials

- Lined writing paper for each student
- *Student Response Book* pages 76–81
- “Summary of ‘Mrs. Buell’” chart, prepared ahead, and a marker
- “Summary of the Passage from *Harry Houdini*” chart (WA7) from Week 2
- “Mrs. Buell (Sections 1–3)” chart (WA9) from Day 2
- “Class Assessment Record” sheet (CA3)

Teacher Note

Today's lesson may take longer than usual to complete. You might stop after Step 3 and then complete the rest of the lesson later.

2 Model Writing the First Few Sentences of the Summary

Direct the students' attention to the "Summary of 'Mrs. Buell'" chart. Explain that you will help the class start the summary, and then partners will work together to continue writing it.

Review that a summary should give readers a good idea of what a piece of text is about. Display the "Summary of the Passage from *Harry Houdini*" chart (🟢 WA7) and refer to it to remind the students that a summary begins by telling the title of the book, the author's name, and a general statement about the text's topic. The summary then continues with important ideas in the text. Ask:

Q *How might you say in one or two sentences what "Mrs. Buell" is about?*

Have a few volunteers share their thinking with the class. Then ask the students to listen and watch as you think aloud about what the story is about and model writing an opening sentence on the "Summary of 'Mrs. Buell'" chart.

You might say:

"This story, by Jean Little, is about a young girl named Kate and an older woman named Mrs. Buell. Mrs. Buell owns a neighborhood store. In the story, Kate tells about Mrs. Buell and her store. For the opening sentence of my summary, I'll write: *In the story 'Mrs. Buell' by Jean Little, a girl named Kate tells about Mrs. Buell, an older woman who owns a store in Kate's neighborhood.*"

Summary of "Mrs. Buell"

In the story "Mrs. Buell" by Jean Little, a girl named Kate tells about Mrs. Buell, an older woman who owns a store in Kate's neighborhood.

Tell the students that now you will model summarizing the important ideas in the first section of "Mrs. Buell." Display the "Mrs. Buell (Sections 1–3)" chart (🟢 WA9) and point out Section 1 of the story. Read aloud the note(s) you wrote and the sentences you underlined. Think aloud about how you might summarize the section; then model adding a few sentences to the summary on the chart.

You might say:

"I underlined these sentences in Section 1: 'It's a run-down, not very clean corner store' and 'Mrs. Buell is run-down too, and a grouch.' In the margin, this is the note I wrote about the most important idea: *Mrs. Buell is the run-down, grouchy owner of a run-down, not very clean corner store.* I can use these things to help me summarize the section. I'll write: *The store is run-down and dirty, and Mrs. Buell is a grouch.*"

Ask the students to copy the charted sentences onto their own papers.

3 Practice Adding to the Summary Together

On the "Mrs. Buell (Sections 1–3)" chart, scroll down to display Section 2 and direct the students to the same section of the story on *Student Response Book* page 79. Have them reread their notes and the sentences they underlined. Use "Think, Pair, Share" to discuss:



Q *How might you summarize this section of the story in one or two sentences? [pause] Turn to your partner.*

After a few moments, signal for the students' attention. Ask one or two volunteers for sentences to summarize this section. Support them by asking questions such as:

Q *How can we describe in one or two sentences what happens the day Kate falls?*

Q *What is one sentence we can write that captures both [Quinn's] and [Luis's] ideas?*

Students might say:

"My partner and I think you can add the sentences 'One day Kate falls and skins her knee in the store. Mrs. Buell scoops Kate up and puts a bandage on her knee.'"
"I think we should add that Mrs. Buell has kind hands."
"I disagree with [Lila]. I think that is a detail about Mrs. Buell."

As the students respond, add to the summary on the chart. If the students have difficulty generating sentences that summarize this section, model again by thinking aloud, referring to your margin notes and your underlined text on the "Mrs. Buell (Sections 1–3)" chart, and adding your own sentences, like those in the "Students might say" note.

Again, have the students copy your sentences onto their own papers.

4 Have Partners Write the Rest of the Summary



Explain that you would like partners to work together to write the rest of the summary, looking at one section at a time while reviewing their notes and underlined sentences.

Circulate and support the students by asking them questions like those in Step 3 of this lesson. If you notice many students having difficulty, signal for the students' attention and summarize the remaining section of the story together in the more directed way you did earlier in the lesson.



CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to identify important ideas in each section?
- Can they summarize the information in a few sentences?

Record your observations on the "Class Assessment Record" sheet (CA3); see page 116 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to identify important ideas in each section and summarize the information in a few sentences, proceed with the lesson and continue on to Week 4.
- If **about half of the students** or **only a few students** are able to identify important ideas in each section and summarize the information in a few sentences, bring the class together and summarize the remaining sections of the excerpt together, as you did in Steps 2 and 3 of today's lesson. Then plan to repeat the week using an alternative book before continuing on to Week 4. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 5 Alternative Texts" list.

A completed summary might look like this:

Summary of “Mrs. Buell”

In the story “Mrs. Buell” by Jean Little, a girl named Kate tells about Mrs. Buell, an older woman who owns a store in Kate’s neighborhood. The store is run-down and dirty, and Mrs. Buell is a grouch. One day Kate falls and skins her knee in the store. Mrs. Buell picks Kate up and puts a bandage on her knee. It’s the first time she has ever been nice to Kate. Kate never thanks Mrs. Buell, though, because Mrs. Buell starts being her mean old self again. Later, Kate finds out that Mrs. Buell has died. Kate feels sorry that she wasn’t more friendly to the old woman. She is also upset because she realizes that nothing in her life is permanent—not even grouchy old Mrs. Buell.

5 Discuss the Summaries as a Class

Facilitate a discussion using the following questions. Remind the students to give reasons for their opinions.

Q *What did you and your partner include in your summary? How does that capture what is important in the story?*

Have a few volunteers read their summaries aloud, and ask the class:

Q *Do you agree that [Alex and Leticia] captured the important ideas of the story in [their] summary? Why or why not?*

Q *What did you and your partner include in your summary that is [similar to/different from] what [Alex and Leticia] included in [their] summary?*

Teacher Note

To provide the students with more support in thinking about what a summary is and what is important to include in a summary, see the extension “Analyze the Students’ Summaries” on page 563.

Teacher Note

Collect the students' summaries and save them to use in Week 4, Days 2 and 3.

TEKS 10.E.i
TEKS 10.E.ii
Student/Teacher Activity
Step 7 (first paragraph)

Vocabulary Note

Next week you will revisit "Mrs. Buell" to teach the Week 24 vocabulary lessons.

Explain that next week the students will use what they have learned about summarizing to write summaries of their own books.

6 Reflect on Discussing Opinions Respectfully

Facilitate a brief discussion of how the students did giving reasons for their opinions and discussing their opinions respectfully.

INDIVIDUALIZED DAILY READING

7 Read Independently and Think About Point of View

Ask each student to think about who is telling the story—or what is the point of view—in the book she is reading independently today. Review that if a character in a story is telling the story, we say the story is being told from the first-person point of view. If a narrator who is not a character in the story is telling the story, we say the story is being told from the third-person point of view. Tell the students that at the end of IDR, they will share with partners what they noticed about the points of view in their books. Have the students get their books and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 118) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 121 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Ask each student to share who is telling the story she is reading (for example, a narrator, a character, or the author) with a partner. Remind the students to use the prompt "The reason I think this is . . ." to support their thinking. Circulate as partners share. Support individual students by asking questions such as:

Q *Who is telling the story? What in the story makes you think so?*

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

EXTENSION

Analyze the Students' Summaries

Collect the students' summaries of "Mrs. Buell" and make a copy of each summary with the student's name obscured. Tell the students that they will work in groups of four to read and discuss summaries written by their classmates. Explain that the students will identify which summaries give a clear idea of the stories they describe and will give reasons for why they think so. Tell the students that you have removed the names from the summaries so they can focus on the writing. Ask and briefly discuss:

- Q** *Why is it important to speak about your classmates' summaries in a respectful way, even if you don't know who wrote them?*
- Q** *What are some things you can do to make sure you show respect and appreciation for each summary you discuss?*

Students might say:

"It's important because I want my summary to be talked about respectfully and so I should talk about other people's summaries respectfully."

"It's important because no matter what the student wrote, he or she put effort into it."

"It's important because it helps everyone in our class feel safe knowing that their writing will be talked about respectfully."

"I can avoid criticizing the writing. You asked us to focus on finding summaries that are especially helpful, not criticize summaries that are less helpful."

"I can avoid spending time guessing who wrote the summary and just focus on the writing."

Place the students in groups of four and distribute the summaries, four to each group. Then have each group read the summaries and use "Heads Together" to discuss:

- Q** *Which summaries give a clear idea of what this story excerpt is about? Why do you think so? Heads together.*

Have a class discussion to share what the groups talked about. Groups may want to read aloud summaries they agreed gave them a clear idea of the story.

Teacher Note

Be sure to facilitate this activity in such a way as to keep the authors of the summaries anonymous; for example, take care not to distribute a summary to a group that includes the author of the summary. This will help the students stay focused on the goal of the activity: identifying what makes summaries informative and clear so they can write strong summaries themselves.

Week 4

OVERVIEW

Comprehension Focus

- Students think about important ideas and supporting details in a text.
- Students use important ideas to summarize a text.
- Students read independently.

Social Development Focus

- Students work in a responsible way.
- Students develop the skill of giving reasons for their opinions.
- Students discuss their opinions respectfully.
- Students give feedback in a caring way.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA12–WA13

Assessment Forms

- “Class Assessment Record” sheet (CA4)
- “IDR Conference Notes” record sheet (CN1)
- “Individual Comprehension Assessment” record sheet (IA1)

Reproducible

- Unit 8 family letter (BLM1)

DO AHEAD

- ✓ Prior to Day 1, collect short stories, articles, picture books, and other short pieces of writing at various reading levels (see Step 2).
- ✓ Prior to Day 2, make sure that each student has selected a text to summarize and has located a copy of the text.
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA4); see page 117 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, prepare a sheet of chart paper with the title “Words to Use When Giving Feedback” (see Step 1).
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 24 lessons this week.

Materials

- Short texts at appropriate levels, collected ahead
- “Directions” chart (WA12)
- Small self-stick notes for each student

In this lesson, the students:

- Read independently
- Think about important ideas in their texts
- Give reasons for their opinions
- Discuss their opinions respectfully
- Support one another’s independent work

1 Review Identifying Important Ideas and Summarizing

Have the students gather with partners sitting together, facing you. Review that over the past weeks the students watched you model identifying important ideas and writing a summary of *Harry Houdini*. They also identified important ideas and wrote a summary of the story “Mrs. Buell” together. Tell them that this week each student will identify important ideas in a text she reads independently and write a summary of the text to share with the class next week.

Explain that today the students will select their texts and read them, marking important ideas they want to include in their summaries. They will write their summaries tomorrow.

2 Select Texts to Read Independently and Summarize

Explain that the students should each select a whole, short piece of text to read and summarize. Direct the students’ attention to the short texts you have collected (short stories, picture books, and articles from magazines and newspapers) and invite them to choose their texts from this collection or to locate short pieces on their own. Students reading chapter books may choose to read and summarize a whole chapter. Encourage the students to choose texts that they would be interested in summarizing for their classmates.

Give the students time to select their short texts.

3 Prepare to Read Independently and Identify Important Ideas

Explain that today the students will read the texts they selected to summarize and mark important ideas they want to include in their summaries. Tomorrow, the students will write their summaries.

Display the “Directions” chart (🗺️ WA12) and read the directions on it aloud.

WA12

Directions

1. Independently read the chapter or section you will summarize.
2. Read the chapter or section again. Use self-stick notes to mark important ideas for your summary.

4 Read Independently and Identify Important Ideas

Distribute several self-stick notes to each student. Have the students read and then reread their texts and then mark the important ideas. As the students work, circulate and support them by asking individual students questions such as:

- Q *What are some important ideas you marked that you want to include in your summary?*
- Q *Why do those ideas seem important?*

5 Discuss Important Ideas in Pairs



When most students have finished, have the students talk with their partners about the important ideas they might want to include when they write their summaries tomorrow. Remind the students to give reasons for their opinions when talking in pairs and to discuss their opinions in a respectful way.

6 Discuss Important Ideas as a Class

When most partners have finished talking, facilitate a class discussion using the questions that follow. Remind each student who shares to briefly tell the title of his text, the author’s name, and what the text is about. Ask:

- Q *What is one important idea that you want to make sure to include in your summary tomorrow? Why does that idea seem important?*
- Q *Was it hard or easy to identify important ideas in your text? Explain your thinking.*

7 Reflect on Supporting One Another’s Independent Work

Point out that the students worked independently today and that they will work independently again tomorrow. Ask:

- Q *How did you do with working independently today?*



Facilitation Tip

Reflect on your experience over the past four weeks with **responding neutrally with interest** during class discussions. Does this practice feel natural to you? Are you integrating it into class discussions throughout the school day? What effect is it having on the students? We encourage you to continue to try this practice and reflect on students’ responses as you facilitate class discussions in the future.

Day 2

Independent Strategy Practice

Materials

- Student-selected texts to summarize from Day 1
- “Summary of the Passage from *Harry Houdini*” chart (WA7) from Week 2
- Students’ summaries of “Mrs. Buell” from Week 3
- *Student Response Book* pages 82–83

Q How did your classmates help or hinder your independent work?

Q What might we want to work on tomorrow to help one another work better independently?

Ask the students to put their texts, with self-stick notes in place, in a safe location until tomorrow’s lesson.

In this lesson, the students:

- Start to build summaries of their own texts
- Think about important ideas in the texts
- Support one another’s independent work

1 Review Supporting One Another’s Independent Work

Have the students get their *Student Response Books*, pencils, and the texts they have selected to summarize and sit at desks with partners together. Review that they have been working independently and supporting one another’s independent work.

Use “Think, Pair, Share” to discuss:



Q What are some ways we can try to support one another when we work independently? [pause] Turn to your partner.

Have a few volunteers share their thinking.

Students might say:

“We can agree to work quietly during independent work time.”

“I think we can support one another by not banging our desks or sharpening our pencils while people are trying to read or write.”

“In addition to what [Xavier] said, I think we can support our partner by getting everything we need before the work starts so we don’t have to get up and distract people.”

Encourage the students to use the suggestions they mentioned for supporting one another while working independently. Tell them that you will check in with them at the end of the lesson to see how they did.

2 Write Opening Sentences for Summaries

Display the “Summary of the Passage from *Harry Houdini*” chart (C WA7) and hand out the students’ summaries of “Mrs. Buell.” Direct the students’ attention to the opening sentences of both summaries. Review that summaries usually begin with the title of the text and the author’s name and a general sentence telling what the text is about. Then they continue with the important ideas.

Have the students spend a moment reviewing the important ideas they marked in their texts in the previous lesson. Use “Think, Pair, Share” to discuss:



Q *How might you say in one sentence what your text is about?* [pause] Turn to your partner.

After most pairs have finished sharing, signal for the students’ attention. Have the students open to *Student Response Book* pages 82–83, “Summary of _____,” and ask them to write the title of the text they are summarizing on the blank line. Then have each student write an opening sentence for her summary.

Ask a few volunteers to read their opening sentences aloud to the class. Point out that the students might want to revise their opening sentences once they have started writing their summaries. Encourage them to do so if they need to.

3 Begin Writing Summaries

Ask each student to identify the first important idea she wants to write about in her summary and begin writing. Remind the students that they will share their summaries with the class next week, so the summaries must give a good idea of what the texts are about. Explain that they will also add opinion paragraphs to their summaries next week, and ask them to leave space to do so.

Circulate as the students write, and support them by having students read aloud some important ideas they marked. Ask:

Q *How might you communicate those ideas briefly in your own words?*

During the writing, you might stop the class periodically and have a few students read what they have written so far to provide examples for those who are having trouble getting started.

4 Reflect on Writing Summaries and Working Independently

Call for the students’ attention and explain that tomorrow they will finish writing their summaries. Later in the week, they will have a chance to revise their summaries after getting feedback from their partners.

Teacher Note

The students will write their summaries in their *Student Response Books* today and tomorrow. You will analyze the completed summaries for this unit’s Individual Comprehension Assessment.

Teacher Note

Use “Turn to Your Partner” as needed during this discussion to increase accountability and to encourage participation.

Teacher Note

You will distribute the summaries again on Day 3 for the students to refer to as they finish writing the summaries of their independent reading.

Day 3

Independent Strategy Practice

Materials

- Student-selected texts to summarize from Day 2
- “Summary of the Passage from *Harry Houdini*” chart (WA7) from Week 2
- Students’ summaries of “Mrs. Buell” from Week 3
- *Student Response Book* pages 82–83

Teacher Note

You will analyze the summaries the students write in their *Student Response Books* for this unit’s Individual Comprehension Assessment.

Teacher Note

If you wish to provide the students with additional examples, you might refer them to the summaries of *A River Ran Wild* and *Richard Wright and the Library Card* on *Student Response Book* pages 74–75.

Ask:

- Q *What might you want to add to your summary, or how else might you want to revise your summary?*
- Q *What did you do today to help your partner and others around you work independently?*

Collect the students’ summaries of “Mrs. Buell.”

In this lesson, the students:

- Finish building summaries of their own texts
- Think about important ideas in the texts
- Support one another’s independent work

1 Review Supporting One Another’s Independent Work

Have the students get their *Student Response Books*, pencils, and the texts they have selected to summarize and sit at desks with partners together. Review that they have been working independently and supporting one another’s independent work. Ask:

- Q *What will you do today to help your partner and others around you work independently?*

Tell the students that you will check in to see how they did at the end of the lesson.

2 Prepare to Finish Writing the Summaries

Display the “Summary of the Passage from *Harry Houdini*” chart (WA7) and hand out the students’ summaries of “Mrs. Buell.” Encourage the students to refer to both examples as they finish writing their summaries today.

Have the students open to *Student Response Book* pages 82–83, “Summary of _____,” and spend a moment reviewing what they wrote yesterday. Use “Think, Pair, Share” to discuss:

- Q *What do you need to add to your summary to make it complete?* [pause]
Turn to your partner.

After most pairs have finished sharing, signal for the students' attention.

3 Finish Writing Summaries

Ask the students to continue writing their summaries. Remind them that they will share their summaries with the class next week, so each summary must give a good idea of what the text is about. Also remind them that they will add opinion paragraphs to their summaries next week, and ask them to leave space to do so.

Circulate as the students write, and support them by having students read aloud some important ideas they marked. Ask:

Q *How might you communicate those ideas briefly in your own words?*

During the writing, you might stop the class periodically and have a few students read what they have written so far to provide examples for those who are having trouble getting started.

4 Reflect on Writing Summaries and Working Independently

When most students have finished writing, bring them together for a brief discussion. Explain that tomorrow they will have a chance to revise their summaries. Ask:

Q *How might you want to revise your summary tomorrow?*

Q *What did you do today to help your partner and others around you work independently?*

Teacher Note

Use "Turn to Your Partner" as needed during this discussion to increase accountability and to encourage participation.

Materials

- Student-selected texts to summarize from Day 3
- “Words to Use When Giving Feedback” chart, prepared ahead, and a marker
- “Questions to Ask Yourself When Giving Feedback” chart (WA13)
- *Student Response Book* pages 82–83
- “Class Assessment Record” sheet (CA4)
- Copy of this unit’s family letter (BLM1) for each student

In this lesson, the students:

- Share summaries with their partners
- Revise their summaries
- Give each other feedback about their summaries
- Give feedback in a caring way

1 Get Ready to Give Feedback in a Caring Way

Have the students get their *Student Response Books*, pencils, and the texts they have selected to summarize and sit at desks with partners together. Explain that today the students will read the summaries they wrote in pairs. Partners will give each other feedback to help them revise or add to their summaries, if necessary. Ask:

- Q *If your partner has a suggestion for how to make your summary stronger, how do you want your partner to give you that feedback?*
- Q *What are some words we can use to give each other feedback in a caring way?*

Have a few volunteers share their thinking. Direct the students’ attention to the “Words to Use When Giving Feedback” chart and record their suggestions on it.

Words to Use When Giving Feedback

I’m confused about this part. What are you trying to say?

This part is really clear, but I’m not sure I understand this part.

I wonder if this part would be clearer if you said

You might consider adding

Have you thought about . . . ?

Encourage the students to use some of the ideas on the chart today to give feedback when working in pairs.

2 Give Feedback and Revise Summaries

Display the “Questions to Ask Yourself When Giving Feedback” chart (WA13) and tell the students that they will read their summaries to their partners and then discuss the summaries using the questions on this chart. Read the questions aloud.

Questions to Ask Yourself When Giving Feedback

- Does this summary begin with a general sentence describing what this text is about?
- Does this summary give some important ideas in the text?
- What do I understand about the text from this summary?

WA13



Have the students turn to *Student Response Book* pages 82–83, “Summary of _____,” and have partners read their summaries to each other and then discuss them using the questions on the chart.

When partners are finished giving each other feedback, ask them to revise their summaries using the feedback they received. Circulate as partners share, discuss, and revise their summaries.



CLASS ASSESSMENT NOTE

Ask yourself:

- Do the students’ summaries successfully communicate what their texts are about?
- Is there evidence in the partners’ feedback that they understand something about the texts being summarized?
- Are the students revising or adding to their summaries based on the feedback?

(continues)

Teacher Note

Save the “Words to Use When Giving Feedback” chart to use in Unit 9, Week 4, Day 4.

Teacher Note

Any student who has not finished writing his summary can get feedback on the part he wrote and finish writing the summary today.



Technology Tip

Many interactive activities that provide students with opportunities to practice summarizing are available online. For more information, search online using the keywords “summarizing interactive whiteboard activities.” For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



Teacher Note

Next week, the students will add opinion paragraphs to their summaries. A student whose summary does not communicate what a text is about may have difficulty adding an opinion paragraph to it. If necessary, give feedback on the summaries and have the students write second drafts based on your feedback before beginning Unit 9.

Vocabulary Note

Next week you will teach the Week 25 vocabulary lessons. In Week 25, the students discuss interesting words they have read or heard.

CLASS ASSESSMENT NOTE *(continued)*

Record your observations on the “Class Assessment Record” sheet (CA4); see page 117 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are writing summaries that successfully communicate what their texts are about, proceed with the lesson and continue on to Unit 9.
- If **about half of the students** are writing summaries that successfully communicate what their texts are about, collect the unsuccessful summaries, read them, and give feedback to the students. Have the students write second drafts based on your feedback. Then continue on to Unit 9.
- If **only a few students** are writing summaries that successfully communicate what their texts are about, do the extension “Analyze the Students’ Summaries” on page 563. If you have already done the extension once with the students’ summaries of “Mrs. Buell,” do it again using photocopies of the students’ summaries from Week 4. Make sure to copy their summaries without their names. After analyzing the summaries in the extension activity, have the students select another short text to summarize, and give the class additional instruction by repeating this week’s lessons before continuing on to Unit 9.

3 Discuss Giving Feedback as a Class

After partners have had sufficient time to discuss and revise their summaries, call for the students’ attention and ask:

- Q *What feedback did your partner give you that was helpful? How was it helpful?*
- Q *Did you revise your summary based on what your partner said? How?*
- Q *How did you and your partner give each other feedback in a caring way? How did that help your work?*

Explain that the students will have an opportunity in the coming week to share their summaries with the class. Collect the students’ summaries and save them for Unit 9.

End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 8. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit’s family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.

Assessment

- Before continuing on to the next unit, take this opportunity to assess individual students’ reading comprehension using the “Individual Comprehension Assessment” record sheet (IA1); see page 122 of the *Assessment Resource Book*.

Unit 9

Synthesizing

FICTION AND EXPOSITORY NONFICTION

During this unit, the students synthesize by making judgments and forming opinions about texts, using evidence from the texts to support their conclusions. They integrate information from three texts on the same topic to speak knowledgeably about the topic. During IDR, the students practice verbally summarizing their reading, make judgments and form opinions about their independent reading, and continue to confer individually with the teacher about the books they are reading. They also read magazine and newspaper articles and discuss the authors' opinions. Socially, the students continue to relate the values of respect and responsibility to their behavior. They develop the skills of giving and receiving feedback, expressing their true opinions, giving reasons for their opinions, and discussing their opinions respectfully.

Unit 9

Synthesizing

RESOURCES

Read-alouds

- “Review of ‘Mrs. Buell’”
- “Zoo”
- “12 seconds from death”
- “The Pros and Cons of Year-round Schools”
- “Year-round School: I’m for It”
- “Year-round School: I’m Against It”
- “Review of *The Legend of Sleepy Hollow*”
- “Review of *The Ballad of Lucy Whipple*”

Writing About Reading Activities

- “Write Opinions About Year-round Schools”
- “Write Reviews of Other Favorite Books”



Technology Mini-lessons

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



Technology Extensions

- “Take a Poll About Year-round Schools”
- “Find and Read More Book Reviews Written by Young People”
- “Create Videos of Students Presenting Book Reviews”



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA13

Assessment Forms

- “Class Assessment Record” sheets (CA1–CA4)
- “IDR Conference Notes” record sheet (CN1)
- “Individual Comprehension Assessment” record sheet (IA1)

Reproducible

- Unit 9 family letter (BLM1)

Professional Development Media

- “Responding Neutrally with Interest” (AV23)
- “Using Blogs in the Classroom” tutorial (AV45)
- “Using Social Media” tutorial (AV46)
- “Creating Audio and Video in the Classroom” tutorial (AV50)

RESOURCES *(continued)*

Extensions

- “Read and Discuss More Science Fiction Stories”
- “Read Other Narrative Nonfiction Stories by Paul Dowswell”
- “Read and Discuss More Opinion Essays”
- “Practice Reading Passages Aloud”
- “Create a Class Book of Reviews”

Assessment Resource Book

- Unit 9 assessments

Student Response Book

- “Summary of _____”
- “Review of ‘Mrs. Buell’”
- (Optional) “Review of *A Picture Book of Jesse Owens*”
- “Zoo”
- “My Opinions About ‘12 seconds from death’”
- “12 seconds from death”
- “Double-entry Journal: My Opinions About _____ (1)”

- “Double-entry Journal: My Opinions About _____ (2)”
- “The Pros and Cons of Year-round Schools”
- “Year-round School: I’m for It”
- “Year-round School: I’m Against It”
- “Summer Reading List”
- “Review of *The Legend of Sleepy Hollow*”
- “Things to Include in My Book Review”
- “Review of _____”
- Reading Log
- Reading Journal

Vocabulary Teaching Guide

- Week 25 (review week)
- Week 26 (“Zoo”)
- Week 27 (“12 seconds from death”)
- Week 28 (“The Pros and Cons of Year-round Schools”; “Year-round School: I’m for It”; “Year-round School: I’m Against It”)

Unit 9

Synthesizing

DEVELOPMENT ACROSS THE GRADES

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

■ formally taught □ informally experienced

GRADE 5 OVERVIEW

	Day 1	Day 2	Day 3	Day 4
Week 1	<p>Read-aloud/Strategy Lesson: "Review of 'Mrs. Buell' "</p> <p>Focus:</p> <ul style="list-style-type: none"> Learning what a review is Hearing, reading, and discussing reviews 	<p>Read-aloud: "Zoo"</p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing and discussing a science fiction story 	<p>Guided Strategy Practice: "Zoo"</p> <p>Focus:</p> <ul style="list-style-type: none"> Rereading a science fiction story to build comprehension Forming opinions about the story Learning to write a review 	<p>Independent Strategy Practice</p> <p>Focus:</p> <ul style="list-style-type: none"> Forming opinions about texts read independently Adding opinion paragraphs to summaries
Week 2	<p>Read-aloud: "12 seconds from death"</p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing and discussing a narrative nonfiction story 	<p>Guided Strategy Practice: "12 seconds from death"</p> <p>Focus:</p> <ul style="list-style-type: none"> Rereading a narrative nonfiction story to build comprehension Forming opinions about the story Finding evidence in the story that supports their opinions 	<p>Independent Strategy Practice</p> <p>Focus:</p> <ul style="list-style-type: none"> Reading independently Forming opinions about stories Finding evidence in the stories that supports their opinions 	<p>Independent Strategy Practice</p> <p>Focus:</p> <ul style="list-style-type: none"> Reading independently Forming opinions about stories Finding evidence in the stories that supports their opinions
Week 3	<p>Read-aloud/Strategy Lesson: "The Pros and Cons of Year-round Schools"</p> <p>Focus:</p> <ul style="list-style-type: none"> Skimming an expository nonfiction article by reading the title, headings, and subheadings Hearing, reading, and discussing the article 	<p>Read-aloud/Guided Strategy Practice: "Year-round School: I'm for It"</p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing, reading, and discussing an essay Considering pro arguments Forming opinions 	<p>Read-aloud/Guided Strategy Practice: "Year-round School: I'm Against It"</p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing, reading, and discussing an essay Considering con arguments Forming opinions 	<p>Guided Strategy Practice: "The Pros and Cons of Year-round Schools"; "Year-round School: I'm for It"; "Year-round School: I'm Against It"</p> <p>Focus:</p> <ul style="list-style-type: none"> Considering pro and con arguments Forming opinions Integrating information from three texts on the same topic to speak knowledgeably about the topic
Week 4	<p>Read-aloud/Strategy Lesson: "Review of <i>The Legend of Sleepy Hollow</i>"; "Review of <i>The Ballad of Lucy Whipple</i>"</p> <p>Focus:</p> <ul style="list-style-type: none"> Hearing, reading, and discussing two book reviews Analyzing the summary and opinion in a book review Beginning their summer reading lists 	<p>Independent Strategy Practice</p> <p>Focus:</p> <ul style="list-style-type: none"> Revisiting their reading logs and identifying favorite books Selecting books to review 	<p>Guided Strategy Practice</p> <p>Focus:</p> <ul style="list-style-type: none"> Gathering information for their book reviews 	<p>Guided Strategy Practice</p> <p>Focus:</p> <ul style="list-style-type: none"> Writing book reviews Giving each other feedback about their book reviews Revising their book reviews

Week 1

OVERVIEW

Review

"Review of 'Mrs. Buell' "

(see page 601)

Story

"Zoo"

by Edward D. Hoch

(see pages 602–603)

Earthlings shudder with horror as they file by the alien creatures in Professor Hugo's Interplanetary Zoo—unaware of what the creatures are thinking about them.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA4

Assessment Forms

- "Class Assessment Record" sheet (CA1)
- "IDR Conference Notes" record sheet (CN1)

Professional Development Media

- "Responding Neutrally with Interest" (AV23)

Comprehension Focus

- Students synthesize by making judgments and forming opinions about a fiction story, using evidence from the story to support their conclusions.
- Students read independently.

Social Development Focus

- Students relate the values of respect and responsibility to their behavior.
- Students develop the skills of giving reasons for their opinions and discussing their opinions respectfully.

DO AHEAD

- ✓ Consider reading this unit’s read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding.
- ✓ Make available fiction and narrative nonfiction books at a variety of levels for the students to read during IDR and Independent Strategy Practice throughout Weeks 1 and 2.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit.
- ✓ Prior to Day 1, collect enough book and movie reviews so that each pair of students can share a review (see Step 5). You may be able to use some of the summaries you collected for Unit 8, Week 2, if they include the writers’ opinions. You might wish to include age-appropriate reviews of music, art, and theater in your collection.
- ✓ Prior to Day 1, make a class set of “IDR Conference Notes” record sheets (CN1); see page 139 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, prepare a sheet of chart paper with the title “Factors to Consider When Forming an Opinion” (see Step 2).
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA1); see page 132 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 25 lessons this week.

Day 1

Read-aloud/Strategy Lesson

Materials

- “Review of ‘Mrs. Buell’ ” (see page 601)
- *Hey World, Here I Am!* from Unit 8
- *Student Response Book* page 84
- One review per pair of students, collected ahead
- “Questions About Reviews” chart (WA1)
- “Thinking About My Reading” chart
- “Reading Comprehension Strategies” chart
- Class set of “IDR Conference Notes” record sheets (CN1)
- *Assessment Resource Book* page 136
- (Optional) *Student Response Book* page 85

Teacher Note

During this unit’s lessons, observe the students as they interact with one another and take note of responsible behavior as they share opinions. You will share your observations throughout the unit.

In this lesson, the students:

- Begin working with new partners
- Learn what a review is
- Hear, read, and discuss reviews
- Read independently for up to 30 minutes
- Give reasons for their opinions
- Discuss their opinions respectfully

ABOUT SYNTHESIZING

Synthesizing is a complex strategy that requires readers to integrate new information and ideas with existing knowledge to produce new understanding. In this unit, the students explore the aspect of synthesizing that has to do with making judgments and forming opinions about text. The students learn to expand a summary of a text into a review that gives their opinions. They will also write book reviews to share with classmates. As with all of the strategies, the goal is for the students to learn to form opinions and make judgments as they read on their own. For more information, see “The Grade 5 Comprehension Strategies” in the Introduction.

1 Pair Students and Discuss Sharing Opinions Respectfully

Randomly assign partners and make sure they know each other’s names. Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Explain that during the coming weeks the students will work with the same partners.

Remind the students that as they talked in pairs and as a class in recent weeks they used the prompt “The reason I think this is . . .” to give reasons for their opinions. Explain that you would like them to continue using the prompt in partner and class discussions this week. Ask:

- Q *Sometimes you may disagree with what your partner or another classmate says in a discussion. Why is it important to be respectful when you discuss your opinions?*
- Q *How can you disagree respectfully?*

Students might say:

"You can give your own opinion without making fun of what the other person said."

"You can disagree without shouting or being sarcastic."

"You can say something like 'I have a different opinion.'"

2 Review "Mrs. Buell"

Show the cover of *Hey World, Here I Am!* and remind the students that they heard the story "Mrs. Buell" in a previous lesson and wrote a summary of it together. Remind them that in the story, Kate, the narrator (the person who tells the story), tells about a woman in her town named Mrs. Buell. Ask:

Q *What do you remember about the story?*

Have one or two volunteers briefly tell what they remember.

3 Read Aloud

Explain that you will read aloud a review of "Mrs. Buell." Explain that a review is a piece of writing that gives an opinion about a story, book, movie, work of art, or performance. Explain that a review of a book or story usually contains a summary of the text, along with the reviewer's opinions about it. Read "Review of 'Mrs. Buell'" aloud slowly and clearly, without stopping.

4 Discuss as a Class

Have the students turn to *Student Response Book* page 84, "Review of 'Mrs. Buell.'" Point out that this is the review you just read. Ask the students to read the review again silently to themselves.

After the reading, facilitate a class discussion using the questions that follow. Remind the students to use the prompt "The reason I think this is . . ." as they talk.

Q *What part of this review summarizes the story? What part gives the reviewer's opinion? Explain your thinking.*

Students might say:

"The first paragraph is the summary. The reason I think this is that it's where the reviewer tells about the story."

"The last paragraph gives the opinion. The reason I think this is that the paragraph starts out with 'I would recommend this story.' That means the reviewer likes the story and thinks other people should read it."

ELL Note

If you have English Language Learners who are unable to read the review on their own, you might have them read it with partners, or you might reread it aloud yourself as the students follow along.

Q *Why might you want to read a review of a story or book?*

Students might say:

"I would read a review to find out what a book is about—to see if I want to read it."

"I would read it to find out if someone else liked the book. If the reviewer really didn't like the book, I might not want to read it."

Teacher Note

If you do not have enough reviews for all the pairs, you can have the students read "Review of *A Picture Book of Jesse Owens*" on *Student Response Book* page 85.

5 Explore Other Reviews



Distribute the reviews you have collected, one to each pair. Have partners read the reviews quietly to themselves. When most students have finished reading, display the "Questions About Reviews" chart (WA1) and read the questions on it. Have partners discuss the questions.

Questions About Reviews

- What is the title of the review, and what is the name of the reviewer?
- What book or movie is the review about?
- What did you learn about the book or movie from the review?
- What parts of the review express the reviewer's opinion?

WA1

When most pairs have finished, ask a few volunteers to share with the class. Have each volunteer share the title of the review he read, the author's name, what the review is about, and what he learned from the review. Then ask each volunteer to read aloud the part of the review that expresses the author's opinion. Follow up by asking:

Q *How might the review be helpful to you or others who read it?*

Remind the students that in the previous week they wrote summaries of the books they were reading independently and that summarizing is a way to communicate what a book is about. Explain that it is also important for readers to form opinions about what they read and to communicate those opinions to others. Explain that during the coming weeks they will learn how to expand their summaries into reviews by including their own thoughts and opinions.

6 Reflect on Discussing Opinions

Facilitate a brief discussion about how the students did giving reasons for their opinions and discussing their opinions respectfully.

INDIVIDUALIZED DAILY READING

7 Review and Practice Self-monitoring and “Fix-up” Strategies

Tell the students that for the next two weeks they will read fiction and narrative nonfiction books during IDR.

Refer to the “Thinking About My Reading” chart and review the questions. Remind the students that it is important to stop, think about what they are reading, and use the questions on the chart to help them monitor their comprehension. If a student does not understand what she is reading, the student should use one or both of the “fix-up” strategies of rereading and reading ahead.

If a student has tried both of the “fix-up” strategies and still does not understand the book, she can try the strategies listed on the “Reading Comprehension Strategies” chart. Alternatively, the student might ask you or a classmate for help.

Have the students get their books and read silently for up to 30 minutes. Stop them at 10-minute intervals and have them monitor their comprehension by thinking about the questions on the “Thinking About My Reading” chart. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Over the next four weeks, confer individually with the students about the texts they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 136) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 139 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Facilitate a brief class discussion about using the questions on the “Thinking About My Reading” chart to track their reading comprehension. Ask and briefly discuss questions such as:

- Q *Why is it important to stop as you are reading and ask yourself if you understand what you have read?*
- Q *How do rereading and reading ahead help you make sense of text?*
- Q *Which comprehension strategy do you find the most helpful when you’re not understanding something you’re reading? Why?*

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

ELL Note

To support your English Language Learners, consider modeling reading a text and stopping periodically to ask yourself the self-monitoring questions listed on the chart. Discuss each question with your students to make sure they understand the process.

Teacher Note

Provide time on a regular basis for the students to record the books they have completed in their reading logs.

Materials

- “Zoo” (see pages 602–603)
- “Reading Comprehension Strategies” chart
- Small self-stick notes for each student

In this lesson, the students:

- Hear and discuss a science fiction story
- Read independently for up to 30 minutes
- Give reasons for their opinions
- Discuss their opinions respectfully

1 Discuss the Importance of Forming Opinions While Reading

Gather the students with partners sitting together, facing you. Remind the students that in the previous lesson they heard a review of “Mrs. Buell.” Remind them that a review gives a summary of a text and the reviewer’s opinion about it. Explain that this week the students will learn to write a book review. Ask:

Q *Why is it important to form opinions and make judgments as you read?*

If the students have difficulty answering this question, you might point out that not everything in print is clearly written, interesting, or true. Explain that readers need to form opinions and make judgments as they read by asking questions such as: Is this text well written? Do I believe what the text is saying? Do I agree with it? What is the author’s opinion? What might be a different opinion about the same topic? Do I want to read more texts like this?

2 Introduce “Zoo”

Explain that today you will read aloud a science fiction story called “Zoo” by Edward D. Hoch. Ask:

Q *What do you think you know about science fiction? What science fiction stories have you heard or read? What science fiction movies have you seen?*

Students might say:

“I think science fiction usually takes place in the future.”

“Sometimes it’s about Martians or aliens from outer space.”

“I agree with [Mina]. The movie *Avatar* is science fiction.”

If necessary, explain that science fiction stories are often about life in the future and feature amazing inventions and scientific developments, such as space travel and robots. Explain that in “Zoo” the students will hear about an incredible zoo of the future.

3 Read Aloud

Read “Zoo” aloud slowly and clearly, stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

interplanetary: between planets (p. 602)

high-pitched tongue: high or squeaky voice (p. 602)

she-creature: female creature (p. 603)

he-creature: male creature (p. 603)

ELL Vocabulary

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

annual: once a year (p. 602)

filed: walked by in a line (p. 602)

horrified: filled with horror, or great fear (p. 602)

fascinated by: very interested in (p. 602)

mate: partner (p. 603)

offspring: young of an animal or human (p. 603)

Stop after:

p. 602 “This year, as the great round ship settled slowly to earth in the huge tri-city parking area just outside of Chicago, they watched with awe as the sides slowly slid up to reveal the familiar barred cages.”

Ask:



Q *What happens in the part of the story you just heard? What do you think will happen next? Turn to your partner.*

Without sharing as a class, reread the last sentence before the stop and continue reading to the next stop. Repeat the procedure at the following steps:

p. 602 “‘This is certainly worth a dollar,’ one man remarked, hurrying away. ‘I’m going home to get the wife.’”

p. 603 “Professor Hugo was there to say a few parting words, and then they scurried away in a hundred different directions, seeking their homes among the rocks.”

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

4 Discuss the Story as a Class

Facilitate a discussion of the story using the following questions. Remind the students to use the prompt “The reason I think this is . . .” and the discussion prompts to add to one another’s thinking.

Teacher Note

You may want to read the beginning of the story (to the first stop) twice to help the students follow what is happening.

Note that the first stopping point is in the middle of paragraph 3.

Facilitation Tip

During this unit, we invite you to continue practicing **responding neutrally with interest** during class discussions. This week, continue to build the students’ intrinsic motivation by responding with genuine curiosity and interest (for example, “Tell us more about your thinking”) while avoiding evaluative statements, whether positive or negative. To see this Facilitation Tip in action, view “Responding Neutrally with Interest” (AV23).



Teacher Note

The discussion prompts are:

- “I agree with _____ because . . .”
- “I disagree with _____ because . . .”
- “In addition to what _____ said, I think . . .”

Teacher Note

This question helps the students begin to form opinions about the story and think about the reasons for their opinions. They will explore their opinions in more depth in the next lesson.

Q *What is this story about?*

Q *What is interesting or unexpected about this story?*

Students might say:

“I didn’t expect the horse-spider people to be intelligent, like humans. The reason I think this is that the creatures are more like animals than people.”

“In addition to what [Tuan] said, I was surprised to find out that the horse-spider people paid to travel to Earth.”

“I think it is interesting that the creatures think the cages have bars to protect *them*. The reason I think this is that the humans are thinking just the opposite—that the bars protect *them* from the creatures.”

Q *Would you recommend this story to someone else? Give reasons for your opinion.*

Q *Are you interested in reading more science fiction stories? Why or why not?*

Explain that tomorrow the students will revisit their opinions about the story and write a review of it together.

5 Reflect on Discussing Opinions

Facilitate a brief discussion about how the students did giving reasons for their opinions and discussing their opinions respectfully.

INDIVIDUALIZED DAILY READING

6 Mark and Discuss Reading Comprehension Strategies

Remind the students that for the next two weeks they will be reading fiction and narrative nonfiction books during IDR. Direct the students’ attention to the “Reading Comprehension Strategies” chart and remind them that these are the comprehension strategies they have learned so far this year. Ask them to notice which strategies they use and where they use them during their reading today.

Distribute self-stick notes to each student. Explain that the students will use self-stick notes to mark places in their books where they use a comprehension strategy and that they should write the name of each strategy on a self-stick note. Tell the students that later they will share with partners one of the passages they marked and the strategy they used. Ask the students to be prepared to talk about how each strategy helped them understand what they read.

Have the students get their books and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 136) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 139 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have each student share with a partner a passage he marked and the strategy he used to make sense of it. Have each student begin by saying the title of the book he read, the author’s name, and what the book is about.

When most pairs have finished sharing, signal for the students’ attention. Facilitate a class discussion about the strategies the students used. Ask:

- Q *What comprehension strategies did you use as you read today?*
- Q *How does [visualizing] help you understand the story?*

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

EXTENSION

Read and Discuss More Science Fiction Stories

Read other science fiction stories and have the students discuss their opinions about them. You might read short stories from *Bruce Coville’s Book of Aliens: Tales to Warp Your Mind* or *Bruce Coville’s Book of Aliens II: More Tales to Warp Your Mind* or *From These Ashes: The Complete Short SF of Fredric Brown* edited by Ben Yalow, or *Guys Read: Other Worlds* by Jon Scieszka. After reading each story, facilitate a class discussion using questions such as:

- Q *What is the future that the author imagines in this story?*
- Q *How is the world the author describes [the same as/different from] our world today?*
- Q *How is the imagined future in this story [the same as/different from] the future that Edward D. Hoch describes in the story “Zoo”?*
- Q *Which story do you think is more interesting? Why?*

Materials

- “Zoo” (see pages 602–603)
- *Student Response Book* pages 86–88
- “Questions About ‘Zoo’” chart (WA2)
- “Review of ‘Zoo’” chart (WA3)

Teacher Note

Keep this discussion brief. The purpose is to help the students remember the story and their initial opinions of it. They will have an opportunity later in the lesson to discuss their opinions in more depth.

In this lesson, the students:

- Reread a science fiction story
- Form opinions about the story
- Learn to write a review
- Read independently for up to 30 minutes
- Give reasons for their opinions
- Discuss their opinions respectfully

1 Review “Zoo”

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Remind the students that in the previous lesson they heard the story “Zoo.” Ask:

Q *What happens in the story?*

Q *After hearing it once, did you think you would recommend this story to someone else? Why or why not?*

Explain that the class will write a review of “Zoo” together. Remind them that they will use what they learn today to write reviews of their own books tomorrow.

2 Reread “Zoo” Aloud

Have the students turn to *Student Response Book* pages 86–88 and explain that this is a copy of the story. Ask them to follow along as you reread the story aloud. Tell them that during the reading they should think again about whether or not they would recommend the story to another reader, and why. After the reading, they will talk about their opinions in pairs.

Read “Zoo” aloud slowly and clearly.

3 Discuss the Story



Display the “Questions About ‘Zoo’” chart (WA2) and read the questions on it. Then have partners discuss the questions with each other.

Questions About “Zoo”

- Would you recommend this story? Why or why not?
- Did your opinion of the story change during the second reading? Why or why not?

Circulate as partners talk, and notice whether the students are expressing opinions and supporting their opinions by referring to the story. If the students are having difficulty forming or expressing opinions, ask questions such as:

- Q *Were you interested in what was happening in the story? Why or why not?*
- Q *Was there anything surprising or unexpected in the story? Why was it surprising or unexpected?*
- Q *How did you feel as you listened to the story? Why did you feel that way?*

When most pairs have finished, ask a few volunteers to share their ideas with the class.

4 Read a Summary of “Zoo” and Model Writing an Opinion

Remind the students that a review includes both a summary and an opinion. Ask:

- Q *How might you summarize “Zoo”?*

Have one or two volunteers share their thinking. Then display the “Review of ‘Zoo’” chart (WA3). Tell the students that this is one way the story might be summarized.

Read the summary aloud. Point out that the summary does not give away the ending of the story and that this is typical of reviews. (Giving away the surprise could spoil the story for other readers.) Use “Think, Pair, Share” to discuss:

-  Q *What might someone who recommends the story say about it? [pause] Turn to your partner.*

Have a few volunteers share their thinking; then use “Think, Pair, Share” to discuss:

-  Q *What might someone who doesn’t recommend the story say about it? [pause] Turn to your partner.*

Have a few volunteers share their thinking; then ask them to listen and watch as you add an opinion to the summary. Begin by thinking aloud about your opinion. Be sure to start your paragraph with the phrase *I recommend this story because . . .*

ELL Note

Consider having your English Language Learners think about questions such as these during their partner conversations.

Teacher Note

You might also want to model adding a paragraph that expresses the opposite opinion. For example, you might write: *I would not recommend this story because the world of the future did not seem believable to me. Although aliens in science fiction can seem very real and scary, I didn’t think the creatures in “Zoo” seemed entirely real. The author tries to surprise us at the end, but I was able to figure out the surprise before the end.*

Point out to the students that a respectful tone is important when writing both negative and positive reviews.

Teacher Note

Save the "Review of 'Zoo'" chart (WA3) to use on Day 4.

You might say:

"I would recommend this story to others. The zoo of the future seemed very real to me. I'll write: *I recommend this story because the author creates a world of the future that seems very real.* I liked the way the author describes the horse-spider people. I could visualize them running up the cage walls and squeaking in high-pitched tones. I'll write: *The horse-spider people are creepy, running up the cage walls and squeaking.* I also liked the surprise ending. I'll write: *The ending is unexpected. I found myself thinking about it for a long time after I finished reading the story.*"

Point out that a review always gives evidence from the text to support the opinions. Remind the students that forming opinions and making judgments helps readers think and communicate more meaningfully about text.

5 Reflect on Discussing Opinions Respectfully

Without mentioning any of the students' names, share some of your observations of respectful ways the students shared their opinions. Ask:

Q *What went well when we shared opinions today? What problems did we have? What can we do to avoid those problems the next time we share opinions?*

Explain that in the next lesson the students will add their opinions to the summaries they wrote last week.

INDIVIDUALIZED DAILY READING

6 Practice Orally Summarizing Reading

Ask the students to think about the important ideas in their books as they read, and tell them that at the end of IDR you will ask them to use the important ideas they have thought about to summarize what they read today for partners. Explain that you will also ask them to share whether they would recommend their books to someone and why. Have the students get their books and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 136) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 139 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Use “Think, Pair, Share” to discuss:



Q *If you were to tell someone in a few sentences what your book is about, what would you say?* [pause] *Turn to your partner.*

Q *Would you recommend this book to someone? Why or why not?* [pause] *Turn to your partner.*

Invite a few volunteers to share with the class. Have each volunteer begin by telling the title of the book she read and the author’s name. Then have her orally summarize the book and share her opinion. Have the students return to their desks and put away their books.

Independent Strategy Practice

Day 4

In this lesson, the students:

- Form opinions about texts read independently
- Add opinion paragraphs to summaries
- Read independently for up to 30 minutes
- Give reasons for their opinions
- Discuss their opinions respectfully

1 Review Forming Opinions and Writing Reviews

Have the students get their *Student Response Books* and pencils and sit at desks with partners together. Display the “Review of ‘Zoo’” chart (WA3). Review that the students heard the story “Zoo” and watched you model writing a review of it earlier. Remind them that a review contains a summary and the reviewer’s opinion and that forming opinions can help readers think more deeply and critically about texts and communicate more meaningfully about them.

Remind the students that in the previous week they each wrote a summary of a text read independently. Tell them that today they will expand their summaries into reviews by adding opinion paragraphs to them. They will then share their reviews with one another.

Materials

- “Review of ‘Zoo’” chart (WA3) from Day 3
- “Factors to Consider When Forming an Opinion” chart, prepared ahead, and a marker
- *Student Response Book* pages 82–83
- “Directions” chart (WA4)
- “Class Assessment Record” sheet (CA1)
- “Reading Comprehension Strategies” chart and a marker
- (Optional) *Student Response Book* pages 84–85

Teacher Note

Today’s lesson may take longer than usual to complete. You might consider stopping after Step 4 and then completing the remainder of the lesson at another time.

2 Discuss Factors to Consider When Forming an Opinion

Explain that readers usually consider many factors when forming opinions about a text. If necessary, explain that *factors* are “things you need to think about in order to make a decision.” Ask:

- Q *What helps you decide whether or not you like a fiction story?*
- Q *What helps you decide whether or not you like a nonfiction text?*

Students might say:

“For me to like a story, it has to have a lot of action. I get bored if it’s just description.”

“I like books that tell me lots of facts about things I’m interested in, like wild animals.”

“I like stories with good characters. I especially like reading about girls my age.”

“I like nonfiction books that have pictures and that explain things clearly, so I don’t get confused.”

Use the students’ ideas to start a chart titled “Factors to Consider When Forming an Opinion.” If the students have difficulty generating ideas, suggest some yourself such as those listed in the diagram below:

Factors to Consider When Forming an Opinion

About Fiction

Does the story make me want to keep reading? Why?

What is interesting about the characters and the conflicts they face?

Does the story have action? Suspense? Humor? Mystery? How is this shown?

What is unexpected in the plot?

What is interesting about the setting?

What are the story’s themes (messages, lessons, or important questions)?

How does the story make me feel?

(continues)

(continued)

About Nonfiction

What is interesting about the topic?

Does the text make me want to keep reading?

Why?

Does the text answer some of my questions about this topic? How?

Does it make me curious to know more?

About what?

Does the text use text features? How do they help me learn about the topic?

How is the information presented? Clearly?

In a confusing way?

Ask the students to keep some of these factors in mind as they think about their own texts and why they would or would not recommend them to other readers.

3 Think About and Discuss Opinions

Have the students turn to *Student Response Book* pages 82–83, “Summary of _____.” Display the “Directions” chart (🌐 WA4) and explain the directions on it.

Directions

1. Reread your summary.
2. Reread the “Factors to Consider When Forming an Opinion” chart.
3. Think quietly about whether or not you would recommend the text to another reader, and why.
4. Talk with your partner about what you want to say in your opinion paragraph.
5. Add an opinion paragraph to your summary. Begin the paragraph with “I recommend this text because . . .” or “I don’t recommend this text because . . .”

WA4

ELL Note

You may want to model this activity for your English Language Learners.

TEKS 6.H.i
Student/Teacher Activity
Step 3

Remind the students to give reasons for their opinions when talking in pairs and to discuss their opinions respectfully.

4 Write Opinion Paragraphs

Have the students follow the charted directions to add opinion paragraphs to their summaries. After most partners have finished sharing with each other what they plan to write, display the “Review of ‘Zoo’” chart (WA3) as a model for the students to use as they write their opinion paragraphs. If they need additional models, have them refer to the “Review of ‘Mrs. Buell’” and the “Review of *A Picture Book of Jesse Owens*” on *Student Response Book* pages 84–85. Remind the students to start their paragraphs with the words *I recommend this text because . . .* or *I don’t recommend this text because . . .*

Circulate and observe as the students write.

Teacher Note

You might write the phrases where everyone can see them.

Teacher Note

As you observe, look for a few effective reviews to use as examples in the class discussion.

Teacher Note

Save the “Factors to Consider When Forming an Opinion” chart to use throughout the unit.



CLASS ASSESSMENT NOTE

Ask yourself:

- Can the students express opinions about their reading?
- Can they use information from the book to support their opinions?

Record your observations on the “Class Assessment Record” sheet (CA1); see page 132 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to express and support opinions about their reading, proceed with the lesson and continue on to Week 2.
- If **about half of the students** are able to express and support opinions about their reading, continue on to Week 2 and plan to check in with students who are having difficulty during the lessons and during their independent reading. Week 2 offers the students more experience with forming and writing about their opinions.
- If **only a few students** are able to express and support opinions about their reading, you might give the class additional instruction by repeating Days 2 and 3 of this week using an alternative story before continuing on to Week 2. Visit the CCC Learning Hub (ccclearninghub.org) to view the “Grade 5 Alternative Texts” list.

5 Analyze and Revise Reviews

When most students have finished adding opinion paragraphs to their reviews, call on a few students who have written effective reviews and have them read their reviews aloud. Ask:

- Q *Does this review give you a good idea of what this text is about? How?*
- Q *Does this review use evidence from the text to explain why [Heidi] recommends the [book]? How?*

After the students hear these examples, ask them to reread their own reviews and revise them as needed. Remind them that each review should communicate what the text is about and give reasons why the student recommends or does not recommend the book.

6 Share Reviews as a Class

Give every student an opportunity to read his complete review aloud to the class. After each student shares, facilitate a discussion about the text and summary using the following questions. During the discussions, remind the students to express their opinions respectfully. Ask:

- Q *What questions do you want to ask [Jerome] about his [book] or review?*
- Q *Based on [Jerome's] review, do you think you would like to read this [book]? Why or why not?*
- Q *Has anyone else read [Jerome's book]? If so, do you share his opinion? Why or why not?*

7 Add to the “Reading Comprehension Strategies” Chart

Explain that forming opinions and making judgments about texts is an important reading comprehension strategy that helps readers think more deeply and critically about texts and communicate more meaningfully about them. Direct the students’ attention to the “Reading Comprehension Strategies” chart and add *forming opinions and making judgments* to it.

Teacher Note

If the students had difficulty writing effective opinion paragraphs, you may want to collect their reviews at this point and take time to look over them yourself. Give each student individual feedback and have each student write a second draft incorporating your feedback before going on to Step 6 of this lesson.

Teacher Note

You might have the students read their reviews aloud over several days. Use the questions in Step 6 to facilitate discussion after each student shares his review.

Reading Comprehension Strategies

- using text features
- questioning
- recognizing story elements
- making inferences
- visualizing
- analyzing how texts are organized
- determining important ideas and supporting details
- summarizing
- forming opinions and making judgments

Vocabulary Note

Next week you will revisit “Zoo” to teach the Week 26 vocabulary lessons.

Explain that in the coming weeks the students will continue to practice these strategies.



Review

of “Mrs. Buell”

In the story “Mrs. Buell” by Jean Little, a girl named Kate tells about Mrs. Buell, a grouchy woman who owns a store in Kate’s neighborhood. One day Kate trips and falls in the store, and Mrs. Buell picks her up and puts a Band-Aid on her knee. Kate is surprised to find out that Mrs. Buell has a nice side. She doesn’t think about Mrs. Buell much after that until she goes into the store one day and discovers that Mrs. Buell has died. Kate learns that the old woman had a daughter and a whole other life that Kate knew nothing about. Kate realizes that she never tried to get to know Mrs. Buell. She also realizes that “nothing was safe” in her life. Even the everyday things that she takes for granted can suddenly disappear.

I would recommend this story because it made me think about my own life and how I sometimes overlook people. In the story, Kate doesn’t pay much attention to Mrs. Buell, and she is sorry about that when Mrs. Buell dies. That made me think about how I need to pay more attention to people in my life and show them that I care about them.

Story

Zoo

by Edward D. Hoch

The children were always good during the month of August, especially when it began to get near the twenty-third. It was on this day that Professor Hugo's Interplanetary Zoo settled down for its annual six-hour visit to the Chicago area.

Before daybreak the crowds would form, long lines of children and adults both, each one clutching his or her dollar, and waiting with wonderment to see what race of strange creatures the Professor had brought this year.

In the past they had sometimes been treated to three-legged creatures from Venus, or tall, thin men from Mars, or even snakelike horrors from somewhere more distant. This year, as the great round ship settled slowly to earth in the huge tri-city parking area just outside of Chicago, they watched with awe as the sides slowly slid up to reveal the familiar barred cages. In them were some wild breed of nightmare—small, horselike animals that moved with quick, jerking motions and constantly chattered in a high-pitched tongue. The citizens of Earth clustered around as Professor Hugo's crew quickly collected the waiting dollars, and soon the good Professor himself made an appearance, wearing his many-colored rainbow cape and top hat. "Peoples of Earth," he called into his microphone.

The crowd's noise died down as he continued. "Peoples of Earth, this year you see a real treat for your single dollar—the little-known horse-spider people of Kaan—brought to you across a million miles of space at great expense. Gather around, study them, listen to them, tell your friends about them. But hurry! My ship can remain here only six hours!"

And the crowds slowly filed by, at once horrified and fascinated by these strange creatures that looked like horses but ran up the walls of their cages like spiders. "This is certainly worth a dollar," one man remarked, hurrying away. "I'm going home to get the wife."

All day long it went like that, until ten thousand people had filed by the barred cages set into the side of the spaceship. Then, as the six-hour limit ran out, Professor Hugo once more took microphone in hand. "We must go now, but we will return next year on this date. And if you enjoyed our zoo this year, phone your friends in other cities about it. We will land in New York

(continues)

"Zoo" by Edward D. Hoch, originally published in *Fantastic Universe*. Copyright © 1958 by Edward D. Hoch. Reprinted by permission of the Sternig & Byrne Literary Agency.

Zoo (continued)

tomorrow, and next week on to London, Paris, Rome, Hong Kong, and Tokyo. Then on to other worlds!”

He waved farewell to them, and as the ship rose from the ground the Earth peoples agreed that this had been the very best Zoo yet. . . .

Some two months and three planets later, the silver ship of Professor Hugo settled at last onto the familiar jagged rocks of Kaan, and the queer horse-spider creatures filed quickly out of their cages. Professor Hugo was there to say a few parting words, and then they scurried away in a hundred different directions, seeking their homes among the rocks.

In one, the she-creature was happy to see the return of her mate and offspring. She babbled a greeting in the strange tongue and hurried to embrace them. “It was a long time you were gone! Was it good?”

And the he-creature nodded. “The little one enjoyed it especially. We visited eight worlds and saw many things.”

The little one ran up the wall of the cave. “On the place called Earth it was the best. The creatures there wear garments over their skins, and they walk on two legs.”

“But isn’t it dangerous?” asked the she-creature.

“No,” her mate answered. “There are bars to protect us from them. We remain right in the ship. Next time you must come with us. It is well worth the nineteen commocs it costs.”

And the little one nodded. “It was the very best Zoo ever. . . .”

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Week 2

OVERVIEW

Story

"12 seconds from death"

by Paul Dowswell
(see pages 619–621)

Three skydivers make a parachute jump that almost ends in disaster.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA5–WA7

Assessment Forms

- "Class Assessment Record" sheet (CA2)
- "IDR Conference Notes" record sheet (CN1)

Comprehension Focus

- Students synthesize by making judgments and forming opinions about a narrative nonfiction story, using evidence from the story to support their conclusions.
- Students read independently.

Social Development Focus

- Students relate the value of respect to their behavior.
- Students develop the skills of giving reasons for their opinions, discussing their opinions respectfully, and expressing their true opinions.

1 DO AHEAD

- ✓ Prior to Day 1, you might show your English Language Learners photos of skydivers.
- ✓ Prior to Day 3, prepare to model recording textual evidence that supports your opinion using a narrative text the students are familiar with (see Step 4). Have your opinion about the text and the evidence that supports it in mind ahead of time so the modeling goes smoothly.
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA2); see page 133 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 26 lessons this week.

Materials

- “12 seconds from death” (see pages 619–621)
- “People in the Story” chart (WA5)
- “Factors to Consider When Forming an Opinion” chart from Week 1

In this lesson, the students:

- Hear and discuss a narrative nonfiction story
- Read independently for up to 30 minutes
- Give reasons for their opinions
- Discuss their opinions respectfully

1 Introduce the Week

Gather the class with partners sitting together, facing you. Remind the students that last week they read the story “Zoo” by Edward D. Hoch, watched you model writing a review of the story, and wrote reviews of texts they read independently. In their reviews, they summarized their texts and then wrote whether they would recommend the texts and why. Explain that this week they will continue to focus on expressing opinions about their reading and think about ways to express their opinions in greater depth.

2 Introduce “12 seconds from death”

Tell the students that today you will read an action/adventure story called “12 seconds from death.” The story is about three skydivers who made a parachute jump that almost ended in disaster. If necessary, explain that *skydivers* are “people who jump from airplanes for sport, using parachutes to slow their landing to Earth.” Ask and briefly discuss as a class:

Q *What do you know about the sport of skydiving?*

Display the “People in the Story” chart (WA5) and read it aloud.

People in the Story

- Richard Maynard: man making his first jump
- Mike Smith: instructor strapped to Richard
- Ronnie O’Brien: instructor paid to videotape Richard’s jump

WA5

3 Read Aloud

Read “12 seconds from death” aloud slowly and clearly, stopping as described on the next page and clarifying vocabulary as you read. Read the first two paragraphs (to the first stop) twice, clarifying vocabulary

during the first reading. Explain that you are rereading the beginning of the story because it contains important information about the skydivers.

Suggested Vocabulary

substantial: large (p. 619)

plummet: fall rapidly (p. 619)

commissioned: paid (p. 619)

290kmph: 290 kilometers per hour, or about 180 miles per hour (p. 619)

spread-eagled posture: with arms and legs spread wide (p. 619)

veteran: experienced person (p. 619)

lurch: roll away suddenly (p. 619)

adrenaline: chemical produced by the body when someone is scared or excited (p. 621)

ELL Vocabulary

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

videotape: use a camera to record pictures and sounds to be played back later (p. 619)

consciousness: ability to think and feel (p. 619)

descent: fall (p. 619)

Stop after:

p. 619 "... Maynard had also commissioned instructor Ronnie O'Brien to videotape him."

Ask:



Q *What did you find out about the skydivers in the first part of the story? Turn to your partner.*

Without sharing as a class, reread the last sentence before the stop and continue reading to the next stop.

p. 619 "If O'Brien could not help them, they both faced certain death."

Ask:



Q *What happened in the part of the story you just heard? What do you think might happen next? Turn to your partner.*

Without sharing as a class, reread the last sentence before the stop and continue reading to the next stop.

p. 621 "... O'Brien knew he had only one more chance to save their lives."

Repeat the above procedure to discuss the third part of the story. Then continue reading to the end of the story. Show the illustrations and read the accompanying captions on page 620 to help the students understand the story.

Teacher Note

This question helps the students begin to form opinions about the story and think about the reasons for them. They will explore their opinions in more depth in the next lesson.



Facilitation Tip

Continue to focus on **responding neutrally with interest** during class discussions by refraining from overtly praising or criticizing the students' responses. Instead, build the students' intrinsic motivation by responding with genuine curiosity and interest, for example:

- "Interesting—say more about that."
- "What you said makes me curious. I wonder . . ."
- "You have a point of view that's [similar to/different from] what [Michael] just said. How is it [similar/different]?"
- "Do you agree or disagree with [Sarita]? Why?"
- "What questions do you have for [Sarita] about her thinking?"

4 Discuss the Story as a Class

Facilitate a discussion of the story using the following questions. Remind the students to use the prompt "The reason I think this is . . ." and the discussion prompts to add to one another's thinking.

- Q *What are the important events in this story?*
- Q *What parts of the story were especially interesting or exciting?*

Students might say:

"The part where the parachute cord got tangled around Smith's neck is very important. The reason I think this is that when the cord got tangled, the parachute couldn't open. Also, Smith became unconscious so he couldn't do anything to fix the situation."

"I thought it was exciting how O'Brien saved the other skydivers just in time."

"I agree with [Roland]. I also thought it was interesting how O'Brien caught up to the other two skydivers. He changed the position of his arms and legs in order to fly faster through the air."

"I thought it was interesting that Maynard didn't even know he was in trouble."

- Q *Would you recommend this story, or stories like it, to someone else? Give reasons for your opinion.*

Explain that in the next lesson the students will revisit their opinions.

5 Reflect on Discussing Opinions

Facilitate a brief discussion about how the students did giving reasons for their opinions and discussing their opinions respectfully.

INDIVIDUALIZED DAILY READING

6 Practice Orally Summarizing Reading

Ask the students to think about the important ideas in their books as they read, and tell them that at the end of IDR you will ask them to use the important ideas they have thought about to summarize what they read today for partners. Explain that you will also ask them to share their opinions of their books with partners. Direct the students' attention to the "Factors to Consider When Forming an Opinion" chart and remind them to refer to the chart as they form their opinions. Have the students get their books and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 136) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 139 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Use “Think, Pair, Share” to discuss:



Q *If you were to tell someone in a few sentences what your book is about, what would you say?* [pause] *Turn to your partner.*

Q *Would you recommend this book to someone? Why or why not?* [pause] *Turn to your partner.*

Invite a few volunteers to share with the class. Have each volunteer begin by telling the title of the book he read and the author’s name. Then have him orally summarize the book and share his opinion. Have the students return to their desks and put away their books.

Guided Strategy Practice

Day 2

In this lesson, the students:

- Reread a narrative nonfiction story
- Form opinions about the story
- Find evidence in the story that supports their opinions
- Read independently for up to 30 minutes
- Give reasons for their opinions
- Discuss their opinions respectfully

1 Review “12 seconds from death”

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind the students that in the previous lesson they heard the story “12 seconds from death.” Ask:

Q *What happened in the story?*

Materials

- “12 seconds from death” (see pages 619–621)
- “Factors to Consider When Forming an Opinion” chart from Week 1
- “Questions About ‘12 seconds from death’” chart (WA6)
- *Student Response Book* pages 89–92

Teacher Note

Keep this discussion brief. The purpose is to help the students remember the story and their initial opinions of it. They will have an opportunity later in the lesson to discuss their opinions in more depth.

Be ready to reread from the story and show the illustrations on page 620 (“How it all happened”) again to help the students recall the sequence of events. Ask:

Q *After hearing the story once yesterday, did you think you would recommend this story to someone else? Why or why not?*

2 Discuss Opinions of the Story

Remind the students that they have been focusing on forming opinions about their reading—specifically, whether they would recommend a text to someone else and why. Remind them that readers usually consider many factors when forming opinions. Direct their attention to the “Factors to Consider When Forming an Opinion” chart and review the factors you discussed previously.



Display the “Questions About ‘12 seconds from death’” chart (WA6) and read the questions on it. Have partners think quietly about the questions and then discuss them with each other.

WA6

Questions About “12 seconds from death”

- Did the story “12 seconds from death” hold your interest? Why?
- Were the people or events described in the story interesting? Why?
- How did you feel as you listened to the story? Why did you feel that way?

After partners have had a chance to talk, have the students turn to *Student Response Book* page 89, “My Opinions About ‘12 seconds from death,’” and write some of their opinions about the story.

3 Read the Story and Think About Opinions

Have the students turn to *Student Response Book* pages 90-92, “12 seconds from death,” and read the story in pairs or silently to themselves. Ask them to think about the opinions they wrote, look for evidence that supports their opinions, and underline the evidence. After they have finished reading, have partners talk with each other about their opinions and what they underlined.



Point out that the students’ opinions may change as they revisit the story. If this happens, they can revise or add to the opinions and underline evidence in the story that supports their new opinions.

4 Discuss Opinions as a Class

Facilitate a discussion using the following questions:

- Q *What is your opinion about the story? What did you underline in the story that supports your opinion? How does that support your opinion?*
- Q *Did your opinion of the story change? Why or why not?*

Students might say:

"I think the story has suspense because you don't know if O'Brien is going to save the two skydivers. I underlined 'He had to judge his descent very carefully. If he overshot, he would have little chance of saving the two men' because that shows how dangerous the situation was."

"I disagree with [Caleb] because you know from the start that the three skydivers are going to make it. In the first paragraph, I underlined 'three skydivers were about to make a parachute jump they would never forget.'"

"I liked the story because I learned about skydiving, including what a tandem jump is and how a skydiver uses his position to fly faster or slower."

5 Reflect on Discussing Opinions Respectfully

Without mentioning any of the students' names, share some of your observations of respectful ways the students shared their opinions. Ask:

- Q *How did you and your partner do sharing your opinions today? What problems did you have? How can you avoid those problems the next time you share opinions?*

Explain that tomorrow the students will practice forming and discussing opinions about their own independent reading books.

INDIVIDUALIZED DAILY READING

6 Practice Orally Summarizing Reading

Ask the students to think about the important ideas in their books as they read, and tell them that at the end of IDR, you will ask them to use the important ideas they have thought about to summarize what they read today for partners. Explain that you will also ask them to share their opinions of their books with partners. Remind the students to refer to the "Factors to Consider When Forming an Opinion" chart as they form their opinions. Have the students get their books and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.

TEKS 7.D.i
Student/Teacher Activity
Step 6



IDR CONFERENCE NOTE

Continue to confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 136) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 139 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Use “Think, Pair, Share” to discuss:



Q *If you were to tell someone in a few sentences what your book is about, what would you say? [pause] Turn to your partner.*

Q *Would you recommend this book to someone? Why or why not? [pause] Turn to your partner.*

Invite a few volunteers to share with the class. Have each volunteer begin by telling the title of the book she read and the author’s name. Then have her orally summarize the book and share her opinion. Have the students return to their desks and put away their books.

EXTENSION

Read Other Narrative Nonfiction Stories by Paul Dowswell

The story “12 seconds from death” appears in a collection called *True Stories of Heroes* by Paul Dowswell. If the students enjoy true action/adventure stories, you might read aloud other stories from the collection. Alternatively, you might read aloud stories from one of Dowswell’s numerous other collections, which include *True Spy Stories*, *True Escape Stories*, *True Survival Stories*, *True Sea Stories*, and *True Desert Adventure Stories*. After reading each story, encourage the students to express their opinions about the story and support the opinions with evidence.

In this lesson, the students:

- Read independently
- Form opinions about stories
- Find evidence in the stories that supports their opinions
- Discuss their opinions respectfully

1 Review Forming Opinions

Have the students get their *Student Response Books*, pencils, and books for independent reading and sit at desks with partners together. Review that over the past two weeks the students have heard and read stories, formed opinions about the stories using factors such as those on the “Factors to Consider When Forming an Opinion” chart, and looked for evidence in the stories to support their opinions. Remind the students that good readers think about their personal responses to texts. Explain that today they will practice forming opinions about stories they read independently.

2 Read Independently Without Stopping

Distribute a self-stick note to each student. Ask the students to use the self-stick notes to mark where they begin reading today. Ask them to be aware as they read of whether or not their stories are holding their interest and why. Refer them to the “Factors to Consider When Forming an Opinion” chart for questions to ask themselves about their stories. Have the students read independently for 10 minutes.

3 Record Opinions in a Double-entry Journal

After 10 minutes, stop the students. Display the “Questions About Independent Reading” chart (WA7) and read the questions on it, pausing after you read each question to give the students time to think.

Questions About Independent Reading

- Is the story you are reading holding your interest? Why?
- Are the people/characters interesting? Why?
- How does the story make you feel? Why?
- Would you recommend this story to someone else? Why?

WA7

Materials

- Small self-stick note for each student
- “Factors to Consider When Forming an Opinion” chart from Week 1
- “Questions About Independent Reading” chart (WA7)
- *Student Response Book* page 93
- Narrative text for modeling, selected ahead

TEKS 7.A.i
Student/Teacher Activity
Step 3

Teacher Note

Save the “Questions About Independent Reading” chart (WA7) to use on Day 4 and in Week 3.

ELL Note

Asking these questions might be especially helpful for your English Language Learners.

Have the students turn to *Student Response Book* page 93, “Double-entry Journal: My Opinions About _____ (1).” Ask each student to write the title of his book on the line at the top of the journal. Then have each student write a few of his opinions in the left-hand column of the journal.

4 Model Using the Double-entry Journal

Explain that the students will reread what they just read, beginning at their self-stick notes, and look for evidence that supports their opinions. When they find evidence, they will write the evidence in the right-hand column of the journal.

Model the procedure by thinking aloud about your own story and recording an opinion and evidence where everyone can see them.

You might say:

“I read the story ‘Mrs. Buell’ again. I think the character Mrs. Buell is very believable—I can almost see her. I’ll write my opinion on the left: *I think the character Mrs. Buell is very believable.* Here are some sentences that give evidence for my opinion. I’ll write them next to my opinion: *‘In winter she wore the same sweater every day, a man’s gray one, too big, with the sleeves pushed up. They kept slipping down and she’d shove them back a million times a day.’*”

5 Reread Independently and Record Evidence

Have the students reread and record evidence for their opinions in the right-hand column of their double-entry journals. Remind the students that as they reread, their opinions may change. If that happens, they can revise or add to the opinions and look for evidence to support the new opinions. If the students have difficulty forming opinions or finding evidence for their opinions, support the students by asking questions such as:

- Q *What happened in the part of the story you read today? Did it hold your interest? Why or why not?*
- Q *What did a character do or say that surprised or interested you? Read that part aloud.*
- Q *How did you feel as you read the selection? What made you feel that way? Read that part aloud.*

6 Discuss Opinions in Pairs and as a Class



When most students have finished, have partners discuss their opinions and supporting evidence. Then have a few students share their journal entries with the class. Remind each student to tell the title of her book and the author’s name and to briefly say what the book is about before sharing her opinion and the evidence she found. After each student

shares, elicit questions from the class and allow the student who shared to respond.

Remind the students that the reason they are learning to form and discuss opinions about their reading is to help them think more deeply and critically about texts and to get better at communicating about those texts. Explain that tomorrow they will continue to practice forming opinions about their independent reading.

Independent Strategy Practice

Day 4

In this lesson, the students:

- Read independently
- Form opinions about stories
- Find evidence in the stories that supports their opinions
- Discuss their opinions respectfully
- Discuss the importance of expressing their true opinions

1 Review Forming Opinions

Have the students get their *Student Response Books*, pencils, and books for independent reading and sit at desks with partners together. Review that yesterday the students formed opinions about the stories they read independently and looked for evidence in the stories to support their opinions. Explain that today they will continue to practice this with the stories they are reading independently.

Remind the students that readers' opinions of texts often change as they continue reading. Explain that any students who are reading the same stories they were reading yesterday should think as they read about whether their opinions of the stories are changing and why.

2 Read Independently Without Stopping

Distribute a self-stick note to each student. Ask the students to use the self-stick notes to mark where they begin reading today. Ask them to be aware as they read of whether or not their stories are holding their interest and why. Refer them to the "Factors to Consider When Forming an Opinion" chart for questions to ask themselves about their stories. Have the students read independently for 10 minutes.

Materials

- Small self-stick note for each student
- "Factors to Consider When Forming an Opinion" chart from Week 1
- "Questions About Independent Reading" chart (WA7)
- *Student Response Book* page 100
- "Class Assessment Record" sheet (CA2)

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

Teacher Note

If necessary, model the procedure by thinking aloud about your own story and recording an opinion and evidence where everyone can see them. For example, you might say, "I read *Richard Wright and the Library Card* again. I think the story does a good job of creating suspense about whether Richard will get into trouble for borrowing library books. I'll write my opinion on the left: *I think the story does a good job of creating suspense.* Here are some sentences that give evidence for my opinion. I'll write them next to my opinion: *'Are you sure these books aren't for you?' the librarian asked in a loud voice when he went to check them out. Once again, heads turned and Richard felt the eyes of white people on him.*"

3 Record Opinions in a Double-entry Journal

After 10 minutes, stop the students. Display the "Questions About Independent Reading" chart (WA7) and read the questions on it, pausing after each question to give the students time to think.

Questions About Independent Reading

- Is the story you are reading holding your interest? Why?
- Are the people/characters interesting? Why?
- How does the story make you feel? Why?
- Would you recommend this story to someone else? Why?

WA7

Have the students turn to *Student Response Book* page 100, "Double-entry Journal: My Opinions About _____ (2)." Ask each student to write the title of his book on the line at the top of the journal. Then have each student write a few of his opinions in the left-hand column of the journal.

4 Reread Independently and Record Evidence

Have the students reread and record evidence for their opinions in the right-hand column of the double-entry journal. Remind the students that as they reread, their opinions may change. If that happens, they can revise or add to the opinions and look for evidence to support the new opinions. If the students have difficulty forming opinions or finding evidence for their opinions, support the students by asking questions such as:

- Q *What happened in the part of the story you read today? Did it hold your interest? Why or why not?*
- Q *What did a character do or say that surprised or interested you? Read that part aloud.*
- Q *How did you feel as you read the selection? What made you feel that way? Read that part aloud.*

5 Discuss Opinions in Pairs and as a Class



When most students have finished, have partners discuss their opinions and supporting evidence with each other. Circulate and listen as partners talk.



CLASS ASSESSMENT NOTE

Ask yourself:

- Can the students express opinions about their reading?
- Can they support their opinions with evidence from their texts?

Record your observations on the “Class Assessment Record” sheet (CA2); see page 133 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to express and support opinions about their reading, proceed with the lesson and continue on to Week 3.
- If **about half of the students** or **only a few students** are able to express and support opinions about their reading, you might give the class additional instruction by repeating Day 4 of this week as many times as necessary before continuing on to Week 3.

Have a few students share their journal entries with the class. Remind each student to tell the title of his book and the author’s name and to briefly say what the book is about before sharing his opinion and the evidence he found. After each student shares, elicit questions from the class and allow the student who shared to respond.

Remind the students that the reason they are learning to form and discuss opinions about their reading is to help them think more deeply and critically about texts and to get better at communicating about those texts. Encourage them to continue to practice forming and communicating opinions as they read on their own.

6 Reflect on Discussing True Opinions

Remind the students that they have been focusing on forming and discussing opinions about their reading. Explain that it is normal for people to have differences of opinion when discussing books. However, sometimes it is challenging to express one’s true opinion, especially if it seems that most people think differently. Ask:

- Q *What can be challenging about expressing your true opinions in a group?*
- Q *I’ve noticed that sometimes students change their opinions to what others are thinking, rather than sticking with their own opinions. Why do you think they might do this?*
- Q *Why is it helpful for a group to hear opinions that are not the ones of the majority?*

Teacher Note

Use “Turn to Your Partner” as needed to increase participation, especially if you are hearing from only a few students. You can also use “Turn to Your Partner” if many students want to speak at the same time.

Vocabulary Note

Next week you will revisit “12 seconds from death” to teach the Week 27 vocabulary lessons.

Students might say:

“Sometimes I get embarrassed when people don’t agree with me. It makes me feel like I don’t know what’s going on.”

“I agree with [Mohammed]. One time I voted to hear a book that no one else liked. I got embarrassed, so I changed my vote.”

“Just because not everyone thinks the way you do doesn’t mean you’re wrong.”

“I think that sometimes one person’s way of looking at something can make everyone else think about something in a new way.”

“In addition to what [Devon and Angie] said, famous people like Martin Luther King Jr. and Dolores Huerta have made a huge difference in the world by sticking to their true opinions. They can be role models for us.”

State your expectation that the students will express their true opinions and help make the class a safe place for discussing opinions.

Story

12 seconds from death

by Paul Dowswell

An icy blast roared through the Skyvan transport plane as the rear door opened to the bright blue sky. On an April morning in 1991, above the flat fields of Cambridgeshire, England, three skydivers were about to make a parachute jump they would never forget.

Richard Maynard was making his first jump. He had paid a substantial fee to plummet from 3,600m (12,000ft), strapped to Mike Smith, a skilled parachute instructor. Expecting this experience (known as a “tandem jump”) to be the thrill of a lifetime, Maynard had also commissioned instructor Ronnie O’Brien to videotape him.

O’Brien leaped backwards from the plane to film Maynard and Smith’s exit. The pair plunged down after him, speeding up to 290kmph (180mph) in the first 15 seconds. They soon overtook O’Brien, and Smith released a small drogue parachute to slow them down to a speed where it would be safe to open his main parachute, without it giving them a back-breaking jolt. But here disaster struck. As the chute flew from its container, the cord holding it became entangled around Smith’s neck. It pulled tight, strangling him, and he quickly lost consciousness.

Watching from 90m (300ft) above, O’Brien saw the two men spinning out of control, and when the drogue parachute failed to open he knew something had gone terribly wrong. Both men were just 45 seconds from the ground. If O’Brien could not help them, they both faced certain death.

O’Brien changed from the usual spread-eagled posture of a skydiver, and swooped down through the air toward the plummeting pair, with his legs pressed tightly together and arms by his side. He had to judge his descent very carefully. If he overshot, he would have little chance of saving the two men, but this veteran of 2,000 jumps knew what he was doing.

Positioning himself right in front of them, he quickly realized what had happened, and tried to grab hold of Smith so he could release his main parachute. But diving at the same speed was extremely difficult. O’Brien would be within arm’s length of the falling men and then lurch out of reach. Then suddenly, he fell way below them.

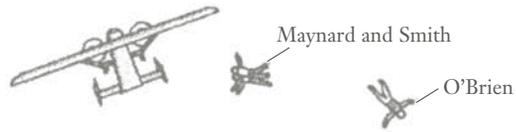
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“12 seconds from death” by Paul Dowswell reproduced from *True Stories of Heroes* by permission of Usborne Publishing, 83–85 Saffron Hill, London EC1N 8RT, UK. Copyright © 2006 Usborne Publishing Ltd.

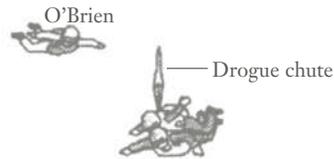
12 seconds from death (continued)

How it all happened

3,600m (12,000ft)
O'Brien jumps from aircraft, followed immediately by Maynard and Smith.



3,000m (10,000ft)
Smith deploys drogue chute which becomes tangled around his neck.



2,300m (7,500ft)
Smith loses consciousness. O'Brien dives down to help.



2,500–1,500m (7,000–5,000ft)
O'Brien catches up with tandem divers but slips underneath them (25 seconds to impact).

...but slips beneath the other two.



900m (3,000ft)
O'Brien catches up again.

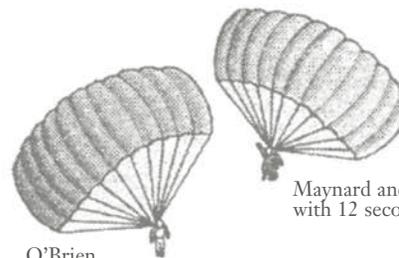


700m (2,500ft)
Parachute released (12 seconds to impact).
Smith recovers.

...to release their parachute.

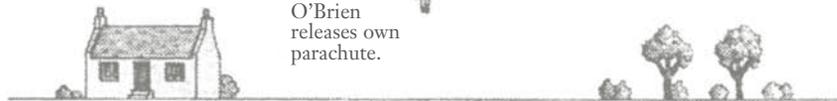


650m (2,250ft)
O'Brien deploys own parachute.



Maynard and Smith land with 12 seconds to spare.

O'Brien releases own parachute.



(continues)

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12 seconds from death *(continued)*

Time was fast running out. The ground was a mere 20 seconds away and O'Brien knew he had only one more chance to save their lives. He spread his arms and legs out to slow his descent, and this time managed to connect with the pair. Whirling around and around, O'Brien searched frantically for the handle that would release Smith's parachute.

With barely 12 seconds before they hit the ground, O'Brien found the handle, and the large main chute billowed out above them. Slowed by the chute, Smith and Maynard shot away as O'Brien continued to plunge down. He released his own parachute when he was safely out of the way, a few seconds before he himself would have hit the ground.

By the time the tandem pair had landed, Smith had recovered consciousness, but collapsed almost immediately. Only then did Maynard realize something had gone wrong. Caught up in the excitement of the jump, with adrenaline coursing through his body and the wind roaring in his ears, he had had no idea that anything out of the ordinary had happened.

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Week 3

OVERVIEW



"The Pros and Cons of Year-round Schools"

(see pages 644–645)

This article discusses the pros and cons of year-round schools.



"Year-round School: I'm for It"

by Chance T., Imperial, NE

(see pages 646–647)

This essay explains why the author believes all kids should go to year-round schools.



"Year-round School: I'm Against It"

by Anonymous, Temecula, CA

(see pages 648–649)

This essay explains why the author is against year-round schools.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA7–WA9

Assessment Forms

- "Class Assessment Record" sheet (CA3)
- "IDR Conference Notes" record sheet (CN1)

Professional Development Media

- "Using Social Media" tutorial (AV46)

Comprehension Focus

- Students synthesize by making judgments and forming opinions about an expository nonfiction article and two nonfiction essays, using evidence from the texts to support their conclusions.
- Students integrate information from three texts on the same topic to speak knowledgeably about the topic.
- Students read independently.

Social Development Focus

- Students relate the values of respect and responsibility to their behavior.
- Students develop the skills of giving reasons for their opinions, discussing their opinions respectfully, and expressing their true opinions.

① DO AHEAD

- ✓ Make available texts in a variety of genres and formats including fiction, narrative nonfiction, expository nonfiction books and articles, essays, and book and movie reviews at a variety of levels for the students to read during IDR and Independent Strategy Practice throughout Weeks 3 and 4.
- ✓ Prior to Day 1, prepare a sheet of chart paper with the title “Year-round Schools: Pros and Cons” (see Step 4). Under the title, draw a vertical line to create two columns. Title the left-hand column “Pros” and the right-hand column “Cons.”
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA3); see page 134 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 27 lessons this week.

Day 1

Read-aloud/Strategy Lesson

Materials

- “The Pros and Cons of Year-round Schools” (see page 644–645)
- *Student Response Book* pages 94–95
- “Year-round Schools: Pros and Cons” chart, prepared ahead, and a marker
- “Questions About Independent Reading” chart (WA7) from Week 2
- Small self-stick notes for each student

TEKS 9.E.i
TEKS 9.E.iv
Student/Teacher Activity
Step 2

Teacher Note

If the students struggle to skim the article, you might draw their attention to the headings “Pros” and “Cons” and review that these are headings. Direct the students’ attention to “Less Summer ‘Brain Drain’ and More Time to Learn” and review that this is a subheading, or the heading of a smaller section within the larger section called “Pros.” Point out that there are several subheadings in both the “Pros” and “Cons” sections of the article. Then ask the students to silently read the title, headings, and subheadings.

In this lesson, the students:

- Skim an expository nonfiction article by reading the title, headings, and subheadings
- Hear, read, and discuss the article
- Read independently for up to 30 minutes
- Express their true opinions
- Give reasons for their opinions

1 Discuss Expressing Opinions

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Remind them that over the past two weeks they have been thinking about and discussing their opinions and judgments about texts. Tell them that they will continue to do so this week, and ask:

- Q *How have we been doing discussing our opinions in a respectful way?*
- Q *What do you want to remember about making our class a safe place for everyone to express their true opinions?*

Encourage the students to focus on being open to one another’s thinking and to continue to focus on giving reasons for their opinions.

2 Introduce and Skim “The Pros and Cons of Year-round Schools”

Explain that today the students will hear an article written for young people called “The Pros and Cons of Year-round Schools.” Have the students turn to *Student Response Book* pages 94–95, where the article is reproduced. If necessary, remind the students that the word *pros* means “arguments for something” and the word *cons* means “arguments against something.”

Remind the students that earlier in the year they skimmed articles before hearing them read aloud. Ask the students to silently skim the article by reading the title, headings, and subheadings. After a few moments, ask:

- Q *From reading the title, headings, and subheadings, what do you think this article is about?*

Have a few volunteers share their thinking. If necessary, explain that this article explains some of the arguments for and against year-round schools. Ask the students to follow along as you read the article aloud.

Explain that you will pause during the reading to have the students discuss what they are learning.

3 Read Aloud

Read “The Pros and Cons of Year-round Schools” aloud slowly and clearly, stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

conclude: think (p. 644)

inconclusive: not certain (p. 645)

ELL Vocabulary

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

traditional: normal (p. 644)

brain drain: forgetting what was learned (p. 644)

their peers: other students (p. 644)

flexibility: choices (p. 645)

more frequent breaks: breaks that happen more often (p. 645)

unwind: relax (p. 645)

maintenance: repair work; fixing things that break (p. 645)

Stop after:

p. 644 “They follow this pattern throughout the year.”

Ask:



Q *What have you learned so far about year-round schools? Turn to your partner.*

Without sharing as a class, reread the last sentence and continue reading to the next stop:

p. 645 “. . . in deciding when to take time off and how to provide child care.”

Ask:



Q *What arguments are made in this part of the article, and what evidence supports those arguments? Turn to your partner.*

Without sharing as a class, reread the last sentence and continue reading to the end of the article.

4 Discuss the Article as a Class

Facilitate a discussion of the article. Be ready to reread from the article to help the students recall what they heard. Ask and discuss as a class:

Q *What is this article about?*

TEKS 9.D.v
Student/Teacher Activity
Step 3
(last question)



Facilitation Tip

Continue to practice **responding neutrally with interest** during class discussions by demonstrating genuine interest and curiosity in what the students say and by refraining from overtly praising or criticizing their responses.

Teacher Note

It is not necessary to phrase the pros and cons exactly as they appear in the diagram. The important thing is to make sure that all of the pros and cons mentioned in the article are listed on the chart.

You will add to the “Pros” column of the chart on Day 2 after reading “Year-round School: I’m for It.” You will add to the “Cons” column on Day 3 after reading “Year-round School: I’m Against It.”

Teacher Note

You might point out that the article contains conflicting, or disagreeing, arguments about whether year-round schools are more expensive to run than traditional schools.

Teacher Note

Save the “Year-round Schools: Pros and Cons” chart to use throughout the week.

Q *What are the arguments for year-round schools?*

Direct the students’ attention to the “Year-round Schools: Pros and Cons” chart. List the arguments for year-round schools in the “Pros” column of the chart as the students generate them. If the students do not mention all of the pros listed in the diagram, add them to the chart. Then ask:

Q *What are the arguments against year-round schools?*

List the arguments against year-round schools in the “Cons” column of the chart as the students generate them. If the students do not mention all of the cons listed on the diagram, add them.

Pros	Cons
<ul style="list-style-type: none">– less summer “brain drain” and more time to learn– schools save money– more flexibility for families	<ul style="list-style-type: none">– no proven gains in academic achievement– no long summer break to relax, be with friends and families, go to camp– costs of running year-round schools are greater

Ask:

Q *After reading this article, what is your opinion about year-round schools? Give reasons for your opinion.*

Have a few volunteers share their thinking. Explain that in the coming days the students will hear and discuss an essay that argues in support of year-round schools and an essay that argues against year-round schools. The students will identify the arguments each author makes and add them to the chart, and they will continue to discuss their opinions about year-round schools.

INDIVIDUALIZED DAILY READING

5 Form Opinions and Find Evidence

Explain that for the next two weeks the students may continue to read fiction and narrative nonfiction books during IDR. Explain that they may also read expository nonfiction books, articles, essays, and reviews of books and movies during this time.

Review that the students have been practicing forming opinions about texts and that they looked for evidence in the texts to support their opinions. Explain that today they will continue to practice forming opinions about texts they are reading independently.

Distribute several self-stick notes to each student. Ask the students to use self-stick notes to mark where they begin reading today. Display the “Questions About Independent Reading” chart (● WA7) and explain that you will stop the students after 10 minutes and ask them to think about the questions. Then they will reread their texts, beginning at their self-stick notes, and look for evidence that supports their opinions. When they find evidence in their texts, they will mark those places with self-stick notes. Explain that you will ask the students to share their opinions and evidence with the class at the end of independent reading.

Have the students get their texts, place self-stick notes where they start to read, and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about the texts they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 136) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 139 of the *Assessment Resource Book*.

Stop the students after 10 minutes and ask them to think about the questions on the chart as they reread. Then have the students reread their texts and use additional self-stick notes to mark evidence that supports their opinions. After they have settled into their reading, continue to confer with individual students.

Signal to let the students know when it is time to stop reading. Have a few volunteers share with the class. Ask each student to tell the title of the text he read, the author’s name, and what the text is about; then have the student share his opinion of what he read and evidence that supports his thinking. If the students have difficulty forming opinions or finding evidence for them, support them by asking questions such as:

- Q *What happened in the text you read today? Did it hold your interest? Why or why not?*
- Q *What was the most interesting or surprising thing you read? Read that part aloud.*
- Q *How did you feel as you read today? What made you feel that way? Read that part aloud.*

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

Day 2

Read-aloud/ Guided Strategy Practice

Materials

- “Year-round School: I’m for It” (see pages 646–647)
- “Year-round Schools: Pros and Cons” chart from Day 1 and a marker
- *Student Response Book* pages 96–97
- “Questions About Your Opinion” chart (WA8)
- “Questions About Independent Reading” chart (WA7)
- Small self-stick notes for each student

TEKS 9.E.iv
Student/Teacher Activity
Step 2

In this lesson, the students:

- Hear, read, and discuss an essay
- Consider pro arguments and form opinions
- Read independently for up to 30 minutes
- Express their true opinions
- Give reasons for their opinions
- Discuss their opinions respectfully

1 Review “The Pros and Cons of Year-round Schools”

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind the students that in the previous lesson they heard “The Pros and Cons of Year-round Schools,” an article that gives two conflicting or disagreeing opinions. Direct the students’ attention to the “Year-round Schools: Pros and Cons” chart and briefly review the pros and cons the students identified in the article.

2 Introduce “Year-round School: I’m for It”

Have the students turn to *Student Response Book* pages 96–97, “Year-round School: I’m for It.” Explain that this is an essay by a student named Chance who lives in the state of Nebraska. Explain that whereas articles are usually written to inform, essays are usually written to express authors’ opinions or describe their experiences. Ask:

Q *Based on the title of the essay, what do you think Chance’s opinion of year-round school is? Explain your thinking.*

If necessary, explain that the author of this essay believes year-round school is a good idea. Ask the students to follow along as you read the essay aloud. Explain that you will pause during the reading to have the students talk with their partners about the arguments Chance makes in favor of year-round schools.

3 Read Aloud

Read “Year-round School: I’m for It” aloud slowly and clearly, stopping as described below.

ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

typically: usually (p. 646)

there were consistent losses in math and language skills: students’ math and language skills got worse (p. 647)

Stop after:

p. 646 “You can see more places that way.”

Ask:

 **Q** *What arguments does Chance make in the first part of the essay for why students should attend year-round schools? Turn to your partner.*

Have a few volunteers share their thinking. Add their suggestions to the “Pros” column of the “Year-round Schools: Pros and Cons” chart. Then reread the last sentence and continue reading to the next stop:

p. 647 “. . . the students are refreshed and more ready to listen and learn.”

Ask:

 **Q** *What arguments does Chance make in the part you just heard for why students should attend year-round schools? Turn to your partner.*

Have a few volunteers share their thinking. Add their suggestions to the “Pros” column of the chart. Then reread the last sentence and continue reading to the end of the essay. Ask:

 **Q** *What other arguments does Chance make for why students should attend year-round schools? Turn to your partner.*

Have a few volunteers share their thinking. Add their suggestions to the “Pros” column of the chart.

Teacher Note

You might wish to point out that some of Chance’s arguments in favor of year-round schools are the same as the “pro” arguments made in the article “The Pros and Cons of Year-round Schools.”

You might also wish to point out that Chance argues that learning time is the same at year-round and traditional schools, which is different from the claim in “The Pros and Cons of Year-round Schools” that students have more time to learn at year-round schools.

Teacher Note

It is not necessary to phrase the pros you add today exactly as they appear in the diagram. The important thing is to make sure that all of the pros mentioned in the essay are listed on the chart.

You will add to the “Cons” column of the chart on Day 3.

Year-round Schools: Pros and Cons

Pros	Cons
<ul style="list-style-type: none">– less summer “brain drain” and more time to learn– schools save money– more flexibility for families– first day back is easier– can take 3–4 short trips; can see more places– after kids in a study tried it for a year, more of them liked it– learning time in year-round and traditional schools is the same– students return to school refreshed and more ready to learn	<ul style="list-style-type: none">– no proven gains in academic achievement– no long summer break to relax, be with friends and families, go to camp– costs of running year-round schools are greater

4 Reread and Discuss the Essay

Display the “Questions About Your Opinion” chart (WA8) and read aloud the questions on it. Explain that the students will silently reread the essay in their *Student Response Books*. Ask them to think about the questions on the chart as they read.

Questions About Your Opinion

- Do you agree or disagree with the opinion expressed in the essay?
- What part of the essay supports your opinion, or what part makes you disagree? Why?
- Did your opinion change during the second reading? Why or why not?

WA8

Without discussing the questions, have the students read the essay silently to themselves. If they agree with the opinion expressed in the

essay, they should underline the sentences that support their opinions and write notes in the margin of the essay. If they disagree, they should underline the sentences that make them disagree and write notes in the margin.



When most students have finished, have them discuss the questions on the chart with their partners. Circulate and listen as partners talk. Notice whether the students are expressing opinions and supporting their opinions by referring to the essay. If the students are having difficulty expressing opinions, ask questions such as:

- Q *According to the essay, why are year-round schools a good idea?*
- Q *Do you agree or disagree with that argument? Why?*

5 Discuss Opinions as a Class

Facilitate a discussion using the questions that follow. Remind the students to be respectful of one another's opinions and to use the discussion prompts they have learned. Ask:

- Q *Do you agree or disagree with Chance? Why?*
- Q *What did you read in the essay or think about that supports your opinion?*

Remind the students that it is important for readers to form opinions about what they are reading, as this helps them better understand the reading and communicate meaningfully about it.

6 Reflect on Expressing True Opinions

Facilitate a brief discussion about how the students interacted. Ask:

- Q *How did you do expressing your true opinions today, rather than going with what others were thinking? How was that responsible?*
- Q *What did you do today to make the class a safe place for others to express their true opinions?*

Explain that in the next lesson you will read an essay whose author thinks year-round schools are a bad idea, and the students will identify the arguments the author of the essay makes against year-round schools.

INDIVIDUALIZED DAILY READING

7 Form Opinions and Find Evidence

Review that for the next two weeks the students may read fiction and narrative nonfiction books, expository nonfiction books, articles, essays, and reviews of books and movies during IDR.

Review that the students have been practicing forming opinions about texts and that they looked for evidence in the texts to support their opinions. Explain that today they will continue to practice forming opinions about texts they are reading independently.

Teacher Note

Save the "Questions About Your Opinion" chart (WA8) to use on Day 3.

Distribute several self-stick notes to each student. Ask the students to use self-stick notes to mark where they begin reading today. Display the “Questions About Independent Reading” chart (WA7) and explain that you will stop the students after 10 minutes and ask them to think about the questions. Then they will reread their texts, beginning at their self-stick notes, and look for evidence that supports their opinions. When they find evidence in their texts, they will mark those places with self-stick notes. Explain that you will ask them to share their opinions and evidence with the class at the end of independent reading.

Have the students get their texts, place self-stick notes where they start to read, and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about the texts they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 136) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 139 of the *Assessment Resource Book*.

Stop the students after 10 minutes and ask them to think about the questions on the chart as they reread. Then have the students reread their texts and use additional self-stick notes to mark evidence that supports their opinions. After they have settled into their reading, continue to confer with individual students.

Signal to let the students know when it is time to stop reading. Have a few volunteers share their thinking with the class. Have each student tell the title of the text she read, the author’s name, and what the text is about; then have the student share her opinion of the part she read and evidence that supports her thinking. After each volunteer shares, ask the class questions such as:

Q *Do you think you would like to read [Pauline’s book]? Why or why not?*

Q *What interests you about [Josh’s article]?*

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

In this lesson, the students:

- Hear, read, and discuss an essay
- Consider con arguments and form opinions
- Read independently for up to 30 minutes
- Express their true opinions
- Give reasons for their opinions
- Discuss their opinions respectfully

1 Review “Year-round School: I’m for It”

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind the students that in the previous lesson they heard “Year-round School: I’m for It,” an essay that argues in favor of, or pro, year-round schools. Direct the students’ attention to the “Year-round Schools: Pros and Cons” chart and briefly review the pros the students identified in the essay.

2 Introduce “Year-round School: I’m Against It”

Have the students turn to *Student Response Book* pages 98–99, “Year-round School: I’m Against It.” Direct the students’ attention to the word *Anonymous*. If necessary, explain that when authors do not wish people to know who they are, they use the word *anonymous*, which means “not named.” Point out that the author lives in the state of California. Ask:

Q *Based on the title of the essay, what do you think is the author’s opinion of year-round schools? Explain your thinking.*

If necessary, explain that the author of this essay believes year-round schools are a bad idea. Ask the students to follow along as you read the essay aloud. Explain that you will pause during the reading to have the students talk with their partners about the arguments the author makes against year-round schools.

Materials

- “Year-round School: I’m Against It” (see page 648–649)
- *Student Response Book* pages 98–99
- “Year-round Schools: Pros and Cons” chart from Day 2 and a marker
- “Questions About Your Opinion” chart (WA8)
- “Questions About Independent Reading” chart (WA7)
- Small self-stick notes for each student

3 Read Aloud

Read “Year-round School: I’m Against It” aloud slowly and clearly, stopping as described below.

ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

cease to exist: disappear (p. 648)

Stop after:

p. 648 “I’m against year-round schools for several reasons.”

Ask:

 **Q** *What did you learn in the part of the essay you just heard? Turn to your partner.*

Without sharing as a class, reread the last sentence and continue reading to the next stop:

p. 648 “. . . summer camps might cease to exist.”

Ask:

 **Q** *What arguments does the author make in the part you just heard for why year-round schools are a bad idea? Turn to your partner.*

Have a few volunteers share their thinking. Add their suggestions to the “Cons” column of the “Year-round Schools: Pros and Cons” chart. Then reread the last sentence and continue reading to the end of the essay. Ask:

 **Q** *What other arguments does the author make in the part you just heard for why year-round schools are a bad idea? Turn to your partner.*

Have a few volunteers share their thinking. Add their suggestions to the “Cons” column of the chart.

Teacher Note

It is not necessary to phrase the cons you add today exactly as they appear in the diagram. The important thing is to make sure that all of the cons mentioned in the essay are listed on the chart.

You might wish to point out that the only significantly new argument the author of this essay makes against year-round schools is that it is harder for students who attend them to have summer jobs.

Year-round Schools: Pros and Cons

Pros	Cons
<ul style="list-style-type: none">– less summer “brain drain” and more time to learn– schools save money– more flexibility for families– first day back is easier– can take 3–4 short trips; can see more places– after kids in a study tried it for a year, more of them liked it– learning time in year-round and traditional schools is the same– students return to school refreshed and more ready to learn	<ul style="list-style-type: none">– no proven gains in academic achievement– no long summer break to relax, be with friends and families, go to camp– costs of running year-round schools are greater– harder to get summer jobs

4 Reread and Discuss the Essay

Display the “Questions About Your Opinion” chart (WA8) and read aloud the questions on it. Explain that the students will silently reread the essay in their *Student Response Books*. Ask them to think about the questions on the chart as they read.

Display the “Questions About Your Opinions” chart (WA8) and read aloud the questions on it.

Questions About Your Opinion

- Do you agree or disagree with the opinion expressed in the essay?
- What part of the essay supports your opinion, or what part makes you disagree? Why?
- Did your opinion change during the second reading? Why or why not?

WA8

Without discussing the questions, have the students read the essay silently to themselves. If they agree with the opinion expressed in the essay, they should underline the sentences that support that opinion and write notes in the margin of the essay. If they disagree, they should underline the sentences that make them disagree and write notes in the margin.



When most students have finished, have them discuss the questions on the chart with their partners. Circulate and listen as partners talk. Notice whether the students are expressing opinions and supporting their opinions by referring to the essay. If the students are having difficulty expressing opinions, ask questions such as:

Q *According to the essay, why are year-round schools a bad idea?*

Q *Do you agree or disagree with that argument? Why?*

5 Discuss Opinions as a Class

Facilitate a discussion using the questions that follow. Remind the students to be respectful of one another's opinions and to use the discussion prompts they have learned. Ask:

Q *Do you agree or disagree with the author? Why?*

Q *What did you read in the essay or think about that supports your opinion?*

Remind the students that it is important for readers to form opinions about what they are reading, as this helps them think more deeply and critically about the reading and communicate more meaningfully about it.

6 Reflect on Expressing True Opinions

Facilitate a brief discussion about how the students interacted. Ask:

Q *How did you do expressing your true opinions today? How was that responsible?*

Q *Why is it important for everyone in our classroom community to feel safe expressing his or her true opinion?*

Explain that in the next lesson the students will review all of the arguments they have read for and against year-round schools and will revisit their own opinions of year-round schools.

INDIVIDUALIZED DAILY READING

7 Form Opinions and Find Evidence

Review that the students have been practicing forming opinions about texts and have looked for evidence in the texts to support their opinions.

Explain that today they will continue to practice forming opinions about texts they are reading independently.

Distribute several self-stick notes to each student. Ask the students to use self-stick notes to mark where they begin reading today. Display the “Questions About Independent Reading” chart (WA7) and explain that you will stop the students after 10 minutes and ask them to think about the questions. Then they will reread their texts, beginning at their self-stick notes, and look for evidence that supports their opinions. When they find evidence in their texts, they will mark those places with self-stick notes. Explain that you will ask them to share their opinions and evidence with partners at the end of independent reading.

Have the students get their texts, place self-stick notes where they start to read, and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about the texts they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 136) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 139 of the *Assessment Resource Book*.

Stop the students after 10 minutes and ask them to think about the questions on the chart as they reread. Then have the students reread their texts and use additional self-stick notes to mark evidence that supports their opinions. After they have settled into their reading, continue to confer with individual students.



Signal to let the students know when it is time to stop reading. Have the students share what they read with partners. Have each student tell his partner the title of the text and the author’s name, what the part he read today is about, his opinion of what he read, and evidence from the text that supports his opinion. After partners have shared, facilitate a class discussion. Ask questions such as:

- Q *Do you think you would like to read your partner’s text? Why or why not?*
- Q *What interests you about your partner’s text?*

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

Materials

- “Year-round Schools: Pros and Cons” chart from Day 3
- *Student Response Book* pages 94–99
- “Class Assessment Record” sheet (CA3)
- Small self-stick notes for each student
- “Questions About Independent Reading” chart (WA7)
- *Student Response Book*, Reading Journal section
- “Journal Entry” chart (WA9)

Teacher Note

You might wish to write the questions where everyone can see them.

In this lesson, the students:

- Consider pros and cons and form opinions
- Integrate information from three texts on the same topic to speak knowledgeably about the topic
- Read independently for up to 30 minutes
- Express their true opinions
- Give reasons for their opinions
- Discuss their opinions respectfully

1 Review the Week’s Read-alouds

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you.

Direct the students’ attention to the “Year-round Schools: Pros and Cons” chart. Remind the students that this week they read an article about the pros and cons of year-round schools and listed them on the chart. They then read an essay by a student named Chance, who is for year-round schools, and an essay by someone who is against year-round schools, and they added the authors’ arguments to the chart.

2 Discuss Opinions in Pairs

Ask the students to think silently about the following questions:

Q *Now that we have identified several arguments for and against year-round schools, what is your opinion about year-round schools? Explain your thinking.*

Q *Did your opinion change during the week? Why?*



Then have the students discuss the questions with their partners. Explain that they can refer to the “Year-round Schools: Pros and Cons” chart and to the read-alouds about year-round schools on *Student Response Book* pages 94-99 to support their thinking. Circulate and listen as partners talk.



CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students expressing their opinions about year-round schools?
- Are they supporting their opinions by referring to the read-alouds?

Record your observations on the “Class Assessment Record” sheet (CA3); see page 134 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to express and support opinions about year-round schools, proceed with the lesson and continue on to Week 4.
- If **about half of the students** are able to express and support opinions about year-round schools, continue on to Week 4 and plan to check in with students who are having difficulty during the lessons and during their independent reading.
- If **only a few students** are able to express and support opinions about year-round schools, you might give the class additional instruction by repeating this week using alternative texts before continuing on to Week 4. Resources for alternative texts are suggested in the “Grade 5 Alternative Texts” list. Visit the CCC Learning Hub (ccclearninghub.org) to view the list.

Teacher Note

You might wish to use articles that address the pros and cons of issues such as whether student athletes should have to get good grades to play sports, whether schools should be required to offer music and art education, or whether animals should be used to test new products.

3 Discuss Opinions as a Class

Facilitate a class discussion using the questions that follow. Remind the students to be respectful of one another’s opinions and to use the discussion prompts.

- Q *What is your opinion about year-round schools? Explain your thinking.*
- Q *Do you agree or disagree with [Antonio]? Why?*
- Q *Did anyone change his or her mind about year-round schools during the week? Why?*

Students might say:

“My opinion is that year-round schools are a good idea. I think so because we collected lots more evidence about the pros of year-round schools than about the cons. That means there are more reasons to go to year-round school than to go to traditional school.”

“I think year-round schools are a bad idea. One of the main arguments for year-round schools is that there’s less summer ‘brain drain.’ But one of the read-alouds said there are no proven gains in academic achievement. Why give up a nice, long summer vacation if you’re not even getting ahead in school?”

"I disagree with [Liza] because there are lots of other good reasons to attend year-round schools than just getting ahead. For example, year-round schools are easier for families because parents don't have to take so much time off from work all at once."

"Before we read the pieces, I was against year-round school. Now I'm for it, because I like the idea of lots of short vacations instead of one long summer vacation. Also, we learned that lots of kids who try year-round school end up liking it."

"When we started the reading, I was for year-round school. But now I'm against it because it would make it hard for kids to go to camp, and we've learned that camp isn't just fun—it's good for kids."

Explain that reading several pieces of writing about a topic helps readers figure out what they think about the topic and gives them evidence to support their opinions. Encourage the students to seek out and read various pieces of writing about the topics they are interested in.

4 Reflect on Expressing Opinions Truthfully and Respectfully

Facilitate a brief discussion about how the students did this week expressing their true opinions, giving reasons for their opinions, and discussing their opinions respectfully. Without mentioning any of the students' names, share examples of these behaviors that you observed over the course of the week, and give the students an opportunity to share examples they observed.

INDIVIDUALIZED DAILY READING

5 Read Independently and Write About Opinions and Evidence

Review that the students have been practicing forming opinions about texts and looked for evidence in the texts to support their opinions. Explain that today they will continue to practice forming opinions about texts they are reading independently.

Distribute several self-stick notes to each student. Ask the students to use self-stick notes to mark where they begin reading today. Display the "Questions About Independent Reading" chart (🟢 WA7) and explain that you will stop the students after 10 minutes and ask them to think about the questions. Then they will reread their texts, beginning at their self-stick notes, and look for evidence that supports their opinions. When they find evidence in their texts, they will mark those places with self-stick notes. Explain that you will ask them to write about their opinions and evidence at the end of independent reading.

Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

Have the students get their texts, place self-stick notes where they start to read, and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about the texts they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 136) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 139 of the *Assessment Resource Book*.

Stop the students after 10 minutes and ask them to think about the questions on the chart as they reread. Then have the students reread their texts and use additional self-stick notes to mark evidence that supports their opinions. After they have settled into their reading, continue to confer with individual students.

Signal to let the students know when it is time to stop reading. Have the students return to their desks and open their *Student Response Books* to the Reading Journal section. Then display the “Journal Entry” chart (WA9) and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

Journal Entry

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

- The title and the author’s name
- What the text is about
- Your opinion of the text based on the part you have read so far
- Evidence from the text that supports your opinion

WA9



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

Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class. Have the students return to their desks and put away their materials.

Vocabulary Note

Next week you will revisit “The Pros and Cons of Year-round Schools,” “Year-round School: I’m for It,” and “Year-round School: I’m Against It” to teach the Week 28 vocabulary lessons.

Materials

- “Year-round Schools: Pros and Cons” chart
- *Student Response Book* pages 94–99

WRITING ABOUT READING

Write Opinions About Year-round Schools

Remind the students that they have heard, read, and discussed an article and two essays about the pros and cons of year-round schools. Have the students page through *Student Response Book* pages 94–99, where the three pieces are reproduced, and quietly review the pieces for a few moments. Direct the students’ attention to the “Year-round Schools: Pros and Cons” chart and review that the students listed all the pros and cons they found in the three read-alouds on this chart and then discussed their own opinions of year-round schools. Explain that today the students will write about their opinions of year-round schools.

Use “Think, Pair, Share” to discuss:

Q *Based on the arguments in the three pieces we read, what is your opinion about year-round schools? Why?* [pause] *Turn to your partner.*

Have a few volunteers share their thinking. Then use “Think, Pair, Share” to discuss:

Q *Did your opinion change as you heard, read, and discussed the three pieces about year-round schools? Why?* [pause] *Turn to your partner.*

Have a few volunteers share their thinking. Remind the students that people may have different opinions about the same thing, and that is fine. What is important is that they explain their thinking. Ask the students to watch as you think aloud about the arguments on the “Year-round Schools: Pros and Cons” chart and model writing your opinion about year-round schools.

You might say:

“I’ll write: After reading an article and two essays about the pros and cons of year-round schools, I have decided that I am against year-round schools. I want to include a reason from the ‘Cons’ section on the chart. I’ll write: I don’t think we should give up a nice, long, relaxing summer when it has not been proven for sure that long vacations lead to ‘brain drain.’ I want to add another reason, so I’ll write: Another strike against year-round schools is that it makes having summer jobs more difficult. I want to provide a concluding sentence. I’ll write: Until it has been proven that year-round schools lead to academic gains, I think we should stick to the traditional model.”

Have the students write their own opinion paragraphs about year-round schools. Remind them to give reasons for their opinions. If time permits, ask a few volunteers to share their writing with the class.

EXTENSION

Read and Discuss More Opinion Essays

Have the students read and discuss other opinion essays you have collected. You might search online using the keywords “pro/con articles for kids” and “opinion essays.”

If you locate essays that represent opposing opinions, you might have half of the class read one of the essays and the other half read the other essay. Then you can organize a class debate based on the opinions in the essays.



TECHNOLOGY EXTENSION

Take a Poll About Year-round Schools

Have the class generate lists of what they think are the most persuasive arguments for or against year-round schools, and then post the lists on the class blog. Have the students discuss the lists on the blog with their families and then take a poll of their family members by asking questions such as:

- Q *Do you think students should attend year-round schools?*
- Q *Do you attend (or have you attended) a year-round school?*
- Q *How old are you?*

Help the students compile and analyze the data from the poll. Facilitate a discussion about the results of the poll by asking questions such as:

- Q *What can you learn from the data we collected from our poll?*
- Q *How many people surveyed think students [should/should not] attend year-round schools?*
- Q *How many people surveyed [have attended/have not attended] year-round schools?*
- Q *What do you notice about the ages of the people who were polled? What do you notice about how people of different ages answered each question?*



Technology Tip

Alternatively, you might have the students use the questions to create a poll on a student-friendly social networking site and ask family members to take the poll online. For more information, view the “Using Social Media” tutorial (AV46).



The Pros and Cons of Year-round Schools



While most schools follow a traditional school calendar with a two- to three-month summer break, some schools—year-round schools—follow a different calendar and don't have a traditional summer break. In the 2006–2007 school year, there were about three thousand year-round schools in the United States educating nearly two million students. Are year-round schools better for kids? Before we examine the pros and cons of the matter, let's answer another question: What is a year-round school?

What Is a Year-round School?

Like a traditional school calendar, a year-round school calendar has about 180 days of school in a year. The difference is that year-round schools stretch out those 180 days over all twelve months of the year. Instead of the traditional two- to three-month summer vacation, year-round schools have several short breaks. The most common year-round schedule is the 45–15 plan, in which students go to school for 45 days and then get a 15-day break. They follow this pattern throughout the year.



Students who go to a year-round school avoid summer “brain drain.”



Let's look at some of the arguments in favor of year-round schools.

Less Summer “Brain Drain” and More Time to Learn

Research shows that over the summer students forget some of what they learned during the school year. In one study, researchers at the University of Missouri and Tennessee State University found that test scores were, on average, at least one month lower when students returned to school in the fall than when they left in the spring. Students who go to a year-round school avoid this summer “brain drain.”

Do students learn more by going to school year-round? Researchers disagree on the answer to this question. Because year-round schools keep the learning process going throughout the year, some people argue that students will learn more in a year-round school. In a 2009 report on year-round school calendars and traditional school calendars, researcher Jennifer Rule wrote, “In summary, it is reasonable to conclude that students attending year-round schools were likely to perform as well if not better than their peers in traditional 9-month programs. . . .”

Schools Save Money

Year-round schooling can save money. Schools on a year-round schedule can “multitrack” students so that while some of them are in school, others are on break. This means schools can enroll up to 33 percent more students. This multitrack system reduces the need for building new schools due to overcrowding. For example, Florida’s Marion County school system estimates saving more than twelve million dollars in construction costs because the district switched to multitrack year-round schooling.

More Flexibility for Families

The traditional summer break can be a burden on a family’s time and finances. Most parents cannot take time off from work for two or three months to be with their kids, and child care is expensive. The shorter, more frequent breaks in year-round schools give working parents more flexibility in deciding when to take time off and how to provide child care.



Now let’s look at some of the arguments against year-round schools.

No Proven Gains in Academic Achievement

An important argument for year-round schools is that attending school year-round will likely lead to gains in academic achievement. In fact, although many studies have been done on the impact of year-round schools and traditional schools on student achievement, the results are inconclusive. Some studies show gains; others do not. For example, a study released in 2013 showed that there was little evidence of increased achievement by students in year-round schools.

No Much-needed Summer Break

The longer summer vacation of a traditional school calendar gives students lots of time to unwind, connect with friends, and be with their families. It provides older students with opportunities to find summer work and earn money for college. It gives younger children time to attend summer camps—time that students who attend year-round schools do not have. One expert, Dr. Peter Scales, says, “The biggest plus of camp is that camps help young people discover and explore their talents, interests, and values. Most schools don’t satisfy all these needs. Kids who have had these kinds of [camp] experiences end up being healthier and have [fewer] problems. . . .”

“Year-round” Equals “Expensive”

Some school districts have found that switching to year-round schooling has cost them more money. Year-round schools have to provide air-conditioning and other utilities all year long, and there is more maintenance to do because buildings are being used more. In her first year as superintendent of Tempe Union High School District in Tempe, Arizona, Shirley Miles won praise for eliminating the high school’s year-round calendar and its added costs.

Are year-round schools a good idea? There are strong arguments to be made on both sides of the question. What do you think?



Summer break gives kids time to reconnect with friends.

YEAR-ROUND SCHOOL I'm for It

By Chance T., Imperial, NE



Summer is awesome, but after a couple of months, it's time for school again. You walk into class that first day back and hear, "Pop quiz! Let's see what you know." It's always difficult to start a new school year after a long summer break, but if you go to a year-round school, that first day back is a lot easier. I believe all kids should go to year-round schools.

One argument against year-round schooling is that you and your family can't take long trips over summer vacation. True, you might not get to take a three-week trip, but who does? Typically, a family vacation is a week or two. If you go to a year-round school, you can take three, or even four, short trips during the year—one during each break. You can see more places that way.

A study showed that after completing a year of year-round school, 79 percent of students were in favor of the year-round calendar.

I know the idea of going to school year-round sounds pretty awful to some of you, but kids who go to year-round schools seem to like it. Elisabeth Palmer and Amy Bemis, authors of *Year-Round Education*, have done research on year-round schools. They said, “The results indicated that after one year of experiencing a 60–15 calendar [60 days of school followed by 15 days of vacation], students felt more positively about year-round education.”

Palmer and Bemis found that 53 percent of students in the study “favored year-round education during the summer before implementation, while 79 percent favored it at the end of the first year.” That means that after the kids in the study tried a year-round school schedule for a year, more of them were for it!

Another argument against year-round schooling is that there are fewer days of learning because there are so many

breaks. Just when you’re getting excited about learning something, it’s time for a break. But if you look closely, you will see that actual learning time is the same in a year-round school, and after each break, the students are refreshed and more ready to listen and learn.

Also, students in year-round schools don’t have to relearn what they forgot over the summer. Donald Beggs, a former assistant professor at Southern Illinois University, and Albert Hieronymus, a former professor at the University of Iowa, researched summer learning and found that there were consistent losses in math and language skills during the traditional summer break.

I feel that year-round schooling would benefit all students. Kids would have more vacations and would learn more because they wouldn’t have to relearn the information they had forgotten after long summer breaks.

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Year-round schooling can provide families with more opportunities to spend time together throughout the year.

Year-round School I'm Against It

By Anonymous, Temecula, CA



During the summer, most kids are out of school and enjoying time at home or on a family trip. But some kids go to school all summer long—and it's not because they have to go to summer school. It's because their school is on a year-round schedule. When my friends in year-round schools tell me they can't spend time with me during my summer break because they're in school, I'm sad and disappointed.

In the 2011–2012 school year, more than three thousand schools in the United States followed a year-round schedule. According to a 2010 survey conducted by Wake County Public School System in North Carolina, about 45 percent of parents said that schools should be on a year-round schedule, and about 49 percent said that they should not. Year-round schooling has its pros and cons. I'm against year-round schools for several reasons.

First, family vacations are usually planned for the summer break. Typically, this is a time to see relatives, relax, spend time as a family, and have fun. Year-round school schedules limit the time families have for summer vacations. Kids in year-round schools also don't have time to go to summer camp. At camp, kids get to be outdoors, make new friends, and learn nature facts. If schools everywhere were on a year-round schedule, summer camps might cease to exist.



Year-round schooling limits the time kids have for family summer vacations and summer camp.

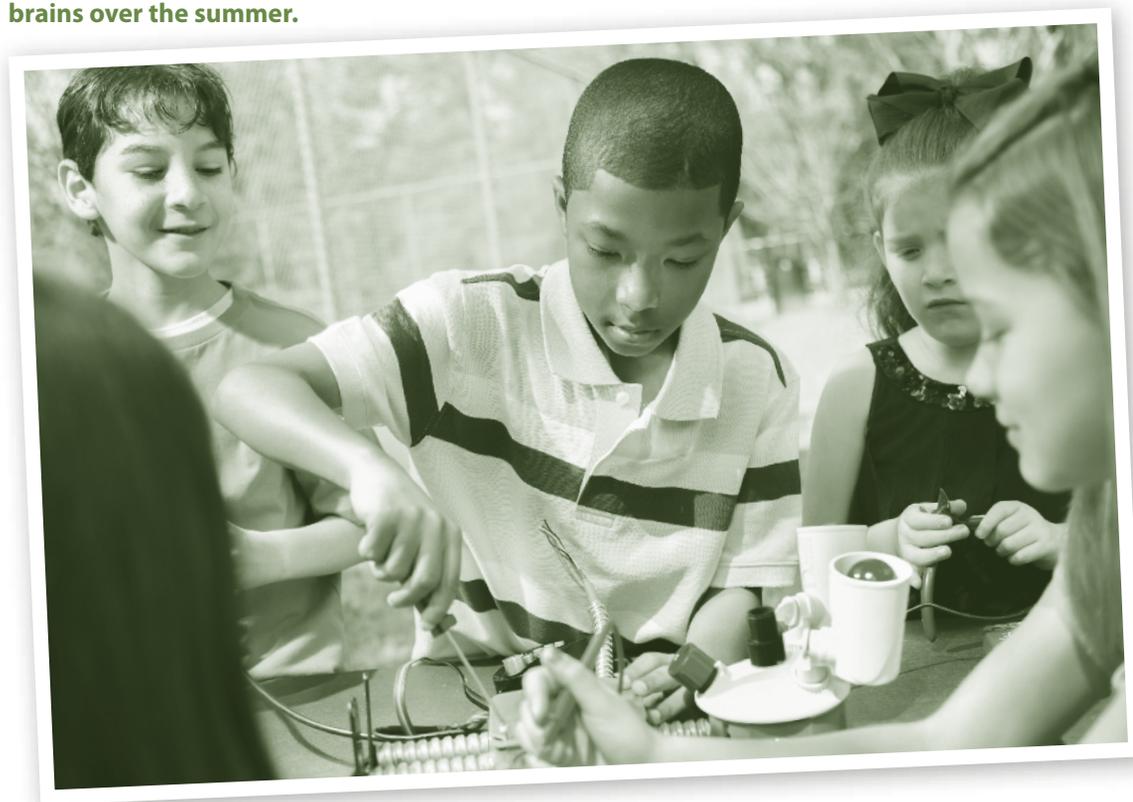
The school year is filled with tests, quizzes, homework, and studying. After all that hard work, students deserve a summer break to relax and refresh. There are some who argue that kids forget things they have learned during a long summer break. I think they're wrong because kids still use their brains during the summer. A 2011 study by the RAND Corporation showed that students who went to a summer camp or participated in another type of educational summer program not only had fun but also kept information in their heads. If kids are concerned about forgetting what they've learned over the summer, they

can ask their teachers for summer homework packets so they will be ready for next year.

Year-round school also makes it harder for students to get summer jobs. Students going to schools with traditional schedules can commit to two-month summer jobs and earn money for college. Students in year-round schools don't have the time to fill summer job openings.

Summer is to be enjoyed, not spent in classrooms. Should we change to a year-round school calendar that shortens summer vacation? The answer, I think, is that we should not.

There are many activities that engage kids' brains over the summer.



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Week 4

OVERVIEW



"Review of *The Legend of Sleepy Hollow*"

by Jennifer B. (age 12)
(see page 671)

"Review of *The Ballad of Lucy Whipple*"

(see page 672)



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA10–WA13

Assessment Forms

- "Class Assessment Record" sheet (CA4)
- "IDR Conference Notes" record sheet (CN1)
- "Individual Comprehension Assessment" record sheet (IA1)

Reproducible

- Unit 9 family letter (BLM1)

Professional Development Media

- "Using Blogs in the Classroom" tutorial (AV45)
- "Creating Audio and Video in the Classroom" tutorial (AV50)

Comprehension Focus

- Students synthesize by making judgments and forming opinions about texts, using evidence from the texts to support their conclusions.
- Students read independently.

Social Development Focus

- Students relate the value of respect to their behavior.
- Students develop the skills of discussing opinions respectfully and giving and receiving feedback.

DO AHEAD

- ✓ Prior to Day 2, select examples of the different types of read-alouds the students have heard and discussed this year, including fiction, expository and narrative nonfiction books, expository nonfiction articles, poetry, and functional texts (see Step 2).
- ✓ Prior to Day 3, make sure that each student has selected a book to review and has located a copy of the book.
- ✓ Prior to Day 3, select a book to model gathering information for a book review (see Step 2). Be prepared to say what the book is about, discuss some of your favorite parts, and select possible passages to read aloud. The book you choose for modeling could be a *Making Meaning* book, another popular book you have read aloud, a book on the “Grade 5 Alternative Texts” list, or a book the students have not heard before.
- ✓ Prior to Day 4, prepare to write a review of the book you modeled gathering information about on Day 3 (see Step 2).
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA4); see page 135 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 28 lessons this week.

Materials

- “Review of *The Legend of Sleepy Hollow*” (see page 671)
- “Review of *The Ballad of Lucy Whipple*” (see page 672)
- *Student Response Book* pages 101–102
- “Review of *The Legend of Sleepy Hollow*” chart (WA10)
- “Reading Comprehension Strategies” chart
- Small self-stick notes for each student

Teacher Note

Today’s lesson may take longer than usual to complete. You might consider stopping after Step 4 and then completing the remainder of the lesson at another time.

Teacher Note

The two book reviews in this lesson are examples of effective and less effective reviews. The first review provides a sufficient summary of the story, an interesting presentation (“Did Ichabod ever escape?”), and reasons that support the recommendation. The second review provides less information and a less compelling argument for the recommendation. Discussing and comparing the two reviews will help to prepare the students to write effective reviews of their own books.

In this lesson, the students:

- Hear, read, and discuss two book reviews
- Analyze the summary and opinion in a book review
- Begin their summer reading lists
- Read independently for up to 30 minutes
- Give reasons for their opinions

1 Review Forming Opinions and Making Judgments About Texts

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind them that over the past three weeks they have been thinking about forming opinions and making judgments about texts. Tell them that over the next two weeks they will continue this focus by reflecting on the books they have read this year and selecting a book they especially liked to recommend to their classmates for summer reading. They will also hear their classmates present reviews of favorite books and decide whether they want to read those books this summer.

2 Introduce the Summer Reading List

Have the students turn to *Student Response Book* page 101, “Summer Reading List.” Explain that as they hear book reviews in the coming weeks, they will list the books they might be interested in reading this summer. Point out that the page has space for the title of each book, the author’s name, and a few words to remind the students what the book is about.

Explain that today you will read two book reviews aloud. The students will discuss the reviews and then decide whether they want to add the books to their summer reading lists.

3 Read Aloud a Review of *The Legend of Sleepy Hollow*

Tell the students that the first book review you will read is about *The Legend of Sleepy Hollow* by Washington Irving. Explain that the review was written by a 12-year-old girl named Jennifer B. Read “Review of *The Legend of Sleepy Hollow*” aloud slowly and clearly, without stopping.



ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

legend: story handed down from earlier times

headless: missing its head

Explain that you will read the review aloud a second time and that the students should determine whether there is enough information to help them decide whether they want to read the book. Read the review aloud a second time. When you are finished, facilitate a discussion by asking:

- Q *Based on the review, what is this book about? What makes you say that?*
- Q *Is there enough information about the book for you to decide whether or not to read it? Why or why not?*
- Q *Do you want to read this book over the summer? Why?*

Students might say:

"This sounds like a story about a ghost who cuts off people's heads because he's looking for his own head. The reviewer says this at the beginning of the review."

"In addition to what [Lupe] said, I think the book reviewer liked this book because she said it's a scary and funny old story."

"I think there's enough information in the review because I know some details about what it's about, like how Ichabod meets the headless horseman on the bridge."

At the end of the discussion, invite interested students to add *The Legend of Sleepy Hollow* to their summer reading lists. Write the title and the author's name where everyone can see them for the students to copy.

Explain that you will read a second review aloud, and ask the students to again consider whether they want to read the book and whether there is enough information in the review to help them decide.

4 Read Aloud a Review of *The Ballad of Lucy Whipple*

Tell the students that the second review is of a book called *The Ballad of Lucy Whipple*, by Karen Cushman.

Follow the same procedure you used with the first review: read "Review of *The Ballad of Lucy Whipple*" aloud slowly and clearly, prompt the students to listen to determine whether there is enough information in the review, and then reread it aloud. Facilitate a discussion by asking:

- Q *Based on the review, what is this book about? What makes you say that?*
- Q *Is there enough information about the book for you to decide whether or not to read it? Why or why not?*
- Q *Do you want to read this book over the summer? Why?*

ELL Note

If necessary, reread the review aloud and have the students follow along.

Students might say:

"The book is about a girl who moves to California, but she doesn't like it."

"I don't think there's enough information to decide. Maybe the book is interesting, but you can't tell from the review."

Explain that this review is a good example of why readers need to make judgments and ask questions as they read. While the review might make *The Ballad of Lucy Whipple* sound uninteresting, the book itself is a Newbery Award-winning adventure in which the main character, a girl with the unlikely name of California Morning Whipple, moves to a California mining camp with her family during the Gold Rush. She hates living in the camp and decides to change her name to Lucy because, in her words, "I cannot hate California and be California." Lucy's personality and exaggerations (for example, she says she lives in a space so small, she "can lie in bed and stir the beans on the stove without getting up") make her a very amusing character.

After providing this additional information about *The Ballad of Lucy Whipple*, invite the students to add it to their reading lists, if they wish. Write the title and the author's name where everyone can see them for the students to copy.

5 Analyze the Review of *The Legend of Sleepy Hollow*



Have the students turn to *Student Response Book* page 102, "Review of *The Legend of Sleepy Hollow*." Remind the students that this is the first review you read aloud. Ask the students to reread the review quietly with their partners.

When most students have finished reading, explain that you would like the students to talk in pairs about which parts summarize the book and which parts give the reviewer's opinion. Explain that the students should underline the sentences that summarize and circle the sentences that give the author's opinion.

As partners work, circulate among them. If you notice students having difficulty recognizing summary and opinion, support them by asking them questions such as:

- Q *What is this book about? What part of the review tells you that?*
- Q *Does the reviewer like the book? Why? What part of the review tells you that?*

6 Discuss the Review as a Class

When most students have finished, display the "Review of *The Legend of Sleepy Hollow*" chart (WA10) and facilitate a brief discussion. Ask:

- Q *What parts of the review did you underline? How does that part summarize the book, or tell what the book is about?*

Q *What did you circle? How does that part give the reviewer’s opinion?*

As the students identify summary and opinion, underline or circle those parts on the chart.

Point out that the purpose of this activity is to help the students recognize facts about a book and opinions about it. In their reviews, they will need to include both factual information (a summary) and their own opinions about the book.

7 Reflect on Sharing Opinions

Have the students briefly discuss how they did voicing their own opinions and respecting the opinions of others.

INDIVIDUALIZED DAILY READING

8 Mark and Discuss Reading Comprehension Strategies

Direct the students’ attention to the “Reading Comprehension Strategies” chart and remind the students that these are the comprehension strategies they have learned so far this year. Ask them to notice which strategies they use and where they use them during their reading today.

Distribute self-stick notes to each student. Explain that the students will use self-stick notes to mark places in their texts where they use comprehension strategies and that they should write the names of the strategies on the self-stick notes. Tell the students that later each student will share with a partner one of the passages he marked and the strategy he used. Ask the students to be prepared to talk about how the strategies helped them understand what they read.

Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about the texts they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 136) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 139 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have each student share with a partner a passage he marked and the strategy he used to make sense of it. Have each student begin by saying the title of the text he read, the author's name, and what the text is about.

When most pairs have finished sharing, signal for the students' attention. Facilitate a class discussion about the strategies the students used. Ask:

- Q *What comprehension strategies did you use as you read today?*
- Q *How did [using text features] help you understand the text?*

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



Technology Tip

To support the students in doing online research, you might teach the following technology mini-lessons in Appendix B: Mini-lesson 1, "Navigating Safely Online"; Mini-lesson 4, "Choosing Effective Search Terms"; Mini-lesson 5, "Understanding Search Results"; Mini-lesson 6, "Narrowing Search Results and Using Filters"; and Mini-lesson 7, "Evaluating Research Sources." For more information about teaching Technology Mini-lessons 4-7, see "About Teaching the Online Research Lessons" at the beginning of Technology Mini-lesson 4.



TECHNOLOGY EXTENSION

Find and Read More Book Reviews Written by Young People

Help your students find more book reviews written by young people. Search for book reviews online using keywords such as "book reviews for kids." Have the students choose one or two reviews to read and discuss with their partners. Facilitate a discussion about their reading by asking questions such as:

- Q *Does the summary give enough information to help you decide whether to read the book?*
- Q *What is the author's opinion of the book? What evidence from the book does the author give to support that opinion?*
- Q *Is this a book you might enjoy reading? Why or why not?*

In this lesson, the students:

- Revisit their reading logs and identify favorite books
- Select books to review
- Read independently for up to 30 minutes
- Give reasons for their opinions

1 Briefly Review

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind the students that they heard and read examples of effective and less effective book reviews yesterday.

Explain that today each student will select a book he or she especially liked reading this year. Tomorrow, the students will write reviews of their selected books to share with their classmates next week.

2 Discuss Favorite Types of Texts

Direct the students' attention to the read-aloud examples you selected and review that the students have heard and discussed many different types of texts this year, including fiction, expository and narrative nonfiction, poetry, and functional texts. Remind them that they have also read many different types of texts independently during IDR. Use "Think, Pair, Share" to discuss:



Q *What kinds of texts have you most enjoyed reading and why? [pause] Turn to your partner.*

Have a few volunteers share their thinking with the class.

Students might say:

"I especially liked reading nonfiction books. It's fun to learn real things about the world."

"My favorite was when we read poetry. It's cool how even a short poem can give you so much to think about."

"I enjoyed reading functional texts the most because they help you do stuff."

"Fiction stories are my favorite because they're the most exciting."

Materials

- Examples of different types of read-alouds, collected ahead
- *Student Response Book*, Reading Log section
- "Factors to Consider When Forming an Opinion" chart from Week 1



Facilitation Tip

Reflect on your experience over the past four weeks with **responding neutrally with interest** during class discussions. Does this practice feel natural to you? Are you integrating it into class discussions throughout the school day? What effect is it having on the students? We encourage you to continue to try this practice and reflect on students' responses as you facilitate class discussions in the future.

Teacher Note

We suggest the students limit their summer reading recommendations to books and not consider other types of texts such as poems, articles, or functional texts that may appear in their reading logs.

Teacher Note

Allow time before the next lesson for the students to locate copies of the books they wish to recommend.

3 Review Reading Logs

Remind the students that they have been keeping track of the texts they read independently in their reading logs. Have them open their *Student Response Books* to the Reading Log section. Explain that you would like each student to read the entries in his reading log and put stars next to three favorite books. Give the students a few minutes to review and mark their logs.

4 Share Favorite Books and Select Books to Recommend



When most students have finished, signal for their attention. Have partners take turns sharing the entries they marked and explaining what they especially liked about those books. After a few minutes, direct the students' attention to the "Factors to Consider When Forming an Opinion" chart and read the items on it aloud. Then use "Think, Pair, Share" to discuss:



Q *Keeping these factors in mind, which of your favorite books do you think other students would most enjoy reading during the summer? Why?*
[pause] Turn to your partner.

Invite a few volunteers to share with the class.

Students might say:

"One of my favorite books is *Amazing Bats* by Seymour Simon. I think other students might enjoy reading it because it's full of cool facts about bats."

"I loved reading *Frindle* by Andrew Clements. It's a funny book that I didn't want to put down until I finished it."

Remind the students that tomorrow each student will write a recommendation of a favorite book to share with the class. Ask each student to silently decide which book she will recommend and circle it in her reading log.

INDIVIDUALIZED DAILY READING

5 Practice Orally Summarizing Reading

Ask the students to think about the important ideas in their texts as they read, and tell them that at the end of IDR you will ask them to use the important ideas they have thought about to summarize what they read today for partners. Explain that you will also ask them to share whether they would recommend their texts to someone and why. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about the texts they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 136) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 139 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Use “Think, Pair, Share” to discuss:



Q *If you were to tell someone in a few sentences what your text is about, what would you say? [pause] Turn to your partner.*

Q *Would you recommend this text to someone? Why or why not?*

Invite a few volunteers to share with the class. Have each volunteer begin by telling the title of the book he read and the author’s name. Then have him orally summarize the book and share his opinion. Have the students return to their desks and put away their texts.

Guided Strategy Practice

Day 3

In this lesson, the students:

- Gather information for their book reviews
- Read independently for up to 30 minutes
- Give reasons for their opinions

1 Briefly Review

Have the students bring their *Student Response Books*, pencils, and the books they have selected to review (see “Do Ahead”) and gather with partners sitting together, facing you. Remind the students that earlier they heard and read examples of effective and less effective book reviews. Also remind them that they reviewed their reading logs, thought about which books they especially enjoyed, and each selected one book to recommend to others for summer reading.

Explain that today the students will gather information to use to write book reviews about their selected books. They will also identify possible

Materials

- Book for teacher modeling, selected ahead
- “Things to Include in My Book Review” chart (WA11)
- Student-selected books to recommend
- *Student Response Book* page 103
- Small self-stick notes for each student

passages to read aloud to their classmates. Tomorrow they will write their reviews, and next week they will share their reviews and passages with their classmates.

Remind the students that book reviews consist of both summary and opinion, and ask:

- Q *What information might be important to include in the summary of your book? Why?*
- Q *What might be important to include when you give your opinion about the book?*

2 Model Gathering Information for a Book Review

Ask the students to watch as you model gathering information for your book review and identify possible passages to read aloud. Show the cover of your book and read the title and the author's name.

Display the “Things to Include in My Book Review” chart (WA11). Scan your book and think aloud about how to summarize the book. Continue thinking aloud as you take brief notes on the chart about favorite parts and about ideas to include in the written summary. Mark with self-stick notes any parts you might want to read aloud because they are dramatic, suspenseful, or revealing of character, and tell the students why you are marking the passages.

You might say:

“The book I am going to review is *Shiloh*, by Phyllis Reynolds Naylor. It's the story of an eleven-year-old boy named Marty who finds a beagle that has been abused by its owner. I'll write these notes: *Marty, 11 years old, finds a beagle abused by its owner. Marty's parents tell him he must return the dog, but he decides he will do anything to save it. I'll write these notes: Marty's parents say to return the dog. Marty decides to save it.*

My favorite part of the book is when Marty's parents find out that he's been hiding the dog. I want to include something about that in my book review. I'll write: *Favorite part: Marty's parents find out he's been hiding the dog.*

I might read that part aloud because it's very dramatic. You hold your breath and wonder what his parents will do. [Mark the page with a self-stick note.] Or I might read aloud the passage where Marty first finds the dog because it shows how kind Marty is. [Mark the page with a self-stick note.]”

Tell the students that if they are reviewing a longer book, they may want to scan the table of contents to help them remember what is important in it. Have them turn to *Student Response Book* page 103, “Things to Include in My Book Review.” Explain that they will scan their books to gather information for their reviews, take notes on this page, and mark interesting passages in their books with self-stick notes. Distribute several self-stick notes to each student.

Teacher Note

Save the “Things to Include in My Book Review” chart (WA11) to use on Day 4.

3 Gather Information About Books

As the students scan, take notes, and mark passages in their books, circulate among them and support them by asking questions such as:

- Q *What is your book about? Write some notes to help you remember what you just said.*
- Q *What might you say about your book that would make your classmates interested in it? Write some notes.*
- Q *What are some of your favorite parts of this book? Why do you like them? Mark each of them with a self-stick note and write some notes.*
- Q *What parts might you want to read aloud? Why? Mark each of them with a self-stick note.*

Remind the students that they will use their notes to write their book reviews tomorrow.

INDIVIDUALIZED DAILY READING

4 Practice Orally Summarizing Reading

Ask the students to think about the important ideas in their texts as they read, and tell them that at the end of IDR you will ask them to use the important ideas they have thought about to summarize what they read today for partners. Explain that you will also ask them to share whether they would recommend their texts to someone and why. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about the texts they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 136) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 139 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Use “Think, Pair, Share” to discuss:



- Q *If you were to tell someone in a few sentences what your text is about, what would you say? [pause] Turn to your partner.*
- Q *Would you recommend this text to someone? Why or why not?*

Day 4

Guided Strategy Practice

Materials

- *Student Response Book* pages 103–105
- Student-selected books to recommend
- “Things to Include in My Book Review” chart (WA11) from Day 3
- Chart paper and a marker
- Book for teacher modeling from Day 3
- “Words to Use When Giving Feedback” chart from Unit 8
- “Questions to Ask Yourself When Giving Feedback” chart (WA12)
- “Class Assessment Record” sheet (CA4)
- “Journal Entry” chart (WA13)
- Copy of this unit’s family letter (BLM1) for each student

Teacher Note

Today’s lesson may take longer than usual to complete. You might consider stopping after Step 3 and then completing the remainder of the lesson at another time.

Invite a few volunteers to share with the class. Have each volunteer begin by telling the title of the book she read and the author’s name. Then have her orally summarize the book and share her opinion. Have the students return to their desks and put away their texts.

In this lesson, the students:

- Write book reviews
- Revise book reviews
- Read independently for up to 30 minutes
- Give reasons for their opinions
- Give each other feedback about their book reviews

1 Review Information to Include in Book Reviews

Have the students get their *Student Response Books*, pencils, and the books they have selected to review and sit at desks with partners together. Review that yesterday the students scanned their selected books, took notes, and marked passages in preparation for writing book reviews today. Have them quietly review their notes on *Student Response Book* page 103, “Things to Include in My Book Review,” and the marked passages in their books to see if they have enough information to write a review.

Remind the students that reviews include both summary and opinion; the opinions in their reviews will be about why they are recommending the book to the class.

Explain that students who feel they need to collect more information for their reviews will have time for this before they start to write.

2 Model Writing a Review from Notes

Display the “Things to Include in My Book Review” chart (WA11), and ask the students to watch and listen carefully as you model using your notes and marked text to write a book review on a sheet of chart paper.

Begin by showing the cover of the book and reading the title and the author's name aloud. Then think aloud as you write your review. Begin with a general statement that tells what the book is about.

You might say:

"The book I want to recommend for your summer reading is *Shiloh*, by Phyllis Reynolds Naylor." (Write the title and the author's name on the chart.) "I know that my review needs to start with a general statement about what the book is about. My notes from yesterday say *Marty, 11 years old, finds a beagle abused by its owner*. I'll write: *This story is about an eleven-year-old boy named Marty, who finds a beagle that he believes is being abused by its owner.*"

Continue to summarize the book, using interesting details from the text. Conclude by explaining why you recommend the book. Throughout the process, think aloud about writing your review in a way that intrigues the reader (for example, writing about exciting parts and not giving too much information). Here is an example of a review for *Shiloh*:

Review of *Shiloh* by Phyllis Reynolds Naylor
Reviewed by Ms. Tanaka

This story is about an eleven-year-old boy named Marty, who finds a beagle that he believes is being abused by its owner. The dog follows him home, and Marty names him *Shiloh*. Marty's parents tell him he must return the dog to its owner, but Marty will do anything to save *Shiloh*. He decides to hide it. He secretly feeds and takes care of the dog, until one day his parents find out. You won't believe what happens next!

I recommend this story because Marty is such a great character. He will do anything to protect *Shiloh*, even if it means getting into trouble himself. You won't want to stop reading until the very end, when you find out whether Marty is able to save *Shiloh* or not.

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

Teacher Note

If there are students who have not collected enough information to write their reviews, provide them with self-stick notes and have them continue to scan their books, take notes, and mark passages they might want to read aloud. Check in with the students periodically to help them determine when they have enough information to start writing.

Teacher Note

Any student who did not finish writing his review today can get feedback on the part he wrote and then finish writing the review before sharing it with the class in Unit 10.

3 Write Reviews

Have the students turn to *Student Response Book* pages 104–105, “Review of _____,” and write their reviews, following your example. Remind them that they are writing reviews to recommend their books to their classmates. Write the following reminders where everyone can see them:

1. Start by writing the title, the author's name, and what the book is about.
2. Summarize the book using interesting details.
3. Say why you recommend the book.

As the students write, circulate and support them by asking questions such as:

- Q *What is your book about? Write that down as your opening sentence.*
- Q *What notes did you take about your book? How might you use those notes to write a sentence?*
- Q *What parts did you mark in your book? What might you want to say about those parts in your review?*
- Q *Why are you recommending this book? What examples can you give from the book that show what you like about it? Write down why you recommend the book and examples that support your recommendation.*

You might provide blank paper to students who finish early and ask them to illustrate favorite scenes from their books to share with the class when they read aloud their book reviews next week.

4 Get Ready to Give Feedback About Reviews

When the students have had sufficient time to write, call for their attention. Explain that partners will read each other's book reviews and will give each other feedback about the reviews to help each other revise or add to their reviews, if necessary. Direct the students' attention to the “Words to Use When Giving Feedback” chart, read the ideas on it aloud, and remind the students to use some of the ideas when working in pairs today.

5 Give Feedback About Reviews

Display the “Questions to Ask Yourself When Giving Feedback” chart (WA12) and tell the students that they will read their reviews to their partners and then discuss them using the questions on this chart. Read the questions aloud.



Have the students turn to *Student Response Book* pages 104–105, “Review of _____,” and have partners read their reviews to each other and then discuss them using the questions on the chart.

Questions to Ask Yourself When Giving Feedback

- Does this summary begin with a general sentence describing what this text is about?
- Does this summary give some important ideas in the text?
- What do I understand about the text from this summary?

Circulate as partners share and discuss their reviews.



CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to communicate what their books are about?
- Do they support their recommendations by giving examples from the text?
- Are they able to give and receive feedback in a helpful way?

Record your observations on the “Class Assessment Record” sheet (CA4); see page 135 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to communicate about their books and support their recommendations with examples from the text, proceed with the lesson and continue on to Unit 10.
- If **about half of the students** or **only a few students** are able to communicate about their books and support their recommendations with examples from the text, you might give the class additional instruction by repeating this week’s lessons before continuing on to Unit 10. You might model writing a review using another book the students are familiar with. Additionally, you might want to collect the students’ book reviews, give feedback on them, and have the students write second drafts based on your feedback.

6 Revise Reviews

When partners have finished giving each other feedback, ask them to revise their reviews using the feedback they received. After they have had sufficient time to do so, bring their attention back to the whole class and ask:

- Q** *What feedback did your partner give you that was helpful? How was it helpful?*

Teacher Note

You might want to have the students edit their reviews and create final drafts. If so, give them time to do this before beginning Unit 10.

Teacher Note

Save your charted book review to use in Unit 10. You will also use the book review if you do the extension “Practice Reading Passages Aloud” on page 668.

INDIVIDUALIZED DAILY READING

Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

Teacher Note

In Unit 10 the individual student conferences will focus on the students' reading habits and feelings about reading. If you have not met with all of your students to discuss the books they are reading during IDR, you may want to do so before beginning the next unit.

7 Read Independently and Write About Reading

Ask the students to think about the important ideas in their texts as they read, and tell them that at the end of IDR you will ask them to use the important ideas they have thought about to summarize what they read today. Explain that you will also ask them to share whether they would recommend their texts to someone and why. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about the texts they are reading during IDR.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 136) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 139 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have the students return to their desks and open their *Student Response Books* to the Reading Journal section. Then display the "Journal Entry" chart (WA13) and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

WA13

Journal Entry

Write a journal entry about the text you are reading.

Please include:

- The title and the author's name
- A summary of the important ideas in the part you read today
- Your opinion of the text based on the part you have read so far
- Evidence from the text that supports your opinion



Ask the students to take a few moments to quietly look through their texts and think about what they will write. After a moment, have partners take turns sharing what they plan to write.

Give the students several minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class. Facilitate a discussion by asking questions such as:

- Q *After hearing [Franco’s] summary of the [chapter], are you interested in reading it? Why or why not?*
- Q *What questions do you have for [Marianna] about the [movie review] she read?*
- Q *Have you read the [article] that [Clayton] wrote about today? If so, do you agree or disagree with his opinion of it? Explain.*

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

WRITING ABOUT READING

Write Reviews of Other Favorite Books

Remind the students that they have heard, read, and discussed several book reviews; then they each selected a favorite book to write a review about. Explain that they will each select another favorite book and write a review of it. Have the students scan the books they marked as favorites in their reading logs. Direct the students’ attention to the “Factors to Consider When Forming an Opinion” chart and read it aloud.

Use “Think, Pair, Share” to discuss:

- Q *Keeping these factors in mind, which of your other favorite books do you think your classmates would most enjoy reading this summer? Why? [pause] Turn to your partner.*

Invite a few volunteers to share with the class. Then help the students locate the books.

Explain that the students will gather information to use to write reviews of their selected books and identify possible passages to read aloud. Have the students scan their books, take notes, and mark passages to read aloud. Circulate and support them as they take notes and mark passages.

When the students have had sufficient time to gather information, call for their attention. Ask:

- Q *What do you want to include in your book review to make it helpful and interesting?*

Have a few volunteers share their thinking.

Vocabulary Note

Next week you will teach the Week 29 vocabulary lessons. In Week 29, the students review words from Weeks 26–28.

Teacher Note

For information on wrapping up this unit and conducting unit assessments, see “End-of-unit Considerations” on page 670.

Materials

- “Factors to Consider When Forming an Opinion” chart
- *Student Response Book*, Reading Log section
- (Optional) “Things to Include in My Book Review” chart (WA11)
- (Optional) Charted book review from Day 4
- (Optional) *Student Response Book* pages 84, 102

Teacher Note

You might wish to do this activity in three parts: first, help the students select and locate books; next, guide them through the process of gathering information for reviews; and last, have them write their reviews.

Teacher Note

If the students need additional support with gathering information for their reviews, you might direct their attention to the “Things to Include in My Book Review” chart and remind them that you took these notes on a book you were preparing to review. Think aloud about the process you went through in scanning your book and writing the notes.

Teacher Note

You might support students in writing their reviews by directing their attention to the charted book review. Read it aloud and remind the students about how you referred to your notes in order to write it. You might also have the students refer to “Review of ‘Mrs. Buell’ ” and “Review of *The Legend of Sleepy Hollow*” on *Student Response Book* pages 84 and 102 to use as additional models.

Teacher Note

Prior to doing this activity, post the book review you modeled writing earlier where everyone can see it. Also select a passage from the book you reviewed and practice reading it aloud so that you can read it smoothly and clearly for the students.

Teacher Note

Choose a passage to read aloud that you feel will be intriguing to the students. This may be a passage that is suspenseful, descriptive, or dramatic. The passage should take several minutes to read aloud.

Students might say:

“We need to include the title, the author’s name, and a sentence about what the book is about.”

“In addition to what [Ray] said, we need to include a summary and an opinion.”

“I agree with [Ray and Amy]. We also need to write it in a way that makes the reader curious. We should share some of the exciting parts but not give away too much information.”

Then have the students write their reviews. Circulate and support them as they write. As time permits, have the students share their reviews and the passages they selected with the class. Have them add any interesting new book titles they hear about to their summer reading lists.

EXTENSIONS

Practice Reading Passages Aloud

Explain that when the students share their book reviews with the class in Unit 10, they will also read aloud interesting passages from their books. Explain that the students will practice reading the passages aloud so they can read them to the class smoothly and clearly. This will make the passages more enjoyable and interesting to hear and will increase their classmates’ interest in reading the recommended books.

Remind the students that you modeled writing a book review. Reread the book review aloud. Ask the students to listen as you read aloud a passage from the book you reviewed. (For example, if you use the book *Shiloh*, you might read the passage early in the book in which Marty first spots the dog.)

After reading the passage, ask:

Q *How does hearing a passage help you get a sense of what this book is about?*

Q *Now that you’ve heard a review of this book and heard a passage read aloud, would you want to read this book over the summer?*

Tell the students that each student should select a passage from the book she reviewed and practice reading it aloud. Remind the students that they marked some interesting places in their books on Day 3 and that they might want to read a passage from one of these places aloud. Ask:

Q *What kind of passage might be good to read aloud with your review? Why?*

Students might say:

"You might want to pick a passage with something exciting happening in it. It would really make people want to read the book."

"I agree with [Amanda], but I don't want to read too much and give everything away."

"Maybe a part that lets us know the main character a little would be good."

Have each student choose a passage from her book and practice reading it aloud quietly. Encourage the students to practice reading their passages slowly and clearly. Explain that when they read their passages for their classmates next week, they will use louder speaking voices. You might invite each student to practice reading his passage at home to his family before reading it to the class.

Create a Class Book of Reviews

If the students have revised their reviews and created final drafts, you might want to collect them in a class book. After they have shared their reviews with the class, gather the reviews in a class book titled "Class Recommendations for Summer Reading" and copy the book for individual students to take with them at the end of the school year.

Teacher Note

The students will share their reviews with the class in Unit 10.



TECHNOLOGY EXTENSION

Create Videos of Students Presenting Book Reviews

You might have the students create videos showing them presenting their book reviews and selected passages. Before creating the videos, have them practice reading their reviews and selected passages in a clear, engaging way. Have the class watch the videos. Facilitate a discussion by asking questions such as:

- Q** *How is seeing and hearing your classmate share a review and passage with you [the same as/different from] seeing a video of your classmate sharing the review and passage?*
- Q** *Which do you prefer to use? Why?*
- Q** *What might we do next time we create videos of our presentations to make the videos as interesting and as helpful as possible?*

Post the videos on your class blog and invite members of the school community, including the students' families, to watch and write responses to the reviews.

Technology Tip

Prior to doing this activity, you might wish to view the "Creating Audio and Video in the Classroom" tutorial (AV50) and the "Using Blogs in the Classroom" tutorial (AV45).



End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 9. Partners will stay together for Unit 10.
- The students will use the books they summarized in this unit when they make recommendations for summer reading in Unit 10.
- Send home with each student a copy of this unit’s family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.

Assessment

- Before continuing on to the next unit, take this opportunity to assess individual students’ reading comprehension using the “Individual Comprehension Assessment” record sheet (IA1); see page 140 of the *Assessment Resource Book*.

Review

of *The Legend of Sleepy Hollow*

by Jennifer B. (age 12)

In *The Legend of Sleepy Hollow*, by Washington Irving, Ichabod Crane has just arrived to Sleepy Hollow and has met a lot of people. Those people have told Ichabod the legend of Sleepy Hollow.

This legend is about a headless horseman who goes around cutting other people's heads in search of his own. This legend scared Ichabod every time it was told. Ichabod Crane had fallen in love with Katrina, a very rich girl, a couple of weeks after he arrived to Sleepy Hollow. One day Ichabod was invited to Katrina's party, and before the party was over a woman started to say the legend of Sleepy Hollow and at the end she said the only way you can escape the headless horseman is by crossing the bridge. That night Ichabod and his horse ran as fast as they could to reach their house. Finally he was up to the bridge that meant that he was near his house. Then something got in his way. It was the headless horseman. Did Ichabod ever escape?

I think that this book was very interesting because it was a legend about a headless horseman that lost his head in a war and since then has been looking for it by cutting other people's heads off. I recommend this book to people who like scary legends that took place a long time ago.

This story reminds me of "Bloody Mary" because they are both scary and they are both legends. What makes this story more scary is that it has been told for more than 100 years and it has been told by people who are already dead.

"Review of *The Legend of Sleepy Hollow*" by Jennifer B. Reprinted with permission from Spaghetti® Book Club (www.spaghettibookclub.org). Copyright © 2000 Happy Medium Productions, Inc.



Review

of *The Ballad of Lucy Whipple*

In this story by Karen Cushman, a girl named Lucy moves to California with her parents, but she doesn't like it there.

I liked this book because Lucy says funny things. She reminds me of my friend May, except May doesn't want to change her name.

I learned a lot about California from a long time ago. I recommend this book to people who want to know more about Lucy Whipple's trip to California.

Unit 10

Revisiting The Reading Community

During this unit, the students share book recommendations with the class and generate summer reading lists based on others' recommendations. They also review the reading comprehension strategies they have learned this year and discuss how the strategies help them make sense of what they read. During IDR, the students read texts of their choice and share and discuss what they are reading with the class. Socially, they act in fair and caring ways, and they listen to the thinking of others and respectfully share their own. They also discuss their growth as readers and as members of a classroom community.

Unit 10

Revisiting the Reading Community

RESOURCES



Technology Mini-lesson

- Mini-lesson 3, “Showing Respect Online”



Technology Extensions

- “Use Online Book Recommendations to Add to Summer Reading Lists”
- “Explore the Community Library Online”

Extensions

- “Recommend a Second Summer Reading Book and Read It Aloud”
- “Recommend a Third Summer Reading Book and Read It Aloud”
- “Review the Summer Reading Lists”
- “Host an End-of-year Summer Reading Fair”

Assessment Resource Book

- Unit 10 assessments

Student Response Book

- “Review of _____”
- “Summer Reading List”
- “Thoughts About My Reading Life”
- Reading Log
- Reading Journal

Vocabulary Teaching Guide

- Week 29 (review week)



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA2

Assessment Forms

- “Class Assessment Record” sheet (CA1)
- “IDR Conference Notes” record sheet (CN1)
- “Social Skills Assessment Record” sheet (SS1)

Reproducible

- Unit 10 family letter (BLM1)

Professional Development Media

- “Using Blogs in the Classroom” tutorial (AV45)
- “Using Social Media” tutorial (AV46)

OVERVIEW

	Day 1	Day 2	Day 3	Day 4
Week 1	<p>Sharing Book Recommendations</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Preparing to share book recommendations for summer reading ▪ Sharing book recommendations for summer reading ▪ Planning their summer reading 	<p>Sharing Book Recommendations</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Sharing book recommendations for summer reading ▪ Planning their summer reading 	<p>Sharing Book Recommendations and Reflecting</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Sharing book recommendations for summer reading ▪ Planning their summer reading ▪ Reflecting on and writing about their reading lives ▪ Reflecting on their growth as readers 	<p>Read-aloud and Reflection:</p> <p>Student-selected book</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Hearing and discussing a student-selected book ▪ Reflecting on the comprehension strategies they are using ▪ Planning their summer reading ▪ Writing in their reading journals ▪ Reflecting on their contributions to the reading community and how they have benefited from the reading community

Week 1

OVERVIEW

Comprehension Focus

- Students share book recommendations and plan their summer reading.
- Students reflect on their use of reading comprehension strategies.
- Students reflect on their growth as readers.
- Students read independently.

Social Development Focus

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



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA2

Assessment Forms

- “Class Assessment Record” sheet (CA1)
- “IDR Conference Notes” record sheet (CN1)
- “Social Skills Assessment Record” sheet (SS1)

Reproducible

- Unit 10 family letter (BLM1)

Professional Development Media

- “Using Blogs in the Classroom” tutorial (AV45)
- “Using Social Media” tutorial (AV46)

DO AHEAD

- ✓ If you used the “IDR Conference Notes” record sheet (CN1) from Unit 2 as a survey of the students’ reading goals and interests, you might review the students’ responses to those questions prior to beginning your IDR conferences this week. For more information, see “IDR Conferences” in the Assessment Overview of the *Assessment Resource Book*.
- ✓ Prior to Day 1, make sure that each student has the book she wrote a review of in Unit 9. The students will use these books to make recommendations for summer reading (see Step 1).
- ✓ Prior to Day 1, make a class set of “IDR Conference Notes” record sheets (CN1); see page 151 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, collect five read-aloud books that your students might enjoy hearing (see Step 2). The books you select could include *Making Meaning* books the students liked when you read them earlier this year, other popular books you have read aloud, books on the “Grade 5 Alternative Texts” list, or books the students have not heard before.
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA1); see page 150 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 29 lessons this week.

Day 1

Sharing Book Recommendations

Materials

- Student-selected books used to write reviews in Unit 9
- *Student Response Book* pages 101, 104–105
- Class set of “IDR Conference Notes” record sheets (CN1)

Teacher Note

You will not assign new partners this week. Have the students work with their Unit 9 partners or with other students sitting near them.

Teacher Note

You might consider taking your students on a short field trip to a local library.

In this lesson, the students:

- Prepare to share book recommendations for summer reading
- Share book recommendations for summer reading
- Plan their summer reading
- Read independently for up to 30 minutes
- Listen respectfully to the thinking of others and share their own

1 Get Ready to Work Together

Have the students bring their *Student Response Books*, pencils, and the books they used to write their reviews in Unit 9, Week 4, and gather with partners sitting together, facing you. Remind the students that last week they wrote reviews of books they want to recommend to their classmates for summer reading. Tell them that during this last week of the *Making Meaning* program, they will share their recommendations with the class and plan their summer reading. They will also review the comprehension strategies they have learned and think about how they have grown as readers and as members of a community.

Tell the students that at the end of the week you will ask them to discuss some things they enjoyed about working with partners this year. Encourage them to focus during the coming week on enjoying their partner work and using the skills they have learned to help them in their work together.

2 Discuss the Summer Reading List

Have the students turn to *Student Response Book* page 101, “Summer Reading List.” Remind them that last week they began to add titles of books they might want to read this summer to this list. Explain that as they hear recommendations in the coming days for other books they might want to read, they will add these titles to the list. Ask:

Q *If you hear about a book you are interested in reading, how might you find that book this summer?*

Students might say:

“I might find the book at the public library.”

“If a friend has the book, I could borrow it.”

“I might look for it at the bookstore or on the Internet.”

Facilitate a brief discussion about how the students will interact in a kind and respectful way during the sharing. Ask:

- Q *How do you want your classmates to respond to your book recommendation, whether they would choose to read your book or not? Why?*
- Q *How can you let your classmates know that you are interested in the books they are sharing and that you appreciate the work they've done to share them with you?*

Students might say:

"I want people to listen carefully when I read my recommendation. I would also like them to ask me questions about my book."

"After someone shares a recommendation with the class, we can thank them."

"We can ask them to tell us more about why they liked the book."

"We can tell them what we liked about the passage they read."

3 Share Book Recommendations

Call on a volunteer to share her book recommendation with the class. Remind the student to show the cover and read the title and the author's name aloud before reading her review and the selected passage. When the student has finished sharing, ask:

- Q *[Mary], why did you choose that passage?*

Facilitate a brief class discussion using questions such as:

- Q *What questions do you want to ask [Mary] about the book she shared?*
- Q *What did you hear about this book or in the passage that [Mary] read aloud that got you interested in or made you curious about the book?*
- Q *Do you have enough information to decide whether you want to add this book to your summer reading list? If not, what else do you want to know?*

Ask the student who shared the book to write the title and the author's name clearly where everyone can see them. Have the students copy this information onto their summer reading lists if they are interested in reading the book over the summer.

Have a few more students share their book recommendations with the class. After each student shares, allow time for questions and discussion and for interested students to add to their reading lists.

Technology Tip

You might create a space on your class blog for the students to post their recommendations for summer reading. Over the summer, the students can view their classmates' recommendations for summer reading, post reviews of books they read, and write comments and questions about recommended books. For more information about setting up and maintaining a class blog, view the "Using Blogs in the Classroom" tutorial (AV45). Prior to allowing the students to post comments on your class blog, you might teach Technology Mini-lesson 3, "Showing Respect Online."





Facilitation Tip

Reflect on your experience over the past year using the Facilitation Tips included in the *Making Meaning* program. Did using the facilitation techniques feel natural to you? Have you integrated them into your class discussions throughout the school day? What effect did using the facilitation techniques have on your students? We encourage you to continue to use the facilitation techniques and to reflect on the students' responses as you facilitate class discussions in the future.

Teacher Note

As you confer, you might compare the student's responses to the questions on the "IDR Conference Notes" record sheet (CN1) from Unit 2 with her responses to the questions on the "IDR Conference Notes" record sheet (CN1) from this unit. You might share with the student some changes you noticed and ask her what led to those changes.

4 Discuss Working Together

Have the students who shared their recommendations today talk briefly about how they felt the class responded to them while they were sharing. Ask:

- Q *What made you feel like your classmates were interested in what you were sharing?*
- Q *If you weren't sure that your classmates were interested, what made you unsure?*

Open the discussion to the class, and ask:

- Q *What should we do the same way or differently as we continue to share our book recommendations?*

Remind the students of your expectation that they will do their part to help create a safe, caring community in the class. Tell them that more students will share their book recommendations tomorrow.

INDIVIDUALIZED DAILY READING

5 Read Independently and Discuss Summer Reading Plans

Tell the students that they can read texts from any genre during IDR this week. Ask the students to think as they read about whether they would recommend the texts they are reading to others. Tell them that later they will share what they read with the class. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

You may wish to confer a final time with individual students during this unit. In each conference, ask the student to tell you about the book she is reading and discuss how her reading habits have changed, how she feels about herself as a reader, and what she is interested in reading.

Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 151 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers briefly share with the class whether they would recommend the texts they are reading. Remind each student to begin by telling the title, the author's name, and what the text is about so far.

After a few volunteers have had a chance to share, facilitate a discussion about the students' summer reading plans by asking questions such as:

- Q *What are you interested in reading this summer?*
- Q *Why is it important for you to keep reading this summer?*
- Q *What habits can you create for yourself to make sure you keep reading this summer?*

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



SOCIAL SKILLS ASSESSMENT NOTE

During this final week of the program, assess the students' social skill development using the "Social Skills Assessment Record" sheet (SS1); see page 156 of the *Assessment Resource Book*. Compare your notes from the fall, winter, and spring, and evaluate each student's social skill development over the course of the year.

EXTENSION

Recommend a Second Summer Reading Book and Read It Aloud

Remind the students that last week you made a recommendation of a book they might wish to read during the summer. Tell the students that you will make another recommendation for summer reading by first summarizing a book and then reading it aloud. Refer to the "Reading Comprehension Strategies" chart and remind the students to think about the comprehension strategies they are using as they listen.

Introduce the book by reading the information on the cover and providing any necessary background information and a brief summary. Read the book aloud, showing the illustrations. You might stop periodically to have partners discuss what they have heard so far.

After the reading, facilitate a class discussion about the book. Use "Turn to Your Partner" as appropriate to encourage thinking and participation. Be ready to reread passages to help the students recall what they heard. Ask questions such as:

- Q *What is the book about?*
- Q *What do you want to add to the summary [Rudy] just gave?*
- Q *Is this a book you would recommend to someone? Why or why not?*
- Q *What comprehension strategies did you use as you listened to this book? How did that help you?*

Teacher Note

Provide time for the students to record the texts they have completed in their reading logs.

Teacher Note

You might use the information you collected about your students' social skill development over the course of the year to help you plan for next year. Ask yourself questions such as:

- What was challenging for my students this year in terms of their social development?
- How might I help next year's students grow socially?
- What skills should I emphasize with the students next year to help them build a safe and caring reading community?

ELPS 3.B.ii Extension

Day 2

Sharing Book Recommendations

Materials

- Student-selected books for book recommendations
- *Student Response Book* pages 101, 104–105
- “Thinking About My Reading” chart
- “Reading Comprehension Strategies” chart

TEKS 1.C.i
Student/Teacher Narrative
Step 1

In this lesson, the students:

- Share book recommendations for summer reading
- Plan their summer reading
- Read independently for up to 30 minutes
- Listen respectfully to the thinking of others and share their own

1 Discuss Sharing Ideas Respectfully

Have the students bring their *Student Response Books*, pencils, and the books they are sharing for their book recommendations, and gather with partners sitting together, facing you. Remind the students that yesterday they began to share book recommendations for summer reading. Today they will hear several more book recommendations and consider these books for their summer reading lists.

Review that the students who shared yesterday talked about how they felt the class responded to them while they were sharing. Then, as a class, the students discussed what they might do the same and differently as more students share today. Ask:

- Q *What did we say we want to do the same way or differently as a class today as we listen to book recommendations?*
- Q *How will [listening carefully and making eye contact with the person sharing] help the people who are sharing?*

Encourage the students to keep these things in mind today as they participate.

2 Continue to Share Book Recommendations

Have a few more students share their book recommendations with the class. Remind each student to begin by showing the cover of the book and reading the title and the author’s name aloud before reading his review and the selected passage. When each student has finished sharing, ask:

- Q *[Hameed], why did you choose that passage?*

Facilitate a brief class discussion after each student shares using questions such as:

- Q *What questions do you want to ask [Hameed] about the book he shared?*
- Q *What did you hear about the book or in the passage that intrigued you?*
- Q *Do you have enough information to decide whether you want to add this book to your summer reading list? If not, what else do you want to know?*

Remind the students who share their recommendations for summer reading to write the titles and the authors' names where everyone can see them. Have interested students copy the information onto their summer reading lists. After the students have shared their book recommendations, end the sharing time for today.

3 Discuss Working Together

Have the students who shared their recommendations today talk briefly about how they felt the class responded to them while they were sharing. Ask:

- Q *What made you feel like your classmates were interested in what you were sharing?*
- Q *If you weren't sure that your classmates were interested, what made you unsure?*

Open the discussion to the class, and ask:

- Q *What should we do the same way, or differently, as we continue to share our book recommendations?*

Remind the students of your expectation that they will do their part to help create a safe, caring community in the class. Tell them that more students will share their book recommendations tomorrow.

INDIVIDUALIZED DAILY READING

4 Review and Discuss Self-monitoring and "Fix-up" Strategies

Remind the students that this year they learned techniques they can use to monitor their comprehension, or make sure they understand what they are reading. Direct their attention to the "Thinking About My Reading" chart and review that they learned to stop and think about what they are reading by asking themselves the questions on the chart. They learned that if they do not understand what they are reading, they can use the "fix-up" strategies of rereading and reading ahead. If they still do not understand what they are reading, they can also try the strategies listed on the "Reading Comprehension Strategies" chart or they can ask you or a classmate for help.

Have the students get their texts and read silently for up to 30 minutes. Stop them at 10-minute intervals and have them monitor their comprehension by thinking about the questions on the "Thinking About My Reading" chart. After they have settled into their reading, confer with individual students.

Teacher Note

As you confer, you might compare the student's responses to the questions on the "IDR Conference Notes" record sheet (CN1) from Unit 2 with his responses to the questions on the "IDR Conference Notes" record sheet (CN1) from this unit. You might share with the student some changes you noticed and ask him what led to those changes.



IDR CONFERENCE NOTE

Continue to confer individually with the students. For each conference, ask the student to tell you about the book he is reading and discuss how his reading habits have changed, how he feels about himself as a reader, and what he is interested in reading.

Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 151 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Facilitate a brief class discussion about using the questions on the "Thinking About My Reading" chart to track their reading comprehension. Ask and briefly discuss questions such as:

- Q *Why is it important to stop as you are reading and ask yourself if you understand what you have read?*
- Q *How do rereading and reading ahead help you make sense of text?*
- Q *Which comprehension strategy do you find the most helpful when you're not understanding something you're reading? Why?*

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

EXTENSION

Recommend a Third Summer Reading Book and Read It Aloud

Tell the students that you will make another recommendation for summer reading by first summarizing a book and then reading it aloud. Refer to the "Reading Comprehension Strategies" chart and remind the students to think about the comprehension strategies they are using as they listen.

Introduce the book by reading the information on the cover and providing any necessary background information and a brief summary. Read the book aloud, showing the illustrations. You might stop periodically to have partners discuss what they have heard so far.

After the reading, facilitate a class discussion about the book. Use "Turn to Your Partner" as appropriate to encourage thinking and participation. Be ready to reread passages to help the students recall what they heard. Ask questions such as:

- Q *What is the book about?*
- Q *What do you want to add to the summary [Brian] just gave?*
- Q *Is this a book you would recommend to someone? Why or why not?*
- Q *What comprehension strategies did you use as you listened to this book? How did that help you?*

Sharing Book Recommendations and Reflecting

Day 3

In this lesson, the students:

- Share book recommendations for summer reading
- Plan their summer reading
- Reflect on and write about their reading lives
- Reflect on their growth as readers
- Read independently for up to 30 minutes
- Listen respectfully to the thinking of others and share their own

1 Discuss Sharing Ideas Respectfully

Have the students bring their *Student Response Books*, pencils, and the texts they are sharing for their book recommendations and gather with partners sitting together, facing you. Remind the students that they have been sharing book recommendations for summer reading. They will hear several more book recommendations today and consider these books for their summer reading lists. Explain that they will also spend some time reflecting on their own reading lives.

Review that yesterday the students who shared talked about how they felt the class responded to them while they were sharing. Then, as a class, they discussed what they might do the same and differently as more students share today. Ask:

- Q *What did we say we want to do the same way or differently as a class today as we listen to book recommendations?*
- Q *How will [sitting quietly and turning our bodies to face the person sharing] help the people who are sharing?*

Encourage the students to keep these things in mind today as they participate.

2 Continue to Share Book Recommendations

Have a few more students share their book recommendations with the class. Remind each student to begin by showing the cover of the book and reading the title and the author's name aloud before reading her review and the selected passage. When each student has finished sharing, ask:

- Q *[Hilary], why did you choose that passage?*

Facilitate a brief class discussion after each student shares, using questions such as:

- Q *What questions do you want to ask [Hilary] about the book she shared?*

Materials

- Student-selected books for book recommendations
- *Student Response Book* pages 101, 104–105
- “Reflecting on Our Reading Lives” chart (WA1)

Teacher Note

If not all of the students are able to share their book recommendations, make time later in the day or on another day for them to share before proceeding with the Day 4 lesson.

Teacher Note

Use “Turn to Your Partner” as needed during this discussion to increase accountability and participation.

- Q What did you hear about the book or in the passage that intrigued you?
- Q Do you have enough information to decide whether you want to add this book to your summer reading list? If not, what else do you want to know?

Remind the students who share their recommendations for summer reading to write the titles and the authors’ names where everyone can see them. Have interested students copy the information onto their summer reading lists. After the students have shared their book recommendations, end the sharing time for today. Assure the students that if they did not share their book recommendations today, they will have time to share them later.

3 Write About Reading Lives

Explain that the students will now have a chance to think about how they have grown and changed as readers over the year. Remind them that they started the year thinking about their reading lives, and tell them that they will think about this again now that they are nearing the end of the year.

Display the “Reflecting on Our Reading Lives” chart (WA1) and explain that the students will first think, and then write, about the questions on the chart. Read the questions aloud, pausing after each question to give the students time to think.

WA1

Reflecting on Our Reading Lives

- What are some of your favorite kinds of books now? Why?
- Where is your favorite place to read?
- What does the word *reading* mean to you?
- When you don’t understand something you are reading, what do you do?
- What kinds of books did you read for the first time this year? What topics did you read about for the first time?

After a few moments, ask the students to turn to *Student Response Book* page 106, “Thoughts About My Reading Life.” Have them record their answers to these questions.

4 Discuss Growth as Readers

Give the students a few minutes to review and reflect on what they wrote. Ask them to spend a few quiet moments thinking about how they have changed and grown as readers over the year. Facilitate a discussion about the students’ growth as readers using questions such as:

- Q How do you think you have changed or grown as a reader? What makes you think that?

- Q What questions do you want to ask [James] about what he said?
- Q Do others think they have changed or grown in a similar way? Why do you think so?

Students might say:

"My favorite books used to be the *Time Warp Trio* books. I still like those books, but my new favorite books are historical fiction."

"At the beginning of the year I wanted to read about extreme weather, and I did. I read a bunch of books about hurricanes, tornadoes, and typhoons."

"I used to think reading meant reading words. Now I think reading means thinking about a story."

You might want to share some of your general observations about ways your students have changed or grown as readers over the year.

You might say:

"I noticed that each of you has improved in your ability to choose books that are at the right reading level for you and that you are choosing books now that are at a higher reading level than the books you were reading at the beginning of the year."

INDIVIDUALIZED DAILY READING

5 Read Independently and Share Interesting or Surprising Things with the Class

Ask the students to think as they read independently today about interesting or surprising things in their texts. Explain that later you will ask some of them to share interesting or surprising things in their texts with the class. Have the students get their texts and read independently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students. For each conference, ask the student to tell you about the book she is reading and discuss how her reading habits have changed, how she feels about herself as a reader, and what she is interested in reading.

Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 151 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share interesting or surprising things in their texts with

Teacher Note

As you confer, you might compare the student's responses to the questions on the "IDR Conference Notes" record sheet (CN1) from Unit 2 with her responses to the questions on the "IDR Conference Notes" record sheet (CN1) from this unit. You might share with the student some changes you noticed and ask her what led to those changes.

the class. Remind each student to begin by telling the title of the text, the author's name, and what the text is about.

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

EXTENSION

Review the Summer Reading Lists

Have the students review the books on their summer reading lists. Ask:

Q *What kinds of books did you choose for summer reading? Does that surprise you? Why or why not?*

You might ask the students to put stars next to the books they want to read first. Encourage them to read as many of the books on their lists as they can this summer. Also encourage them to ask family members and friends about the books they are reading and to add any books that seem interesting to their reading lists.



Technology Tip

Prior to doing this activity, find and preview age-appropriate websites that feature book recommendations using the keywords "grade 5 summer reading lists" or "grade 5 book recommendations."



TECHNOLOGY EXTENSION

Use Online Book Recommendations to Add to Summer Reading Lists

Review that the students have been creating summer reading lists based on book recommendations from their classmates. Tell the students that today they will explore websites that recommend books for summer reading to find more titles they might be interested in adding to their own lists.

Open your web browser and go to one of the websites you previewed. Model navigating the website and read aloud some of the book recommendations. After reading each recommendation, discuss questions such as:

Q *What did you learn about the book? What else would you like to know about it?*

Q *Are you interested in reading this book? Why or why not?*

Allow time for interested students to add the books to their reading lists.

In this lesson, the students:

- Hear and discuss a student-selected book
- Reflect on the comprehension strategies they are using
- Plan their summer reading
- Read independently for up to 30 minutes and write in their reading journals
- Reflect on their contributions to the reading community
- Reflect on how they have benefited from the reading community

1 Reflect on Partner Work

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind the students that over the course of the year they have worked with many partners. Ask a few volunteers to share some of their favorite things about working with partners this year. Facilitate a class discussion using questions such as:

- Q *Think about how you worked with your first partner this year and how you work with partners now. How have you grown as a partner?*
- Q *What are three things that you liked most about working with partners this year?*

Students might say:

"At first it was hard, but we got better and better at it."

"I think the more we got to know each other, the more we were a community."

"I agree with [Nancy]. Being in this community has helped me because I used to be too shy to say anything to the class. I don't feel that way anymore."

"In addition to what [Arturo] said, I liked working with a partner. I liked having someone to talk to, getting to work with different partners, and not having to be quiet all the time."

Ask and briefly discuss:

- Q *What is one thing you learned about working well with a partner that you want to take with you next year?*

You might want to share some of your general observations about ways your students have changed or grown when working with partners over the year.

Materials

- Five read-aloud books, selected ahead
- Sheet of scratch paper for each student
- *Student Response Book* page 101
- "Reading Comprehension Strategies" chart
- "Class Assessment Record" sheet (CA1)
- Self-stick notes for each student
- "Journal Entry" chart (WA2)
- *Student Response Book*, Reading Journal section
- Copy of this unit's family letter (BLM1) for each student



Technology Tip

Alternatively, you might use a web-based polling system to have the students submit their votes. Search online using the keywords “online polling system” or “online polling tool.” For more information, view the “Using Social Media” tutorial (AV46).



Teacher Note

If the students finish writing before you are done tallying the votes, ask them to page through their *Student Response Books* and talk in pairs about the work they did this year. If partners need help focusing on their *Student Response Book* work, pose a question for them to think about, such as:

- Q *What is one piece of work in your Student Response Book that represents some of your best thinking?*
- Q *What is one piece of work that was most interesting or enjoyable for you?*

You might say:

“I remember how some students didn’t want to work with assigned partners at the beginning of the year. Now you are much better at working with any partner. I also noticed that you relied much more heavily on me at the beginning of the year to help you solve your problems. Now you are able to solve many problems by yourselves.”

Tell the students that today they will have another opportunity to share their thinking with their partners.

2 Choose a Read-aloud Book

Write the titles of the five read-aloud books you selected where everyone can see them. Show the students the books and explain that the class will choose one of these books to hear read aloud today. Tell them that you selected books you thought they would enjoy hearing (or hearing again). Give a brief synopsis of each book that is new to the students and, if necessary, briefly review the books from earlier in the year.

Explain that you would like each student to choose the three books she is most interested in hearing and to write these three titles on a sheet of scratch paper. The title with the most votes is the one you will read aloud today. Before having the students vote, ask:

- Q *How will you decide which three books to choose? What will you think about?*
- Q *Why is it important to make your choices based on what you are really interested in hearing rather than on what other people are choosing?*

Distribute a sheet of scratch paper to each student. Have the students write their three book choices, and collect the votes. Have the students turn to *Student Response Book* page 101, “Summer Reading List,” and add the titles of any of these five books that they might want to read or reread this summer. While they are doing this, tally the votes. After you have tallied the votes, tell the class which book was chosen for today’s read-aloud.

3 Review the “Reading Comprehension Strategies” Chart

Direct the students’ attention to the “Reading Comprehension Strategies” chart and review that the students learned and practiced each of these strategies this year. Review that the goal of learning comprehension strategies is to help them actively think about what they are reading in order to make sense of it. Ask:

- Q *Which strategies do you find yourself using regularly? How do those strategies help you make sense of what you’re reading?*
- Q *When might it make sense to use [making inferences]? How might this strategy help you read?*

Remind the students to think about the comprehension strategies they are using as they listen to today’s read-aloud, and explain that you will ask them to discuss their thinking after the reading.

4 Introduce the Book and Read Aloud

Introduce the book by showing the cover, reading aloud the information on the cover (for example, the title and the names of the author and the illustrator), and providing any necessary background information.



Read the book aloud, showing the illustrations. Stop periodically to have partners discuss what they have heard so far.

5 Discuss the Reading as a Class

Facilitate a discussion of the book using the following questions. Be ready to reread passages to help the students recall what they heard.

- Q *What is this [story] about?*
- Q *What do you want to add to the summary [Abbie] just gave?*
- Q *What comprehension strategy or strategies did you use as you listened to this [story]? How did that help you understand the [story]?*

6 Reflect on the Reading Community

Remind the students that yesterday they reflected on their reading lives and growth as readers. Explain that the students will now have a chance to think about how they did with creating a safe and caring community this year and how they personally have changed as members of the community. Use “Think, Pair, Share” to discuss the questions that follow. After partners have discussed each question, have a few volunteers share their thinking with the class.



- Q *What have we done to create a safe and caring reading community this year? [pause] Turn to your partner.*
- Q *What have you done to contribute to the reading community this year? [pause] Turn to your partner.*
- Q *How has it felt to be part of the reading community? How has it helped you? [pause] Turn to your partner.*

After a few moments, signal for the students’ attention and invite a few volunteers to share.

ELPS 3.B.ii
ELPS 4.F.x

Steps 4 and 5

Teacher Note

Use “Turn to Your Partner” as appropriate to encourage thinking and participation.

Students might say:

"I think we did a good job creating a safe and caring reading community. Whenever we had problems, we talked about them so we could get along better."

"I agree with [Ned] because the more we got to know each other, the more comfortable we felt talking to each other and sharing our ideas."

"I contributed to the reading community by listening respectfully to my classmates."

"Being a part of the reading community has helped me feel confident about reading."

"I used to be too shy to talk to my partner, but now I can talk to any partner I have."

Encourage the students to become caring members of their classroom reading community next year and to enjoy their summer reading.



CLASS ASSESSMENT NOTE

Take this opportunity to reflect on your students' growth over the year by asking yourself questions such as:

- Are the students using the comprehension strategies successfully? Which strategies seem to be the most challenging for the students?
- Has the students' enjoyment of reading grown? What evidence do I notice?
- How might I help next year's students grow as readers?
- What was challenging for my students this year in terms of their social development?
- How might I help next year's students grow socially?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 150 of the *Assessment Resource Book*.

INDIVIDUALIZED DAILY READING

7 Read Independently and Write About Reading Comprehension Strategies

Distribute self-stick notes to each student. Tell the students to use the self-stick notes to mark places where they notice they are using reading comprehension strategies in their texts. Have the students get their texts and read independently for up to 30 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students. For each conference, ask the student to tell you about the book he is reading and discuss how his reading habits have changed, how he feels about himself as a reader, and what he is interested in reading.

Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 151 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Display the “Journal Entry” chart (WA2) and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

Journal Entry

Write a journal entry about a comprehension strategy you used. Please include:

- The title of the text and the author’s name
- What the text is about
- A comprehension strategy you used
- How the strategy helped you understand the text

WA2



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

Have the students return to their desks and open their *Student Response Books* to the Reading Journal section. Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class.

EXTENSION

Host an End-of-year Summer Reading Fair

Have the students invite other classes to a “Summer Reading Fair.” Have the students present their book recommendations to small groups of students. The invited students will have an opportunity to listen to book recommendations, preview the books, and get a glimpse into the reading lives of the students. Students might also make posters to advertise their favorite books. If there is a school library or librarian available, you might want to involve the library or librarian in the activity.

Teacher Note

As you confer, you might compare the student’s responses to the questions on the “IDR Conference Notes” record sheet (CN1) from Unit 2 with his responses to the questions on the “IDR Conference Notes” record sheet (CN1) from this unit. You might share with the student some changes you noticed and ask him what led to those changes.

Vocabulary Note

Next week you will teach the Week 30 vocabulary lessons. In Week 30, the students review words they have learned this year.

Teacher Note

For information on wrapping up this unit, see “End-of-unit Considerations” on the next page.



TECHNOLOGY EXTENSION

Explore the Community Library Online

Take some time to explore the community library’s website (you might search the site for topics like “children’s services” and “children’s e-books”). Many libraries offer access to collections of e-books, music, and audiobooks through downloads to personal computers, tablets, and other mobile devices. You might ask your school librarian or a librarian from the community library to come to your classroom and introduce your students to a few of the online services available to them.

End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 10 and the *Making Meaning* program. Send each student home with his or her *Student Response Book* and a copy of this unit’s family letter (BLM1). Encourage the students to share their reading logs, reading journals, and summer reading lists with their families.

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Appendix A

IDR MINI-LESSONS

Mini-lesson 1

Selecting Appropriately Leveled Texts

🕒 DO AHEAD

- ✓ During this lesson, the students will sit in small groups as they browse through book bins and select appropriately leveled texts (see Step 3). Prior to beginning the lesson, decide how you will group the students. We recommend groups of three or four students.
- ✓ Create one book bin with 15–20 books for each group. In every bin, be sure to include fiction and nonfiction books at a variety of levels. Determine where in your classroom you will place each bin (for example, at a table or other location around the room).
- ✓ Select three books to use to model selecting an appropriately leveled text: one book at an appropriate independent reading level, one “too-easy” book, and one “too-difficult” book. Be ready to describe the front and back covers of each book and to explain why each book interests you. Also, be ready to read a few pages of each book aloud and to point out and count any unfamiliar words in a passage. Place the books in one of the book bins you have prepared. See Step 2.
- ✓ Prepare a sheet of chart paper titled “Choosing a Book at the Right Level.” See Step 2.

Materials

- Three books for modeling, prepared ahead
- “Choosing a Book at the Right Level” chart, prepared ahead, and a marker
- Collection of fiction and nonfiction books in book bins, prepared ahead

In this lesson, the students:

- Review what they know about selecting appropriately leveled texts
- Discuss the importance of selecting appropriately leveled texts for IDR
- Review a procedure for selecting books at their independent reading levels
- Practice choosing books at their independent reading levels
- Share their book choices and reflect

ABOUT SELECTING APPROPRIATELY LEVELED TEXTS

In order for the students to grow as readers, they need to spend time reading texts they can comprehend and read fluently with few miscues (accuracy errors). For that reason, during IDR they read books at their independent reading levels. This lesson supplements the instruction in IDR by giving the students guidance in identifying and selecting books that are at their independent reading levels. For more information, see “Reading Appropriately Leveled Texts” in the Introduction.

1 Review and Discuss Selecting Appropriately Leveled Texts

Have the class gather with partners sitting together, facing you. Remind the students that during IDR it is very important that they read books at the right levels. Review that a book that is at the right level is not too difficult and not too easy; it has words the students can read and understand and a story or topic that is interesting to them. Remind the students that reading books at the right levels will help them to become stronger readers.

Ask and briefly discuss:

Q *What do you think about when you are choosing a book at the right level for you?*

Students might say:

“First I look for a book that’s interesting to me.”

“When I find a book that looks interesting, I open it to any page and read a little bit.”

“As I read, I keep track of how many words I don’t know on the page.”

“If the book seems too easy or too hard to read on my own, I put it back in the library.”

Review that a book is at the right level for a student to read during IDR if the student likes it, is interested in it, and can read and understand most of the words. Explain that today the students will talk about why it is important to read books at the right levels during IDR.

Ask and briefly discuss:



Q *How do you know if a book is too easy? Turn to your partner.*

Q *How do you know if a book is too difficult? Turn to your partner.*

Have a few volunteers share their thinking.

Teacher Note

At other times during the day, you might provide the students with opportunities to read books that are above or below their independent reading levels.

Students might say:

"A book that's too easy might have only a few words on each page."

"If a book is too easy, it could mean that I know every single word and can read the book really fast."

"A book might be too difficult if it has a lot of words I don't know."

"If a book is too difficult, it could mean that I can't understand what it's about."

If necessary, explain that reading books that are too easy will not help the students become stronger readers since they might not have the opportunity to practice reading new words or to think about new ideas. If they read books that are too difficult, they might skip important parts of the book and they might not understand what they read. Then ask:

Q *Why is it important to read books that are at the right level for you during IDR?*

Students might say:

"When you read a book that's at the right level for you, it's more fun to read."

"It's important because if a book is at the right level, you'll understand it better."

"When you read a book at the right level, you learn more."

"It's important because reading books at the right level helps us get better at reading."

Tell the students that today you will model choosing a book at the right level for IDR by checking to see if you know most of the words in the book. Explain that later in the lesson each student will have a chance to practice choosing his own books at the right level.

2 Model and Introduce the "Choosing a Book at the Right Level" Chart

Ask the students to watch and listen as you model choosing a book at the right level. Ask the students to notice what you do and think about when you select the book.

Take the "too-easy" book you selected (see "Do Ahead") out of the book bin. Briefly model looking through the book, reading a few pages aloud, and thinking aloud about whether the book interests you and whether it is at the right level for you. Explain that normally we read silently when we read independently, but that you will read aloud so that the students can hear what is happening in the book.

You might say:

"First, I'll look at the front and back covers of the book. The title is *The Ugly Vegetables*, and the author's name is Grace Lin. This book looks interesting to me. The title makes me wonder what the story is about, and the illustration on the front cover caught my attention. Next, I'll read few pages to see if this book is at the right level for me. As I read, I'll count any words I don't know, using my fingers. [Read a few pages aloud.] I know all of the words on these pages, and they're easy words. Also, I notice that there aren't that many words on each page. This book seems too easy for me, so I'll put it back in the bin and pick another book."

Put back the first book and take the "too-difficult" book you selected earlier out of the bin. Again, briefly model looking through this book, reading a few pages aloud, and thinking aloud about whether the book interests you and whether it is at the right level for you.

You might say:

"The title of this book is *Mandela: From the Life of the South African Statesman*, and the author's name is Floyd Cooper. After reading the back cover, I think the book sounds interesting. I've heard of Nelson Mandela, but I don't know much about his life. I'll read a few pages to see if I can understand this book. Just like I did with the first book, I'll pay attention to how many words I don't know, and I'll count those words using my fingers. [Read a few pages aloud.] I counted five words on this page that I don't know: *generations*, *magistrate*, *dethroned*, *dispute*, and *chieftainship*. If I skip them, I don't really understand what is happening in the story. I might put this book back for now and try reading it again some other time, or maybe I'll ask someone to read it with me."

Put back the "too-difficult" book and take the appropriately leveled book you selected earlier out of the book bin. Model looking through this book, reading a few pages aloud, and thinking aloud about whether the book interests you and whether it is at the right level for you.

You might say:

"This book is *Australia and Oceania* by Mel Friedman. By looking at the covers and reading the table of contents, I can tell that this is a nonfiction book about two parts of the world, the continent of Australia and the region known as Oceania. I see that there are chapters about animals, history, and people. This book sounds interesting; I think I might enjoy it. I'll read a few pages, and as I read, I'll count any words that I don't know. [Read a few pages aloud.] I see a long word in this sentence: *isolated*. But I know what that means—*isolated* means 'all by itself' or 'alone.' Here's an unfamiliar word farther down the page: *vast*. I don't know what that means, so I'll count that as one word I don't know. Here's a second word I don't know: *dome*. I'll count that, too. I've reached the end of the page, and there are only two words I don't know. Now I'll ask myself if I understood most of what I read. Yes, I did. That means this is probably a book at the right level for me."

Ask:



Q *What did you see me do when I was choosing a book at the right level for me? Turn to your partner.*

Have a few volunteers share their thinking with the class.

Students might say:

"I saw you read the title and look at the front and back covers. You thought about whether the book looked interesting."

"Also, you opened the book and read some pages."

"You read a page and counted all the words you didn't know."

"You thought about what you read and asked yourself if you understood it."

Direct the students' attention to the "Choosing a Book at the Right Level" chart and read the title aloud. As volunteers share, record their responses on the chart. Be ready to paraphrase them so that your chart is similar to the example in the diagram below.

Choosing a Book at the Right Level

1. Look at and read the front and back covers.
2. Read a few pages.
3. Count words you do not know.
4. Check to see if you understand what you read.

Teacher Note

You might post the "Choosing a Book at the Right Level" chart in your classroom library for the students to refer to when choosing books during IDR.

Tell the students that you will post the "Choosing a Book at the Right Level" chart where everyone can see it. Explain that the students can refer to it any time they need help choosing a book at the right level to read during IDR.

3 Practice Selecting Appropriately Leveled Texts

Organize the students into small groups. Have them bring their current IDR books and sit with their groups. Tell the students that they will now have a few minutes to look through the books they chose earlier and to think about whether these books are at the right levels for them to read independently. Explain that if they decide any books are not right for them, they should put them to the side. In a few minutes, they will have a chance to return these books and choose new books at the right levels.

Give the students a few minutes to look through their books and decide if they are at the right levels. Circulate and provide assistance as needed.

When the students have finished looking through their books, signal for their attention. Distribute one book bin to each group. Have the students return any books they set aside to the bins. Explain that now they will browse quietly through the bins to choose two or three new books at the right levels for them. Remind the students to handle and share the books in a responsible way.

Ask and briefly discuss:

Q *What can you do to give each person in your group a chance to choose books from the bin?*

Students might say:

"I can take just one book at a time to look at."

"After I take a book, I'll move so that someone else can browse."

"I can put any book that I'm not interested in reading back where I found it."

Q *What will you do if someone else is looking at a book that you want to look at?*

Students might say:

"I can wait a moment to see if the person puts the book down. Then I can look at it."

"I can look at a different book."

"I can say, 'It's okay. I'll look at that book another time.'"

Have the students browse through the bins and choose two or three books at the right levels for reading independently.

Tell the students that once they have chosen their books, they should begin reading one of them independently. Circulate and observe, helping students as needed.

4 Share Books and Reflect

Signal to let the students know when it is time to stop reading. Describe some responsible behaviors you noticed as the students were selecting and reading their books. Tell the students that they will have many opportunities to practice selecting and reading books that are at the right levels for them to read during IDR.

Ask and briefly discuss:

Q *What book did you choose? Why is it at the right level for you?*

Invite several volunteers to share their books with the class. Encourage them to say more about how they decided that their books were at the right levels for them.

ELL Note

You might provide the prompt "I chose this book because . . ." to your English Language Learners to help them verbalize their answers to this question.

Mini-lesson 2

Self-monitoring and Using “Fix-up” Strategies

DO AHEAD

- ✓ Select an appropriately leveled book to use for modeling “fix-up” strategies (see Step 2 and Step 4). Identify in advance passages that you can use to model the strategies, and think about what you will say. For more information, see “About Self-monitoring and Using ‘Fix-up’ Strategies” below.
- ✓ Prepare a sheet of chart paper titled “‘Fix-up’ Strategies” (see Step 3).
- ✓ Be ready to review the “Thinking About My Reading” chart from Unit 1.

Materials

- “Thinking About My Reading” chart
- One book for modeling, prepared ahead
- “‘Fix-up’ Strategies” chart, prepared ahead, and a marker

In this lesson, the students:

- Review self-monitoring during IDR
- Learn “fix-up” strategies to help them understand what they read
- Practice using “fix-up” strategies with IDR books
- Reflect on using “fix-up” strategies

ABOUT SELF-MONITORING AND USING “FIX-UP” STRATEGIES

Self-monitoring is an important metacognitive strategy that enables readers to recognize when they are reading the words of a text but are not thinking about and comprehending it. In Unit 1, the students learn questions they can ask themselves to monitor their comprehension as they read. In this mini-lesson, the students review self-monitoring and learn strategies they can use to repair, or “fix,” their comprehension when they do not understand what they have read. These “fix-up” strategies include going back and rereading the text slowly and carefully, reading on to see if there is information that helps them better understand the text, using context clues to figure out the meaning of unfamiliar words or phrases, employing a comprehension strategy such as visualizing or looking at text features, and asking for help.

Teacher Note

You might teach this lesson in multiple sessions, modeling one “fix-up” strategy and then allowing the students to practice it during the first session. Repeat the procedure to teach additional “fix-up” strategies at other times.

1 Review Self-monitoring and Introduce “Fix-up” Strategies

Gather the class with partners sitting together, facing you. Remind the students that reading books at the right levels helps them become stronger readers. Direct the students’ attention to the “Thinking About My Reading” chart. Review that one way strong readers know if they are

reading books that are right for them is by pausing while they read to ask themselves questions about what they have read and how well they understand it.

Thinking About My Reading

What is happening in my book?

Do I understand what I am reading?

Do I know what most of the words mean?

Is this book interesting and fun to read?

Tell the students that there might be times when they ask themselves these questions and realize that they do not understand what they have read. Tell the students that today they will learn some “fix-up” strategies—tools that they can use to “fix” their understanding when they realize they do not understand what they have read.

2 Model Rereading and Reading Ahead

Explain that one strategy the students can use when they realize they do not understand what they read is to reread and read ahead. Show the front and back covers of the book you have chosen. Read the title and the names of the author and the illustrator aloud. Ask the students to watch and listen as you model reading, pausing to check your understanding, and then rereading and reading ahead to help you understand what you read. Explain that normally we read silently when we read independently, but that you will read this book aloud so that the students can hear what is happening in the book.

You might say:

“My book is *Celia Cruz, Queen of Salsa* by Veronica Chambers. [Read a passage aloud and then pause.] I’ll ask myself: Do I understand what I’ve read so far? Do I know what most of the words mean? Although I understand most of what I read, I was confused by an unfamiliar word: *chores*. What can I do to figure out what *chores* means? First, I’ll go back and reread the passage slowly and carefully. As I reread, I will look for clues to help me figure out the meaning of this word. [Reread the passage aloud, slowly and carefully.] After reading the passage again, I’m still not sure what *chores* means. I’ll read ahead to look for more clues that might help me. [Read a few sentences ahead.] After reading ahead, I learned that some of Celia’s friends have to sweep the kitchen, while others have to wash dishes. I think that *chores* must be household jobs or tasks. I understand what I’ve read, so I’ll continue reading.”

3 Discuss What the Students Noticed and Introduce the “‘Fix-up’ Strategies” Chart

Ask and briefly discuss:

- Q *What did I do when I reread the passage?*
- Q *What did I do when I read ahead?*

Students might say:

“When you realized that you didn’t understand something, you went back and reread the passage.”

“You reread the passage really slowly and carefully.”

“You looked for clues in the story to help you understand a word you didn’t know.”

“When you read ahead in the book, you looked to see if there were more clues that might help you.”

As the students share, record their responses on the “‘Fix-up’ Strategies” chart. Be ready to rephrase their responses so that your chart is similar to the example in the diagram below.

“Fix-up” Strategies

When you don’t understand what you are reading:

- *Go back and reread slowly and carefully.*
- *Look for clues in the text.*
- *Read ahead to look for more clues or information.*

Direct the students’ attention to the “‘Fix-up’ Strategies” chart and briefly review the strategies. Remind the students that these are some strategies they can use when they realize that they do not understand what they have read.

4 Model Using a Reading Comprehension Strategy and Add to the Chart

Tell the students that another “fix-up” strategy they can use when they do not understand what they read is to use one of the comprehension strategies they have learned.

Teacher Note

If you are teaching this mini-lesson during Unit 1, prior to the introduction of the “Reading Comprehension Strategies” chart, you might skip Step 4 and wait until a later unit to teach this strategy.

Ask the students to watch and listen as you continue reading from your book, and model using a comprehension strategy to help you understand what you read.

You might say:

"I'll continue reading my book. [Read a passage aloud and then pause.] I'll ask myself: Do I understand what I've read? Do I know what most of the words mean? I understand most of what I read, but I don't know the meaning of the various Spanish words in the passage, such as *azúcar* and *dulce*. How can I figure out the meaning of these words? What text features do I see that might help me? [Page through the book.] I see that there is a glossary—a list of alphabetized words with definitions—at the end of this book. By studying the glossary, I learn that *azúcar* means 'sugar' and *dulce* means 'sweet.' Now I understand what I read, so I'll continue reading."

Ask and briefly discuss:

Q *What did I do when I didn't understand what I read?*

Students might say:

"You [used the glossary to help you understand the Spanish words]."
"You [studied the glossary, a text feature,] to figure out the confusing parts."
"You [used a text feature to help you understand the Spanish words]."

As the students share, record their responses on the "Fix-up" Strategies chart. Be ready to rephrase their responses so that your chart is similar to the example in the diagram below.

"Fix-up" Strategies

When you don't understand what you are reading:

- Go back and reread slowly and carefully.
Look for clues in the text.
- Read ahead to look for more clues or information.
- Use a reading comprehension strategy.

Teacher Note

Model using a comprehension strategy that the students have learned and that is appropriate for the book you have chosen.

5 Add “Ask for Help” to the Chart and Prepare to Read Independently

Briefly review the “Fix-up’ Strategies” chart. Tell the students that if they try using these “fix-up” strategies but are still confused about what they are reading, they can ask for help. Add *Ask for help* to the chart.

Explain that if none of these strategies work, the students should consider selecting a different book.

“Fix-up” Strategies

When you don’t understand what you are reading:

- *Go back and reread slowly and carefully. Look for clues in the text.*
- *Read ahead to look for more clues or information.*
- *Use a reading comprehension strategy.*
- *Ask for help.*

Ask the students to get their IDR books and find places to sit. Explain to the students that they will read their books silently, pausing to ask themselves the questions on the “Thinking About My Reading” chart. If they realize that they do not understand what they are reading, they will practice using the “fix-up” strategies. Tell them that later they will share their experiences with the class.

6 Read Independently and Practice Using “Fix-up” Strategies

Have the students read silently for a few minutes. Remind them to ask themselves the questions on the “Thinking About My Reading” chart and to use “fix-up” strategies as needed. Circulate and observe, assisting students as needed. After a few minutes, signal to let the students know when it is time to stop reading.

7 Reflect on Self-monitoring and Using “Fix-up” Strategies

Ask and briefly discuss:

- Q *What did you notice as you checked your understanding while reading? What questions did you ask yourself?*
- Q *What did you do when you realized that you didn’t understand what you read?*

Review that strong readers pause while reading to check their understanding and use “fix-up” strategies when they realize that they do not understand something they have read. Tell the students that they can refer to the “Thinking About My Reading” chart and the “Fix-up Strategies” chart during IDR or any time they are reading.

Introducing IDR Conferences

Mini-lesson 3

DO AHEAD

- ✓ During this lesson, you will model conferring with a student about a book he is reading independently as the rest of the class observes (see Step 4). Think in advance about the questions you will ask.
- ✓ Make two copies of the “IDR Conference Notes” record sheet for the unit you are currently teaching.

In this lesson, the students:

- Review procedures and expectations for IDR
- Discuss the importance of IDR conferences
- Learn what happens during an IDR conference
- Practice reading independently
- Reflect on acting responsibly during IDR

ABOUT IDR CONFERENCES

IDR conferences provide you with opportunities to get to know each student as a reader, talk with individual students about their reading, identify areas of strength, and note areas in which a student needs support. To learn more, see “IDR Conferences” in the Assessment Overview of the *Assessment Resource Book* or view “Setting Up IDR Conferences” (AV29).



Materials

- Two copies of the “IDR Conference Notes” record sheet for your unit
- “Resource Sheet for IDR Conferences” for your unit, *Assessment Resource Book*

1 Gather and Review the Purpose of IDR

Gather the class with partners sitting together, facing you. Remind the students that IDR is a time when each of them reads independently in a book she enjoys. Review that during IDR, the students read books at their own reading levels and practice the reading comprehension strategies they are learning in the *Making Meaning* program. Remind them that the more reading practice they do in books at their independent levels, the stronger they will become as readers.

Tell the students that while they are reading independently, you will meet with one student at a time to talk about the book that he is reading. Explain that these one-on-one meetings are called *conferences* and that today the students will learn more about what happens during a conference.

2 Discuss the Importance of IDR Conferences

Explain that during an IDR conference, the students will talk about their books and share whatever thoughts or feelings they have about them. Point out that an IDR conference is also a time when they can share how they feel about themselves as readers. Explain that by conferring with the students about their reading, you can learn about their strengths as readers and talk with them about how they can become even stronger readers.

3 Describe an IDR Conference

Tell the students that you will explain what happens during most IDR conferences; afterward, you will model conferring with a student volunteer. Briefly explain what happens during an IDR conference.

You might say:

"After all of you have chosen books and have begun reading silently, I will ask one student to bring his or her IDR book and confer with me. Let's say that I ask [Jamila] to confer with me. She and I will go to a quiet table where we can talk by ourselves. I'll start the conference by asking her to tell me about her book so far. I might also ask why she chose the book and whether or not she likes it. Then I might ask her to read a passage from the book aloud, I might read a passage aloud as she listens, or she and I might take turns reading aloud from her book. Finally, [Jamila] and I will talk about the passage and anything else she would like to share about her book."

Tell the students that during an IDR conference, you will write notes to help you remember what book the student is reading and what your discussion is about.

4 Model an IDR Conference and Discuss

Tell the students that now you will model an IDR conference. Choose a volunteer and ask her to get her IDR book and sit next to you. Ask the rest of the class to listen respectfully and notice what happens during the conference.

Confer with the student volunteer. As you confer, take notes using an “IDR Conference Notes” record sheet from the unit you are currently teaching (see “Do Ahead”) and refer to the “Resource Sheet for IDR Conferences” as necessary.

After the conference, thank the student volunteer. Ask and briefly discuss:

Q *What did you notice when [Jamila] and I were conferring about this book?*

Q *What questions do you have about IDR conferences?*

5 Discuss Expectations During IDR Conferences

Remind the students that while you are conferring with individual students, the rest of the class will be reading their books independently. Briefly review your expectations for the students during this time.

You might say:

“While I am conferring with a student, I expect you to read silently to yourself until I signal for you to stop reading. I also expect you to stay seated and to not walk around the classroom. Finally, please try not to interrupt me as I’m conferring with another student.”

Ask:

Q *What might you do if you have a question while I am conferring with another student?*

Students might say:

“If I have a question, I can quietly ask my partner.”

“I can write down my question so that I remember it for later.”

“I can ask you my question later.”

Q *What might you do if you are having problems with the book you’re reading or if you need a new book?*

Students might say:

“If I’m having problems with my book, I can quietly ask my partner.”

“I can reread the part of the book that is giving me problems.”

“I can choose another book at my reading level to read.”

Tell the students that they will practice reading independently while you confer with another student. Ask them to keep these expectations in mind as they read.

Teacher Note

Record your observations on an “IDR Conference Notes” record sheet and refer to the “Resource Sheet for IDR Conferences” as necessary.

6 Practice Reading Independently and Reflect

Have the students get their IDR books and begin reading independently. After the students have settled into their reading, select a student to confer with.

After you have completed the conference, signal for the students’ attention. Facilitate a brief discussion about how the students acted responsibly while you were conferring. Ask questions such as:

- Q *What did we do well when we read independently?*
- Q *What can we do to make sure independent reading and IDR conferences go smoothly?*

Mini-lesson 4

Reading with Expression

DO AHEAD

- ✓ Consider pairing your English Language Learners with native English speakers during this lesson, and think in advance about which students to pair.
- ✓ During this lesson, you will model reading aloud “Excerpt from *Something to Remember Me By*” chart (WA1). Practice reading the excerpt both with and without expression and attention to the characters’ emotions (see Step 3).
- ✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print a class set of “Excerpt from *Something to Remember Me By*” (BLM1).
- ✓ Collect a variety of fiction books at various levels that the students can use to practice reading with expression (see Step 6).

Materials

- *Something to Remember Me By* from Unit 1
- “Excerpt from *Something to Remember Me By*” chart (WA1)
- Class set of “Excerpt from *Something to Remember Me By*” (BLM1)

In this lesson, the students:

- Hear part of a familiar book read aloud fluently
- Discuss how paying attention to characters’ personalities and emotions helps them read fluently
- Practice reading aloud with expression and attention to characters’ personalities and emotions
- Work responsibly in pairs
- Reflect on the importance of reading fluently

ABOUT READING FLUENCY

Fluency is the ability to read text accurately, automatically, and with expression. Students who read fluently have made the leap from word-by-word processing of text to smoother, more natural-sounding reading (when reading aloud and when reading silently to themselves). When students read fluently, they are able to focus on the meaning of what they are reading rather than on reading individual words.

Instruction in strategies for building fluency such as automatic word recognition, meaningful phrasing, pausing for punctuation, and reading with expression can support comprehension and boost students' motivation to read. Fluency instruction is most effective when students are given many opportunities to read and reread texts at an appropriate reading level. Echo and choral reading, partner reading, and presentation/performance experiences (such as Readers' Theater and dramatic reading) offer meaningful ways for the students to interact with texts and develop fluency.

1 Review *Something to Remember Me By*

Gather the class with partners sitting together, facing you. Show the cover of *Something to Remember Me By* and read the title and the names of the author and the illustrator aloud. Remind the students that they heard this book earlier. Page through the book, showing the illustrations to help the students recall the story. Ask and briefly discuss:

Q *What do you remember about this book?*

Students might say:

"It's about a girl and her grandmother. They love each other very much."

"When the girl is little, she goes to visit her grandmother a lot. The grandmother always gives her something when she visits—she tells her granddaughter that it's 'something to remember her by.'"

"When the girl is grown-up, the grandmother is very old and doesn't remember things as well as she used to. But she still loves her granddaughter, and her granddaughter loves her."

"Even after the grandmother has passed away, the girl still loves and remembers her. She has all of the gifts her grandmother gave her, too."

If necessary, briefly review the story. Tell the students that today you will read part of *Something to Remember Me By* aloud and that you would like them to listen carefully to how you read the words of the story.

2 Introduce the Excerpt

Show pages 20–22 of the book and explain that this is the part of the story in which the granddaughter is helping the grandmother move out of her house. Display the "Excerpt from *Something to Remember Me By*"

Teacher Note

You might teach this lesson in multiple sessions, teaching Steps 1–4 during the first session and Steps 5–6 at another time.

chart (C WA1), and tell the students that this is an excerpt from the pages of the story you just showed them.

Explain that you will read the excerpt aloud in two different ways. Ask the students to listen carefully as you read and to think about what they notice during your first reading and what they notice during your second reading.

3 Read the Excerpt With and Without Expression and Discuss

Read the excerpt aloud twice. The first time you read, read expressively and let your voice reflect the characters' personalities and emotions. The second time you read, do not read expressively.

After you have read the excerpt aloud twice, ask:

Q *What did you notice about the two ways I read the excerpt?*

Students might say:

"The first time you read it, it was more exciting."

"The first time, you made your voice sound worried when the grandmother was talking."

"I noticed that you made the granddaughter sound different from the grandmother the first time you read."

"The second time, I noticed that you read all the words the same way. It wasn't as interesting. It also wasn't as easy to understand what was happening."

Tell the students that the first time you read, you paid attention to the characters' personalities (what they are like as people) and their emotions (feelings).

Direct the students' attention to the "Excerpt from *Something to Remember Me By*" chart. Point to the sentences "'I'm worried,' said the grandmother. 'I'm forgetting too many things.'" Explain that in this part of the story, the grandmother is quite old, and something is worrying her, so you read these sentences in a voice that sounded old and that expressed her worry about losing her memory.

Point to the sentence "'Everyone forgets things,' responded her granddaughter reassuringly." Explain that in this part of the story, the granddaughter is trying to make her grandmother feel better, so you made your voice sound comforting and loving. Tell the students that when you pay attention to the characters' emotions and personalities and express them in your reading, we say you are reading with *expression*, or feeling.

Explain that reading with expression helps you read fluently. When you read *fluently*, you read in a way that makes a story interesting and easy for listeners to understand. Tell the students that fluent readers use

their voices to show the personality of a character, or what the character is like, and how he or she is feeling.

Point out that during your second reading of the excerpt, you did not read with expression, which made the excerpt less interesting and more difficult for listeners to understand.

4 Reread the Excerpt with Stops and Discuss

Direct the students' attention back to the "Excerpt from *Something to Remember Me By*" chart. Tell the students that you will reread the excerpt and that you will stop twice during the reading to discuss what the students noticed about the way you read the excerpt. Ask them to follow along as they listen and to think about the grandmother's and granddaughter's personalities and how they are feeling. Read the excerpt aloud expressively, letting your voice reflect the characters' personalities and emotions as you read and stopping as described below.

Stop after:

"'But,' said the grandmother softly, 'I'm scared that . . . that I'm going to forget you.'"

Ask and briefly discuss:

Q *How do you think the grandmother is feeling in this part of the excerpt? How did the way I read the words help you know that?*

Students might say:

"I think the grandmother is feeling scared. Not being able to remember her granddaughter is her biggest fear. You made your voice sound afraid when you read the grandmother's words."

"In addition to what [Devan] said, you made your voice sound sad, too. The grandmother loves her granddaughter so much, and the idea of not remembering her makes the grandmother sad. I could hear that in your reading."

Reread the last line before the stop and continue reading the excerpt.

Stop after:

"'Something to remember me by,' said the young woman as she handed the photograph to her grandmother."

Ask and briefly discuss:

Q *How do you think the granddaughter is feeling in this part of the excerpt? How did the way I read the words help you know that?*

Students might say:

"I think she is trying to show her grandmother how much she loves her. You read the words in a voice that sounded like the granddaughter is trying to make her grandmother feel better."

"I think the granddaughter also feels a little bit sad. The way you read the words made me think that."

Teacher Note

You might explain that fluent readers also use punctuation marks and typography to help them read expressively. Point out the sentence “I’m scared that . . . that I’m going to forget *you*’” and note the ellipsis. Explain that these dots that look like three periods in a row are called an *ellipsis*, and that an ellipsis tells readers to pause a bit longer and that more of the sentence is coming. Then point out the use of italics in the word *you*. Explain that the author uses italics to suggest to readers that this word should be read with greater emphasis. You might also explain that fluent readers pay attention to punctuation such as exclamation points and question marks. They put emotion, such as excitement, anger, or fear, into their voices when they read a sentence that ends with an exclamation point, and they read a sentence that ends with a question mark as though they are actually asking a question.

Teacher Note

If your students have experience with partner reading, you might consider skipping the modeling in this step.

Review that you read the excerpt with expression—using your voice to express the characters’ personalities and how they are feeling. Point out that you paid attention to the words in the excerpt that describe how the characters speak, such as *reassuringly* and *softly*, and that you used those words to make your reading expressive. Underline *reassuringly* and *softly* on the chart.

Review that when fluent readers read aloud to others or to themselves, they use their voices to express the characters’ personalities and how they are feeling. Tell the students that reading fluently is important because it helps readers better understand and enjoy books.

5 Model Partner Reading and Have the Students Practice Reading with Expression

Distribute a copy of “Excerpt from *Something to Remember Me By*” (BLM1) to each student. Explain that the students will take turns reading the excerpt aloud to each other in pairs.

Ask the students to watch and listen as you model reading with a partner. Choose a volunteer to be your partner and ask him to sit next to you. Tell the students that you will read the first four paragraphs of the excerpt aloud with expression and that your partner will follow along on his copy of the excerpt and listen carefully. Then have your partner read the same part of the excerpt aloud as you follow along and listen carefully.

Point out that you and your partner read aloud slowly and clearly, followed along with the words in the excerpt, and listened carefully. Remind the students to pay attention to what the characters are like and how they are feeling to help them read expressively.



Have partners take turns reading the entire excerpt aloud to each other. Circulate and assist students as needed. After partners have taken turns reading the excerpt, ask and briefly discuss:

Q *What did you notice about your reading when you read the excerpt with expression?*

Students might say:

“I slowed down because I was paying more attention to the characters’ feelings and thinking about how to express them in my reading.”

“As I read, I changed my voice so that what the granddaughter says sounded different from what her grandmother says.”

Q *What did you notice about how your partner read?*

Students might say:

"When my partner was reading, I could really tell the difference between the characters."

"I noticed that her reading was fun to listen to. I liked it."

If time permits, you might invite a few volunteers to read the excerpt aloud to the class.

6 Read IDR Books with Expression and Discuss

Have the students get their IDR books and sit with their partners. Ask each student to take a few minutes to look through his book and find one or two pages in which a character is feeling happy, sad, angry, curious, confused, or another emotion. Then have the students read their chosen pages silently, paying attention to the characters' feelings and personalities. Circulate and assist students as needed.



After a few minutes, signal for the students' attention. Have partners take turns reading their pages aloud to each other with expression. Ask the students to read in voices that are loud enough for them and their partners to hear, but not so loud that their classmates cannot hear themselves read.

After partners read their pages aloud to each other, ask and briefly discuss:

Q *What did you like about hearing your partner read his or her book with expression?*

Students might say:

"I liked the way my partner changed his voice to make the character sound very happy when he was reading."

"I liked it when my partner used different voices for each character's words."

"I liked it because it made the book sound more interesting. It helped me understand how the character feels."

Remind the students that reading with expression is part of becoming a fluent reader. Review that reading fluently is important because it helps readers better understand and enjoy books.

Encourage the students to practice reading with expression when they read during IDR or any time they are reading.

Teacher Note

If a student does not have a fiction IDR book, allow her to select one from the fiction books you collected in advance.

DO AHEAD

- ✓ Consider pairing English Language Learners with native English speakers during this lesson, and think in advance about which students to pair.
- ✓ During this lesson, you will use the “Excerpt from *Rainforests*” chart (WA2) to model reading aloud. Practice reading the excerpt aloud both with and without meaningful phrasing and attention to the natural rise and fall of your voice (see Step 3).
- ✓ During this lesson, you will use the “Excerpt from *Rainforests*” chart (WA2) to model chunking, marking it up to indicate how you might read it aloud with meaningful phrasing. Think in advance about how you will mark up the excerpt (see Step 4).
- ✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print a class set of “Excerpt from *Rainforests*” (BLM2).
- ✓ Collect a variety of nonfiction books at various levels that the students can use to practice reading in meaningful phrases (see Step 7).

Materials

- *Rainforests* from Unit 2
- “Excerpt from *Rainforests*” chart (WA2)
- Class set of “Excerpt from *Rainforests*” (BLM2)

In this lesson, the students:

- Hear part of a familiar nonfiction book read aloud fluently
- Discuss how grouping words into meaningful phrases helps them read fluently
- Practice reading aloud in meaningful phrases
- Work responsibly in pairs
- Reflect on the importance of reading fluently

ABOUT READING FLUENCY

Fluency is the ability to read text accurately, automatically, and with expression. Students who read fluently have made the leap from word-by-word processing of text to smoother, more natural-sounding reading (when reading aloud and when reading silently to themselves). When students read fluently, they are able to focus on the meaning of what they are reading rather than on reading individual words.

Instruction in strategies for building fluency, such as automatic word recognition, meaningful phrasing, pausing for punctuation, and reading with expression, can support comprehension and boost students' motivation to read. Fluency instruction is most effective when students are given many opportunities to read and reread texts at an appropriate reading level. Echo and choral reading, partner reading, and presentation/performance experiences (such as Readers' Theater and dramatic reading) offer meaningful ways for the students to interact with texts and develop fluency.

1 Review *Rainforests*

Gather the class with partners sitting together, facing you. Show the cover of *Rainforests* and read the title and the name of the author aloud. Remind the students that they heard this nonfiction book earlier. Page through the book, and show the photographs and illustrations to help the students recall what they learned. Ask and briefly discuss:

Q *What do you remember about this book?*

Students might say:

"It's all about rainforests and the plants and animals that live there."

"I remember learning that rainforests stay green all year. They get a lot of rain. The trees and other plants grow very tall."

"In addition to what [Hyo] said, I remember seeing photographs of different animals and insects that live in the rainforest, such as butterflies, monkeys, and lizards."

"I remember learning that many of the world's rainforests are in South America."

If necessary, briefly review the book. Tell the students that today you will read part of *Rainforests* aloud and that you would like them to listen carefully to how you read the words in the book.

2 Introduce the Excerpt

Show pages 4–5 of the book, and tell the students that this section explains what a rainforest is. Display the "Excerpt from *Rainforests*" chart (WA2), and point out that this is an excerpt from the page of the book you just showed them.

Explain that you will read the excerpt aloud in two different ways. Ask the students to listen carefully as you read and to think about what they notice during your first reading and what they notice during your second reading.

Teacher Note

You might teach this lesson in multiple sessions, teaching Steps 1–5 during the first session and Steps 6–7 at another time.

TEKS 4.A.i
Student/Teacher Narrative
Step 3 and first Teacher Note on p. 718

Teacher Note

Students who do not read fluently may use rushed or halted phrasing. Having the students hear and discuss examples of proper and improper phrasing helps build their awareness of what fluent reading sounds like.

TEKS 4.A.iii
Student/Teacher Narrative
Steps 3 and 4

Teacher Note

We suggest using single slash marks to indicate shorter pauses that occur mid-sentence and double slash marks to indicate longer pauses at the end of sentences.

3 Read the Excerpt With and Without Attention to Phrasing and Discuss

Read the excerpt aloud twice. The first time you read, read smoothly, grouping words into logical, meaningful phrases and allowing the natural rise and fall of your voice to reflect the phrasing.

The second time you read, group words and phrases in ways that are illogical and unnatural, and read in a choppy manner, rushing some words and phrases while reading others in a halting, word-by-word fashion. Keep the pitch of your voice relatively flat.

After you have read the excerpt aloud twice, ask:

Q *What did you notice about the two ways I read the excerpt?*

Students might say:

"The first time, your reading sounded smooth. It was easy to understand, like you were talking to us."

"The second time, you kept stopping in places that sounded strange. Sometimes you read the words too fast."

"I agree with [Jada]. The second time, you kept starting and stopping in weird places."

"The second time, I couldn't understand what you were reading."

Tell the students that the first time you read the excerpt, you grouped words together into phrases that made sense in the excerpt and that sounded natural, as if you were talking. Explain that grouping words together into meaningful phrases when you read is called *chunking* and that this is something fluent readers do. Tell the students that chunking can make their reading smoother, more natural sounding (like speech), and easier for readers to understand.

Point out that during your second reading, you did not think about chunking, or grouping, words into meaningful phrases; instead, you focused on just one word at a time and did not think about its meaning in the excerpt as you read. Explain that this made your reading less fluent—or slow and choppy in some parts of the excerpt and rushed in other parts. It also made your reading more difficult for listeners to understand.

4 Model Chunking the Excerpt

Direct the students' attention back to the "Excerpt from *Rainforests*" chart. Tell them that you will think aloud and model chunking the excerpt so that it makes sense and sounds natural when you read it aloud. Explain that as you read, you will insert slashes to show which groups of words you might chunk into meaningful phrases.

You might say:

"I will read the first sentence aloud and think about how to chunk it in a way that makes sense and sounds natural, as if I were talking. I'll put a single slash after the comma because I pause there. Since this pause is very short, I used just one slash. I'll put double slash marks at the end of the sentence, after the period, because that's where I pause for long enough to let listeners know that the sentence has ended. Now I'll read the sentence aloud: 'Rainforests are thick,/ lush forests with trees that stay green all year round./.' The first part of the sentence sounds right, but I notice that I pause very, very briefly before the phrase *all year round*. I'll try adding a single slash there and then reread the sentence: 'Rainforests are thick,/ lush forests with trees that stay green/ all year round./.' Yes, that sounds more natural to me.

Now I'll read the next sentence aloud and think about chunking it in a way that makes sense. I'll begin by reading it as one big chunk: 'All rainforests have a lot of rain and are very damp./.' But listening to myself read, I notice that I actually pause very briefly after the word *rain*. I'll put a single slash after *rain* and try reading the sentence again: 'All rainforests have a lot of rain/ and are very damp./.' Now the sentence sounds better and more natural to me.

I'll try chunking the next sentence like this: 'Tropical rainforests/ grow in areas/ of the world called the tropics, where it is also very warm./.' I don't think that sounds natural. The first half of the sentence sounds choppy, and the second half sounds rushed. I don't need all those pauses in the first half, and I think I'll try paying more attention to the comma in the second half. I'll chunk the sentence differently this time and use the comma as a clue: 'Tropical rainforests grow in areas of the world called the tropics,/ where it is also very warm./.' That sounds better to me, and I think reading the sentence like that makes it easier for listeners to understand."

Continue thinking aloud and modeling to the end of the excerpt. As you model, invite volunteers to suggest ways to chunk sentences and discuss their thinking with the class.

5 Reread the Excerpt with Attention to Phrasing and Discuss

Tell the students that you will reread the chunked excerpt fluently. Ask them to follow along as they listen and to think about what they notice about your reading.

Reread the marked-up "Excerpt from *Rainforests*" chart fluently, attending to phrasing and allowing the natural rise and fall of your voice to reflect the phrasing.

Ask and briefly discuss:

Q *What did you notice about the chunked words on the chart?*

TEKS 4.A.iii
Student/Teacher Activity
Steps 5 and 6

Teacher Note

To ensure that your reading sounds natural and fluent, we suggest that you do not over-emphasize the brief (single-slash) pauses that occur mid-sentence and do not coincide with commas. Instead, use the natural rise and fall of your voice to subtly indicate these very short pauses.

Teacher Note

You might point out that you changed your voice, letting it go slightly up or slightly down, as you read the chunked words. Tell the students that this is something fluent readers often do and that it is part of what makes their reading sound natural, like speech. Encourage the students to experiment with changing the pitch of their voices as they read aloud later in the lesson.

Teacher Note

If your students have experience with partner reading, you might consider skipping the modeling in this step.

TEKS 4.A.i

Student/Teacher Activity
Steps 6 and 7

Students might say:

"I noticed that some chunks were short and only had a few words. Other chunks were longer."
"I noticed that whenever there is a comma or a period, there is a slash."

If necessary, point out that some chunks have just a few words while other chunks have more words. Explain that the length of each chunk depends on the meaning of the words, whether the words sound natural when they are chunked together, and the presence of punctuation, such as commas and periods. Then ask:

Q *What did you notice about my voice as I read?*

Students might say:

"Your reading sounded like you were talking."
"I noticed that you paused when you reached a slash. When you reached a double slash mark, you paused longer."
"I noticed that when you got to the end of a chunk, you stopped for a second. Sometimes your voice got lower at the end of a chunk."

Explain that when fluent readers read aloud, they may try chunking a sentence in several different ways and then ask themselves which way makes sense and sounds the most like regular speech.

6 Model Partner Reading and Have the Students Practice Reading with Attention to Phrasing

Distribute a copy of "Excerpt from *Rainforests*" (BLM2) to each student. Tell the students that they will take turns reading the excerpt aloud to each other in pairs.

Ask the students to watch and listen as you model reading with a partner. Choose a volunteer to be your partner and ask him to sit next to you. Tell the students that you will read the first three sentences of the excerpt fluently, grouping the words into meaningful phrases, and that your partner will follow along on his copy of the excerpt and listen carefully. Then have your partner read the same sentences aloud as you follow along and listen carefully.

Point out that you and your partner read aloud slowly and clearly, followed along with the words in the excerpt, and listened carefully. Remind the students to pay attention to how they and their partners group the words into meaningful phrases or chunks.



Have partners take turns reading the entire excerpt aloud to each other. Circulate and assist students as needed. After partners have taken turns reading the excerpt aloud to each other, ask and briefly discuss:

Q *What did you notice about your reading when you grouped the words into chunks?*

Students might say:

"I noticed that my reading sounded smoother."

"As I read, I tried to think about how to chunk words in ways that made sense and sounded like talking."

"I let my voice go up and down as I read, and it sounded better."

"I noticed that I didn't rush through my reading. I slowed down, and it sounded better."

Q *What did you notice about how your partner read?*

Students might say:

"When my partner was reading, I could really understand what was happening in the story."

"I noticed that her reading was easy to listen to. I liked it."

If time permits, you might invite a few volunteers to read the excerpt aloud to the class.

7 Read IDR Books with Attention to Phrasing and Discuss

Have the students get their IDR books and sit with their partners. Ask each student to take a few minutes to look through his book and find a passage he is interested in reading. Then have the students read their chosen pages silently, paying attention to how they might chunk the words into meaningful phrases. Circulate and assist students as needed.



After a few minutes, signal for the students' attention. Have partners take turns reading their pages aloud to each other, chunking the text as they read. Ask the students to read in voices that are loud enough for them and their partners to hear, but not so loud that their classmates cannot hear themselves read. Tell partners to listen carefully to each other because you will ask them to share what they noticed with the class.

After partners read their pages aloud to each other, ask and briefly discuss:

Q *What did you notice when you were reading and chunking the words into meaningful phrases?*

Q *What did you notice about how your partner read?*

Remind the students that chunking, or grouping words into meaningful phrases when they read, is part of becoming a fluent reader. Review that reading fluently is important because it helps readers better understand and enjoy books.

Encourage the students to practice chunking when they read during IDR or any time they are reading.

Teacher Note

If a student does not have a nonfiction IDR book, allow her to select one from the nonfiction books you collected in advance.

Materials

- “What’s Your Dream Job?” chart (WA3)
- Class set of “What’s Your Dream Job?” (BLM3)
- “Word-analysis Strategies” chart, prepared ahead, and a marker

DO AHEAD

- ✓ Visit the CCC Learning Hub (cclearninghub.org) to access and print a class set of “What’s Your Dream Job?” (BLM3).
- ✓ Prepare a sheet of chart paper with the title “Word-analysis Strategies.” See Step 3.

In this lesson, the students:

- Learn word-analysis strategies to figure out the meanings of unfamiliar words
- Practice word-analysis strategies during IDR
- Reflect on using word-analysis strategies

ABOUT WORD-ANALYSIS STRATEGIES

During this lesson, the students are introduced to word-analysis strategies they might use to help them determine the meanings of unfamiliar words when reading independently. At grade 5, the lesson focuses on using a known prefix or suffix and base word, using known Greek or Latin roots, and using context clues to verify that a meaning makes sense. If you have introduced your students to word-analysis strategies during small-group reading instruction that are different from those suggested here, you can adapt this lesson to reflect your earlier instruction.

1 Introduce Using Word-analysis Strategies

Gather the class with partners sitting together, facing you. Remind the students that they are reading books independently during IDR to help them become stronger readers.

Tell the students that while they are reading independently, they might come across *unfamiliar* words, or words whose meanings they do not know. Explain that today the students will learn strategies to help them *analyze*, or carefully study, unfamiliar words to figure out their meanings.

2 Model Identifying Prefixes, Suffixes, and Base Words

Display the “What’s Your Dream Job?” chart (WA3), and distribute a copy of “What’s Your Dream Job?” (BLM3) to each student. Read the title aloud and explain that in this passage, a young writer expresses her thoughts and opinions. Tell the students that you will read the passage aloud. Ask them to follow along as you read and to notice what you do when you come to unfamiliar words in the passage.

Read the first paragraph of “What’s Your Dream Job?” aloud slowly and clearly. Pause when you come to the word *questioner* and circle it on the chart. Model figuring out its meaning by identifying a known suffix and base word.

You might say:

“Here’s an unfamiliar word. What can I do to figure out what it means? I’ll begin by looking carefully to see if I recognize any parts of the word. Yes, this word has an ending I recognize: *-er*. This is a *suffix*, a letter or group of letters that is added to the end of a word to make another word. I know that the suffix *-er* can mean ‘a person who.’ Do I recognize any other parts of the word? Looking again, I see that the remaining part is actually the word *question*. So this unfamiliar word is the word *question* combined with the suffix *-er*, to make the word *questioner*, which means ‘a person who questions, or who asks questions.’ Does that meaning make sense in the passage? I’ll reread to see if it does. Yes, it makes sense because the writer used to get annoyed at the people who asked her the question, ‘What do you want to do when you grow up?’ Those people are the questioners.”

Continue reading the first paragraph. Pause when you come to the word *disbelief* and circle it on the chart. Model figuring out its meaning by identifying a known prefix and base word.

You might say:

“Here’s another unfamiliar word. I’ll look carefully at it to see if I recognize any parts of the word. First I notice the letters *dis-* at the beginning. These letters form a *prefix*, a letter or group of letters added to the beginning of a word to make another word. I know the prefix *dis-* can mean ‘not’ or ‘the opposite of.’ Do I recognize any other parts of the word? Yes, I recognize *belief*. If you have a *belief*, you believe something—you accept that something is real or true. So I think *disbelief* probably has the opposite meaning: it’s when you can’t accept something as being real or true. Does that make sense when I reread the paragraph? Yes, because the writer couldn’t believe that people would ask her such a silly question. She’d shrug her shoulders and look at them in disbelief.”

Teacher Note

You might teach this lesson in multiple sessions, teaching Steps 2 and 3 and allowing the students to practice those strategies during the first session, and then teaching the remaining steps of the lesson at another time.

Teacher Note

You might tell the students that when the suffix *-er* is being used to compare two or more things (for example the word *older* in the second sentence of the passage), the suffix *-er* means “more.”

Read the rest of the first paragraph and continue on to the second and third paragraphs. Pause when you come to the words *disagree* (in the second paragraph) and *entertainer* (in the third paragraph) and circle them on the chart. Model figuring out the meaning of each word by identifying a known prefix or suffix and base word.

You might say:

"Here's another unfamiliar word: *disagree*. I'll look carefully at it to see if I recognize any parts of the word. First I notice the prefix *dis-*, which means 'not' or 'the opposite of.' Then, looking at the rest of the word, I recognize *agree*. When you agree with someone, you think the same thing as he does, and so I think that *disagree* must mean 'not agree' or 'to think the opposite of what someone else thinks.' Does that make sense when I reread the sentence? Yes, because the writer says that some readers may have an opinion that's different from hers.

This word is unfamiliar to me, too: *entertainer*. Do I recognize any parts of the word? I notice the suffix *-er*, which can mean 'a person who.' Then, looking at the rest of the word, I recognize *entertain*, which means 'to give enjoyment.' So I think that an entertainer is 'a person who entertains, or who gives enjoyment to others.' Does that make sense when I reread the sentence? Yes, because singing, dancing, and telling jokes are all things that people do to entertain other people. Someone who does these things as a job would be an entertainer."

Follow the same procedure to model figuring out the meaning of the word *reporter* in the last sentence of the third paragraph.

3 Discuss the Modeling and Introduce the "Word-analysis Strategies" Chart

After you have read the first three paragraphs, ask and discuss:



Q *What did I do to analyze the unfamiliar words and figure out their meanings? Turn to your partner.*

After partners have discussed the question, direct the students' attention to the "Word-analysis Strategies" chart and read the title aloud. Have a few volunteers share their thinking with the class.

Students might say:

"First, you looked carefully at each word. You asked yourself if you recognized any parts of the word."

"When you looked at *questioner*, the first part you recognized was the suffix *-er*. When you looked at *disbelief*, you recognized the prefix *dis-*."

"You used the parts you recognized to figure out the unfamiliar word's meaning. Then you asked yourself if the meaning made sense in the sentence."

As the students share, record their responses on the chart. Be ready to paraphrase them so that your chart is similar to the example in the diagram below. If necessary, review the strategies you used to figure out the meanings of the unfamiliar words.

Word-analysis Strategies

Look carefully at the word. Ask yourself:

- Do I recognize any parts of the word?
- Look for a prefix or suffix you know.
- Look at the part of the word to which the prefix or suffix is added. Ask yourself: Is this part a word I recognize? Do I know its meaning?

- Use what you know about the parts of the word to figure out its meaning.
- After you have figured out the meaning of the word, reread the sentence(s). Ask yourself: Does the meaning make sense?

Teacher Note

If you are teaching the vocabulary lessons, you might remind the students of other prefixes and suffixes they have learned or vocabulary words that contain familiar base words.

Teacher Note

You will add an additional strategy to the chart in Step 4. Leave space in your chart to do this, as shown in the sample diagram.

4 Model Identifying Roots and Add to the Chart

Tell the students that you will continue reading the passage. Ask them to continue noticing what you do when you come to unfamiliar words.

Read the fourth and fifth paragraphs of “What’s Your Dream Job?” aloud. When you reach the words *memorable* (in the fourth paragraph) and *memoir* (in the fifth paragraph), point to them and tell the students that these words are unfamiliar to you. Circle them on the chart, and model figuring out the meaning of each word by identifying a known root.

You might say:

"This word is unfamiliar to me: *memorable*. As I did before, I'll look to see if I recognize any parts of the word. I recognize *memor*, which is a *root*—a word or part of a word that's used to make other words. I know that *memor* is a root that came to English from Latin, a language that was spoken by the people of ancient Rome. *Memor* means 'to remember.' I can use what I know about the meaning of this root, combined with clues from the surrounding sentences, to figure out what *memorable* means. The writer says that people who already have your dream job can give you memorable advice. Since *memor* means 'to remember,' I think that 'memorable advice' is advice that's worth remembering or keeping in mind. Does that make sense when I reread? Yes, I think so.

This word is unfamiliar to me, too: *memoir*. Do I recognize any parts of the word? I recognize another Latin root, *mem*, which is similar to *memor*. *Mem* means 'mind.' From clues in the surrounding sentences, I know that a memoir is a type of book. So I think a *memoir* is a book in which the author goes back into her mind to remember and describe her own life experiences. Does that make sense when I reread?

Yes, because the writer says that when you read a memoir, you are 'reading about someone's life in his or her own words.'"

After you have read the fifth paragraph, ask and briefly discuss:



Q *What did I do to figure out the meanings of memorable and memoir? Turn to your partner.*

After partners have discussed the question, direct the students' attention to the "Word-analysis Strategies" chart. Have a few volunteers share their thinking with the class.

Students might say:

"First you looked carefully at the word *memorable* to see if you recognized any parts of it."

"You recognized a root, *memor*. You knew the meaning of *memor* was 'to remember.'"

"You used the meaning of *memor* and clues in the passage to figure out the meaning of *memorable*."

"After you figured out the meaning, you asked yourself if it made sense in the passage, and it did."

Using the students' responses, add a strategy about recognizing roots to the chart. Be ready to paraphrase so that your chart is similar to the example in the diagram on the next page.

Teacher Note

If you are teaching the vocabulary lessons, you might remind the students of other Greek or Latin roots they have learned.

Word-analysis Strategies

Look carefully at the word. Ask yourself:

- Do I recognize any parts of the word?
- Look for a prefix or suffix you know.
- Look at the part of the word to which the prefix or suffix is added. Ask yourself: Is this part a word I recognize? Do I know its meaning?
- Ask yourself: Does this word contain a root? Do I know its meaning?
- Use what you know about the parts of the word to figure out its meaning.
- After you have figured out the meaning of the word, reread the sentence(s). Ask yourself: Does the meaning make sense?

Briefly review the chart, pointing to each strategy as you read it. Remind the students that these are things they can do to figure out words they do not know when they are reading independently.

5 Have Partners Practice the Strategies

Tell the students that now partners will read the last two paragraphs of the passage together using their copies of “What’s Your Dream Job?” (BLM3). Remind the students that if they come across an unfamiliar word, they can use the ideas on the “Word-analysis Strategies” chart to figure out its meaning.



Give partners a few minutes to read and discuss the last two paragraphs. Circulate and observe, assisting students as needed.

Teacher Note

If the students do not identify any unfamiliar words, point to and circle the word *dislike* on the chart. Ask and briefly discuss, “What might you do if you come to this word and you don’t know what it means?” In the same way, you might discuss some of the following words and phrases in the final paragraphs: *photographer*, *park ranger*, *remember*, *discontented*, *fullest*, *memories*, *sooner* or *later*.

When most students are finished, signal for their attention. Have one or two volunteers take turns reading the final paragraphs aloud. Then discuss as a class:

- Q *Did you and your partner come across an unfamiliar word? If so, what was the word?*
- Q *What did you do to figure out the meaning of the word?*

Students might say:

“We looked carefully at the word to see if we recognized any parts of it.”

“We looked for a prefix or suffix to see if we could find one that we recognized. We noticed the prefix *dis-* in the word *dislike* and the suffix *-er* in *photographer*.”

“Recognizing the root *mem* in the word *memories* helped us figure out the word’s meaning. Then we reread the sentence to make sure the meaning made sense.”

As volunteers share, point out the strategies they used on the “Word-analysis Strategies” chart.

6 Practice Using Word-analysis Strategies During IDR

Ask the students to get their IDR books and find places to sit. Explain that they will read quietly for a few minutes. Encourage the students to use the strategies on the chart to help them figure out the meanings of unfamiliar words in their books. Explain that later they will have a chance to share any strategies they used with the class.

Have the students read their IDR books quietly for a few minutes. Circulate and assist students as needed.

7 Reflect on Using Word-analysis Strategies

Signal for the students’ attention. Ask and briefly discuss:

- Q *Were there any words in your book that were unfamiliar to you? What did you do to figure out their meanings?*

Tell the students that using word-analysis strategies to figure out the meanings of unfamiliar words will help them become stronger readers and better understand and enjoy books.

Tell the students that they can refer to the “Word-analysis Strategies” chart when they read during IDR or any time they are reading.

Appendix B

TECHNOLOGY MINI-LESSONS

Navigating Safely Online

Mini-lesson 1

DO AHEAD

- ✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print the digital citizenship family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prepare a sheet of chart paper with the title “Our Digital Citizenship Contract” and the class rules for staying safe online (see Step 4).
- ✓ Find out if your school has an acceptable use policy that the students and their families need to sign before the students can use computers. Be prepared to review the policy with the students in Step 4.
- ✓ (Optional) You might set up a class website and create an online version of the “Our Digital Citizenship Contract” chart and other useful lists or information.

In this lesson, the students:

- Work in pairs
- Learn and use the term *digital citizen*
- Compare staying safe online to staying safe in the real world
- Reflect on class rules for staying safe online

ABOUT DIGITAL CITIZENSHIP LESSONS

In Technology Mini-lessons 1-3, the students think about and discuss how to use the Internet in safe, secure, and respectful ways. The lessons culminate in the students signing “Our Digital Citizenship Contract,” which lists rules and agreements for responsible online behavior at school. After each lesson, the students are encouraged to share what they learned with their families and to create similar rules and agreements for online behavior when not at school. If possible, plan to teach all three digital citizenship lessons in order before the students do projects that involve online work.

Materials

- “Our Digital Citizenship Contract” chart, prepared ahead, and a marker
- Copy of the digital citizenship family letter (BLM1) for each student

1 Gather and Discuss Going Online

Gather the class with partners sitting together, facing you. If possible, have current *Making Meaning* partners work together. Tell the students that during the school year, they will have opportunities to use the Internet in various ways. Remind them that the Internet is a worldwide network of computers that millions of people use every day to search for information, visit websites, and send e-mail. Using the Internet, or going online, connects the students to the world and allows them to find interesting facts and information. Ask and briefly discuss:

Q *What kinds of things do you like to do online?*

2 Introduce Digital Citizenship

Tell the students that just as they need to be responsible citizens in real life by following rules and treating people well, they also need to be responsible citizens when they are online. When they go online to connect with people or to find information, they are participating in a kind of community. Being responsible and making good choices in this community is known as being a *good digital citizen*. Tell the students that one way to be a good digital citizen is to follow certain online safety rules.

3 Compare Staying Safe Online to Staying Safe in the Real World

Explain that staying safe when going online can be similar to staying safe in the real world. Ask the students to listen as you describe the following scenario aloud:

“Karla wants to meet some friends at the neighborhood pool. She lives very close to the pool and knows how to get there, so she asks for permission to walk there on her own. Her mom says yes and reminds her to stay safe and be careful.”

Point out that Karla asks for permission before she walks to the pool. This helps her stay safe because her mom knows where she is going. Ask and briefly discuss:

Q *What might Karla do to stay safe while walking to the pool? How will that keep her safe?*

Students might say:

"She should stay on the sidewalks and cross only at crosswalks."

"Karla should only go where she told her mom she was going. That way her mom will know where she is if she needs to find her."

Then use "Think, Pair, Share" to discuss:



Q *How might going online be similar to going for a walk in your neighborhood?* [pause] *Turn to your partner.*

Have a few volunteers share their thinking.

Students might say:

"The Internet is such a big place—you have to know where you are going so you don't get lost."

"There are places on the Internet that aren't safe. You should only go where you have permission to go."

"You may meet people you don't know."

If the students do not mention it, point out that there are countless numbers of websites on the Internet, so it is important to know what to look for and what to avoid. Explain that just as it is important to know how to get to the neighborhood pool and how to be safe as you walk there, it is important to know which websites are safe to visit and which ones should be avoided. Just as you would not share private information with people you do not know on a walk to the neighborhood pool, it is important that you do not share private information with people you do not know online. Point out that just as you would tell an adult if you noticed anything suspicious on a walk, it is important to tell an adult if you notice anything suspicious online. It is also important to ask for help whenever you need it.

4 Introduce Class Rules for Staying Safe Online

Explain that this year the students will have opportunities to go online at school and that today they will discuss the rules they need to follow to stay safe. Post the chart titled "Our Digital Citizenship Contract" where everyone can see it, and read each rule to the class.

Teacher Note

You may want to give the students specific examples of ways they will use the Internet at school this year.

Teacher Note

You may want to explain that *downloading* means “copying files, games, or applications from the Internet onto your computer, tablet, or smartphone.”

Teacher Note

If your school has an acceptable use policy that students and their families need to sign before the students can use the computers, review it with the students and confirm that the settings on the search engines on your school’s computers are set to “Strict,” “Safe,” or a comparable mode.

Teacher Note

Save the “Our Digital Citizenship Contract” chart to use in Technology Mini-lesson 2. If you have not already done so, you might set up a class website (see “Do Ahead”) and create an online version of the chart.

Our Digital Citizenship Contract

We will get permission before going online.

We will ask the teacher or a responsible adult before going to an unknown website.

We will ask the teacher or a responsible adult for help if we come across any information that is confusing or makes us uncomfortable.

We will ask the teacher or a responsible adult before downloading anything from the Internet.

We will ignore advertisements and pop-ups.

We will leave computer and search settings alone.

We will follow all school computer rules.

5 Reflect on Online Safety Rules

Use “Think, Pair, Share” to have the students discuss how the rules will help keep them safe online by asking questions such as:



Q *Why do you think [leaving the computer search settings alone] is important? [pause] Turn to your partner.*

Have a few volunteers share their thinking with the class.

Students might say:

“If you change the search settings, then you might find websites that aren’t safe or right for kids.”

“It’s important to leave the search settings alone because they are set in ways that help us find the most helpful websites.”

“If you change the settings, you might not be able to find the same sites the next time you search.”

Then ask:

Q *What else might we do to stay safe online? Why do you think that?*

As the students share, add their ideas to the chart.

Explain that you would like the students to pledge, or promise, to follow these rules for staying safe online. Tell them that in coming lessons they will discuss other ways to be good digital citizens and add them to the chart.

6 Discuss Staying Safe Online When Not at School

Tell the students that you would like them to discuss with their families the rules for online safety they learned today, and encourage them to come up with similar rules for staying safe online when they are outside of school.

Plan to check in with the students throughout the year to discuss how they are doing with following the online safety rules.

Teacher Note

Send home with each student a copy of the digital citizenship family letter (BLM1).

Teacher Note

Have the class help you list ideas for favorite child-friendly websites on a sheet of chart paper. Post the list where everyone can see it, and add an online version to your class website. Give the students time to explore the websites on the list, and continue to add new ones throughout the year.

Maintaining Privacy Online

Mini-lesson 2

DO AHEAD

- ✓ Add the online privacy rules to the “Our Digital Citizenship Contract” chart (see Step 4). Cover the new rules with another sheet of paper until you introduce them in Step 4.

In this lesson, the students:

- Work in pairs
- Recognize when it is appropriate to share private information
- Reflect on class rules for online privacy

1 Review Staying Safe Online

Gather the class with partners sitting together, facing you. If possible, have current partners work together.

Remind the students that they have been thinking about what it means to be a good digital citizen. In the previous lesson, they learned that staying safe online is a lot like staying safe in the real world. Direct their attention to the “Our Digital Citizenship Contract” chart (with the

Materials

- “Our Digital Citizenship Contract” chart from Technology Mini-lesson 1 with privacy rules added, and a marker

Teacher Note

Plan to teach this lesson soon after teaching the previous technology mini-lesson (see Technology Mini-lesson 1).

Teacher Note

Keep the online privacy rules in the last three lines covered until you introduce them in Step 4.

Teacher Note

You might mention that in some cases it may be OK to share a *handle* or online nickname (e.g., “brightshadow” or “hamsterbunny”) if it does not reveal private information.

Remind the students that they should not choose handles and usernames that give away personal information, such as their real names, ages, or locations (e.g., “chloe94501” or “Audrey2006”).

Students should also choose passwords that are hard to guess. Many people choose passwords that are easy to remember, like “12345,” “password,” or their pet’s name—but these are easy for strangers to guess or figure out. Search online using the keywords “kid’s random password generator” or “kid’s username generator” to find free tools to create strong passwords and usernames.

privacy rules covered) and briefly review the safety rules the students have learned for using the Internet.

2 Introduce Maintaining Privacy Online

Tell the students that another way to be a good digital citizen is to follow certain online privacy rules, or rules for keeping private information safe. Explain that following these rules will help protect both themselves and their computers when they are online.

3 Discuss When to Share Private Information

Tell the students that the kind of information that is important to keep private online can be similar to the kind of information that is important to keep private in real life. Ask them to listen as you describe the following scenario:

“Tenzin is doing a research report about roller coasters, and he visits his neighborhood library to collect some books on the topic. He finds several books and sits at a table to look through them. Another boy sitting at the table asks Tenzin why all his books are about roller coasters. The two boys start talking about their favorite roller coasters and discover that they both like to play the same online roller coaster video game.”

Ask and briefly discuss:

- Q *Do you think it is appropriate (OK) for Tenzin to share the name of his favorite roller coasters with the boy at the table? Why?*
- Q *Imagine that Tenzin’s new friend asks him for his [video game password]. Do you think that would be appropriate? Why or why not?*

Students might say:

“I think it is fine for him to talk about roller coasters. They are talking about things they like.”

“Tenzin shouldn’t share his password. He doesn’t know the other boy.”

“I’d be suspicious if someone I didn’t know asked me for one of my passwords.”

Then use “Think, Pair, Share” to discuss questions such as:

-  Q *How is sharing [your favorite roller coaster] with someone you don’t know different from sharing [your password]? [pause] Turn to your partner.*
- Q *Do you think it is a good idea to share [your home address] with someone you don’t know? Why do you think that? [pause] Turn to your partner.*

Have a few volunteers share their thinking. Explain that contact information, such as your name, address, phone number, and e-mail address, and information such as computer passwords and usernames are *private*; they should be shared only with people you know and trust.

Explain that personal photos and videos are also private information. Tell the students that just as they do not share private information with people they do not know in real life, they should not share private information with people they do not know online.

4 Introduce Class Rules for Online Privacy

Ask and briefly discuss:

Q *Have you ever been asked to share information about yourself online? If yes, what kind of information?*

Students might say:

"A blog I like to read asks people to e-mail pictures of themselves."

"Some video game sites ask for my birthday."

"Sometimes I have to enter my name to get onto some kids' websites."

Tell the students that to protect themselves and their computers they should never share private information about themselves, their families and friends, or their computers when they are online. Explain that when they use the Internet at school, they will need to follow certain privacy rules. Direct their attention to the "Our Digital Citizenship Contract" chart and uncover the rules that you added to it.

Read each rule to the class.

Our Digital Citizenship Contract

We will get permission before going online.

We will ask the teacher or a responsible adult before going to an unknown website.

We will ask the teacher or a responsible adult for help if we come across any information that is confusing or makes us uncomfortable.

We will ask the teacher or a responsible adult before downloading anything from the Internet.

We will ignore advertisements and pop-ups.

We will leave computer and search settings alone.

We will follow all school computer rules.

(continues)

(continued)

We will keep personal contact information private.

We will keep sign-in information (such as usernames and passwords) private.

We will keep personal photos and videos private.

5 Reflect on Online Privacy Rules

Use “Think, Pair, Share” to discuss why each rule is important. Ask:



Q *Why do you think it’s important to [keep your contact information, passwords, and photos private] when online? [pause] Turn to your partner.*

Have a few volunteers share their thinking with the class.

Students might say:

“You should give your phone number or e-mail address only to people you would want to contact you. If you don’t want them to contact you, then you shouldn’t give them that information.”

“Giving someone your password is like giving them the keys to your house. It gives them access to all of your stuff.”

“You should know how someone will use the information you give them.”

Ask:

Q *What other privacy rules might we want to add to the chart? Why do you think that?*

As the students share, add their ideas to the chart.

Explain that you would like the students to pledge, or promise, to follow the online privacy rules, just as they did with the online safety rules. Remind them that agreeing to use the Internet in safe and secure ways will help them be good digital citizens. State your expectation that the students will try their best to act according to the rules on the contract when they are online at school.

6 Discuss Maintaining Online Privacy When Not at School

Tell the students that you would like them to discuss with their families the online privacy rules they learned today. Encourage them to come up with similar rules for maintaining privacy online outside of school. Plan to check in with the students throughout the year to discuss how they are doing with following the online privacy rules.

Teacher Note

Save the “Our Digital Citizenship Contract” chart to use in Technology Mini-lesson 3. If you have added the chart from Mini-lesson 1 to your class website, update it to include today’s new rules.

Showing Respect in Digital Communications

Mini-lesson 3

In this lesson, the students:

- Work in pairs
- Compare online interactions with face-to-face interactions
- Generate classroom agreements for showing respect in digital communications
- Copy and sign the “Our Digital Citizenship Contract”

1 Review Digital Citizenship

Gather the class with partners sitting together, facing you. If possible, have current partners work together.

Remind the students that they have been talking about how to stay safe and maintain privacy while using the Internet. Briefly review the “Our Digital Citizenship Contract” chart and ask:

Q *How can these rules help you stay safe and maintain privacy online?*

Tell the students that today they will talk about ways to show respect to one another in digital communications.

2 Discuss Being a Respectful Community Member

Remind the students that this year, they have been focusing on building a community in which they treat one another with respect, and point out ways you have observed them being respectful.

You might say:

“I’ve noticed that you share materials with other students and that you listen well to the person who is speaking. I’ve also noticed how you use kind words when talking with one another. You also give respectful and helpful feedback to your partners.”

Ask and briefly discuss:

Q *What are other ways you show one another respect?*

Students might say:

“I help other students when they need it.”
“I don’t interrupt others when they are talking.”
“I am responsible with the materials in class so that others can use them, too.”

Materials

- “Our Digital Citizenship Contract” chart from Technology Mini-lesson 2 and a marker
- Lined paper for each student

Teacher Note

Plan to teach this lesson soon after teaching the first two technology mini-lessons (see Technology Mini-lesson 1 and Technology Mini-lesson 2).

Teacher Note

If you have established class norms for respectful behavior, you may want to review them.

3 Compare Digital and Face-to-face Communications

Explain that communicating with people digitally is similar to communicating with people face-to-face—with some very important differences. Point out ways the students have interacted (communicated) or might interact with one another online this year, such as by e-mailing, texting, or by posting a comment on a class blog or website. Then use “Think, Pair, Share” to discuss questions such as:

-  **Q** *How is [e-mailing a friend] similar to [talking to a friend at school]? How is it different? [pause] Turn to your partner.*
- Q** *What do you think is the most important difference between digital and face-to-face communications? Why do you think that? [pause] Turn to your partner.*

Students might say:

“If you’re texting or chatting online, you can’t see the other person’s face, and it’s hard to tell how he feels. You might accidentally write something that hurts his feelings.”

“When you’re talking to a friend face-to-face, it’s just the two of you. But when you’re posting a comment on your friend’s blog, everyone can read what you write.”

“The biggest difference is that when people are online, they might not care as much about being respectful because they don’t think they will ever meet the person they are interacting with.”

“Sometimes it’s easier for people to write mean things in an e-mail than it is to say mean things face-to-face. They forget there’s a real person on the other end.”

“If you write something mean online, it’s harder to take your words back. That’s different from when you are face-to-face. Once you say something mean online, it’s out there forever.”

If necessary, point out to the students that they often cannot see the person they are interacting with digitally, so it is easy to forget that they are communicating with a real person who has feelings. They cannot see the person’s facial expressions or body language, so it is difficult to tell how that person is reacting to their texts, e-mails, or comments. This means that the students need to pay special attention to the tone of their writing to make sure their messages are clear and respectful. Also point out that, as good digital citizens, they need to be respectful even when they do not know the person they are interacting with online.

4 Generate Ideas for Being Respectful in Digital Communications

Tell the students that you want them to develop a set of agreements for respectful online behavior to add to the “Our Digital Citizenship Contract” chart. Explain that you would like them to begin by thinking about and discussing a few situations. Use “Think, Pair, Share” to discuss:



- Q** *Students from another class have posted their published research projects on the school website, and the teacher asks you to read and comment on them. How can you show respect in your comments? [pause] Turn to your partner.*
- Q** *In a class blog, I ask you to post your opinions about whether or not kids should be allowed to watch TV. Different members of the class have very different opinions on the topic. How might you show respect in your posts? [pause] Turn to your partner.*
- Q** *You are researching online for a report about zebras. You come across a blog about zebras written by a student you’ve never met. As you read it, you find inaccurate (wrong) information and decide to point this out in a comment. What might you do before posting your comment? [pause] Turn to your partner.*

Have a few volunteers share their ideas with the class, and write them where everyone can see them. As the students share, facilitate a discussion by asking questions such as:

- Q** *Why is [rereading what you wrote before posting a comment] important?*
- Q** *How will [thinking about how the other person might feel] help you be respectful?*

5 Decide on Agreements and Add to the Contract

Have the class review the ideas you recorded, and together decide on a list of four or five statements that describe the way they want to treat one another online and that they can all agree upon. These statements are called *agreements*.

Ask questions such as:

- Q** *Can we combine any of these ideas into one agreement? If so, which ones?*
- Q** *Is there anything else we should add to this list? What is it?*

Teacher Note

If necessary, restate the class agreements positively, and record them as “We will . . .” statements. For example:

- *We will always use respectful language in our writing.*
- *We will reread what we write before we text, e-mail, or post a comment.*
- *We will think about others’ feelings before we post a comment.*
- *We will remember there is a real person on the other end of the computer.*
- *We will choose to be respectful with all the people we communicate with online, whether we know them or not.*

Teacher Note

This discussion might require another class period. Reaching agreement may mean deleting, combining, or modifying ideas on the list.

If you have added the “Our Digital Citizenship Contract” chart to your class website, update it to include the new rules.

Teacher Note

Post the “Our Digital Citizenship Contract” chart near the classroom computer(s) for the students to refer to when they go online throughout the year.

Teacher Note

Throughout the year, review the students’ commitment to being good digital citizens, and check in regularly to see how they are doing. You may decide to modify or add to the class contract as needed.

Students might say:

“We can combine ‘listen to others’ opinions’ with ‘treat others how you want to be treated.’ We could just say that we will respect others’ feelings.”

“We can combine ‘don’t use put-downs’ and ‘write only kind words when interacting.’ We can just say that we will use respectful language in our writing.”

Continue the discussion until everyone agrees on the list, and then add the agreements to the “Our Digital Citizenship Contract” chart.

Remind the students that agreeing to use the Internet in safe, secure, and respectful ways will help them be good digital citizens. State your expectation that the students will try their best to act according to the rules and agreements on the contract when they are communicating digitally at school.

6 Have Students Copy and Sign the Contract

Have the students return to their desks. Distribute a sheet of lined paper to each student. Explain that you would like them to write down the entire “Our Digital Citizenship Contract” chart. Then have them sign the contract.

7 Discuss Digital Citizenship When Not at School

Tell the students that you would like them to bring the contract home and discuss it with their families. Encourage them to work together with their families to come up with similar agreements for staying safe, maintaining privacy, and showing respect in digital communications when they are outside of school.

DO AHEAD

- ✓ Prior to teaching this lesson, make sure that each student (or pair of students, if the students are working in pairs) has selected an appropriate topic to research and generated a few research questions.
- ✓ Become familiar with a few search engines and decide which one you will use for this lesson (see the Teacher Note in Step 1).
- ✓ Check that the preferences on the search engine you select to use with the class have been set to “Strict,” “Safe,” or a comparable setting.
- ✓ Prepare a chart with the title “How to Turn a Research Question Into a Search Query” (see Step 3).
- ✓ (Optional) You might set up a class website and create an online version of the “How to Turn a Research Question Into a Search Query” chart and other charts.

In this lesson, the students:

- Work in pairs
- Learn and use the terms *search engine*, *search term*, and *search query*
- Identify the best terms for an effective search query

ABOUT TEACHING THE ONLINE RESEARCH LESSONS

Technology Mini-lessons 4-7 are designed to support the students as they conduct online research. The students learn how to write effective search queries, understand the results of online searches, narrow their search results and use filters, and evaluate the credibility of the sources they find. These lessons assume that each student (or pair of students) has already selected a topic to research and generated research questions. The students will use their topics to practice the online research skills they learn.

The skills taught in Technology Mini-lessons 4-7 build on one another, so plan to teach them in order and at corresponding stages in the students’ research. For example, teach Technology Mini-lesson 4, “Choosing Effective Search Terms,” after the students have identified a research topic, and teach Technology Mini-lesson 7, “Evaluating Research Sources,” after the students have searched for and collected several online sources.

Materials

- Whiteboard with a search engine displayed, prepared ahead
- Chart paper and a marker
- Lined paper for each student
- “How to Turn a Research Question Into a Search Query” chart, prepared ahead
- Students’ research notes, prepared ahead

Teacher Note

Many search engines are available, including some that are intended for students' use. You may already have a preferred search engine that you use most often. Spend some time becoming familiar with a few search engines and decide which one you will use for this lesson.

1 Introduce Searching for Information Online

Have the students bring their pencils and notes about their research topics (see “Do Ahead”) and sit with partners together, facing the whiteboard. If possible, have current *Making Meaning* partners work together.

Remind the students that during the school year they have opportunities to use the Internet for various reasons. Point out that one reason they might use the Internet is to research, or search for information about, a topic. Review that the students have already selected research topics and thought about specific questions related to their topics that they might research.

Tell the students that today they will learn how to use a search engine to find information on the Internet. Explain that a *search engine* is a web-based tool that searches the Internet using words you type into a search bar. Finding the information you are looking for requires knowing how to choose the best words, or *search terms*, to type into a search engine.

2 Model Choosing Best Terms for a Search Query

Direct the students' attention to the search engine displayed on the whiteboard, and point to the search bar where search terms are entered. Explain that good researchers start with a research question and then identify words within the question to use for their search. For example, if you are researching elephants and want to know more about where elephants live, you might start with the research question, “Where do elephants live?”

Write the question on a sheet of chart paper where everyone can see it (see the diagram on the next page). Explain that you will use the question to help you identify a set of words, or search terms, for your search and that the set of search terms you choose is called a *search query*.

Explain that a search query tells a search engine what information is needed. Search queries are not usually complete sentences because they use only words directly related to the topic of the search. Ask the students to listen carefully as you model changing the question “Where do elephants live?” into a search query.

You might say:

“I know I need the word *elephants* because elephants are the animals I am researching, and I need *live* because it is the specific information about elephants that I want. So *elephants* and *live* are my search terms—I am going to circle them. I don't need the words *where* and *do* because they don't say anything about the information I need, so I will cross them out. Now I have the words *elephants* and *live*, but what I really want to know is the natural environment elephants prefer to live in, so maybe I should change the word *live* to *habitat*. [Cross out *live* and write *habitat* above it.] I think that will help. Now I have the words *elephants* and *habitat*. I'll cross out the *s* in *elephants*, so my search query will be *elephant habitat*.”



Type the search query into the search engine’s search bar and display the results. Read some of the results aloud. Use “Think, Pair, Share” to discuss:

 **Q** *How useful do you think these search results will be for the research topic?*
[pause] *Turn to your partner.*

If needed, point out any results that directly address your research topic.

3 Choose Best Terms for a Search Query

Distribute lined paper to each student. Explain that the students will follow the same procedure to turn a different research question into a search query. Post the chart titled “How to Turn a Research Question Into a Search Query” where everyone can see it, and read each step aloud.

How to Turn a Research Question Into a Search Query

1. Write down your research question.
2. Circle the words you definitely need.
3. Cross out unnecessary words.
4. Add or substitute more specific words if needed.
5. Decide in what order to write the words.

 Direct the students’ attention back to the chart paper on which you recorded the research question “Where do elephants live?” Under that question, write *What do elephants like to eat?* and have the students copy it onto their sheets of paper. Ask partners to read the question carefully and follow the steps on the “How to Turn a Research Question Into a Search Query” chart to decide on a search query.

Teacher Note

After discussing the search query results with the students, you may want to demonstrate how changing the order of the words in your search query affects the search results.

Teacher Note

The students may decide on a search query such as *foods elephants eat*, *elephant diet*, or *favorite elephant foods*.

Teacher Note

Save the “How to Turn a Research Question Into a Search Query” chart to post as needed later.

You might also want to create an online version of this chart and post it to your class website (see “Do Ahead”) for students to refer to anytime during their online research.

Teacher Note

If your school has an acceptable use policy, review it with the students.

Circulate and observe. If necessary, direct the students’ attention to the chart and remind them to follow each step. Review that queries use only words directly related to the research question.

When most pairs have finished, signal for the students’ attention and have a few volunteers share their queries with the class.

Remind the students that a search query tells a search engine exactly what information to search for about a research topic.

4 Continue Online Research

Explain that the students will use what they learned today in their own research. Have them look at their notes and identify any questions they have about their research topics. Invite them to use the “How to Turn a Research Question Into a Search Query” chart to write queries about their topics.

When the students have demonstrated that they know how to choose effective search terms, see Technology Mini-lesson 5 to teach them how to understand their search results.

DO AHEAD

- ✓ Read Steps 2 and 3 of the lesson to familiarize yourself with the features of a search results page and of web addresses.
- ✓ Type the query *elephant habitat* into a search engine and have the search results page ready to display on the whiteboard in Step 2.
- ✓ Prepare a sheet of chart paper with the title “Common Domain Suffixes” and add the explanations shown in the diagram (see Step 4).
- ✓ Identify a few examples of websites with the domain suffixes from the “Common Domain Suffixes” chart (for example, .com, .edu, .gov, .org) and bookmark them to display on the whiteboard in Step 4.
- ✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print a class set of “Evaluating Search Results” (BLM2).

In this lesson, the students:

- Work in pairs
- Learn and use the terms *search result*, *web address*, *domain suffix*, and *snippet*
- Explore the features of a search results page
- Learn key parts of web addresses
- Identify potentially useful sites for their research topics

1 Introduce Search Results Page

Have the students bring their research notes and pencils and gather with partners sitting together, facing the whiteboard.

Review that the students can use an Internet search engine to find information about a research question and that, in the previous lesson, they learned how to choose search terms for a query. Remind the students that a well-written query uses only words that are directly related to the research question.

Explain that today the students will discuss the page that lists the results of a query and learn how to decide which websites to use in their research.

2 Discuss Features of a Search Results Page

Display the search results page you prepared ahead. Review that this is the page that appeared when you typed the query *elephant habitat* into the search bar. Explain that this page is called the *search results page*.

Materials

- Whiteboard with search results displayed, prepared ahead
- Chart paper and a marker
- “Common Domain Suffixes” chart, prepared ahead
- “Web Address and Snippet Example” chart (WA1)
- Students’ research notes
- “Evaluating Search Results” chart (WA2)
- “Evaluating Search Results” (BLM2)

Teacher Note

Plan to teach this lesson soon after teaching the previous technology mini-lesson (see Technology Mini-lesson 4). You may want to briefly review the previous lesson before starting this one.

Teacher Note

You might explain that the list of search results is many pages long and that the search engine has organized the list in a particular order. The results that appear on the first page of search results are generally web pages that contain information that relates most directly to the query (in this case, *elephant habitat*). Results that appear on subsequent pages usually contain information that is less directly related to the query. Tell the students that every search engine has a slightly different way of organizing search results but that each uses some kind of ranking system.

Teacher Note

Most search engines provide filters such as *News, Web, Images, Maps, Videos, and Books*.

Teacher Note

Most web browsers display under the web address a line or two of text excerpted directly from the suggested web page. This text is called different things in different browsers. For the purposes of these mini-lessons, we will use the term *snippet*.

Tell the students that a search results page will look different depending on the search engine you use, but that all search results pages have features in common.

Point to the list of web pages in the main column and explain that these web pages are the search results—in this case, sources of information about elephant habitats. Explain that a web page is part of a website and that most websites have more than one web page. Tell the students that they will look more closely at the websites later.

Point to any advertisements on the page and explain that advertisements are often marked with the words *ads* or *sponsored results* and are frequently listed in the left- or right-hand column or at the top or bottom of the page. Tell the students that when they are doing research, they should ignore the advertisements. Ads are trying to sell something and, for that reason, they are not a good source of information about a research topic.

Next, point out the filters, which are often found across the top of the search results page or in the left-hand panel. Explain that *filters* are search tools that let you control the type of search result that will be displayed on the page. Tell the students they will learn about filters in another lesson.

Direct the students' attention back to the list of web pages in the main column of the page and review that these are the *search results*, or sources of information, you might explore to learn about elephant habitats. Choose one of the search results and point to the first line. Tell the students that this is the *title* of the web page. Explain that any search terms (the words *elephant* and *habitat*) that happen to appear in the title are in bold type.

Point to the web address and explain that the *web address* tells exactly where a specific web page is located online. Explain that on many search results pages, the web address is located underneath the title.

Point to the line or lines of text below the web address. Tell the students that this small piece of text is taken directly from the web page and is called a *snippet*. As in the web title, any search terms that appear in the snippet are in bold type. Explain that the snippet may provide clues to help the students figure out if a web page will be useful to them.

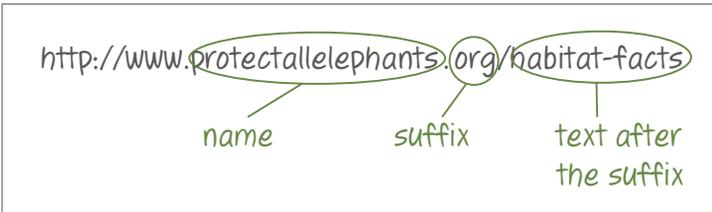
If the students need more practice understanding the parts of an individual search result, choose one or two more search results from the search results page to review with the class.

3 Identify Parts of a Web Address

Tell the students that anyone can post information on the Internet, so not all of what they find will be useful or reliable for research. Good researchers know how to look for clues about the type of information that a source, such as a website, will provide in order to choose the best sources to use for their report. One way to do this is to look at the parts

of a web address. Remind the students that a web address tells exactly where a specific website is located online.

Choose one of the web addresses from your search results page and write it on a sheet of chart paper (see the diagram below). Point to the name (the text that follows *http://www* and precedes a suffix such as *.com* or *.org*) and circle it. Ask the students to listen as you describe and label this part of the web address.



You might say:

"The name of a website in a web address may give information about the owner of the website, the topic of the site, and whether or not it will help in our research. The name of a website is usually found after the letters *http* and *www*. The name of this site is *protect all elephants*, which means it's probably a website that belongs to a person or group that believes that elephants should be protected. Sometimes there is no *http* or *www* in the web address."

Point to the domain suffix and circle it. Ask the students to continue listening as you describe and label this part of the web address.

You might say:

"The domain suffix of a website comes after the name and also gives helpful information about the website. The suffix of this website is *.org*, which tells me that this website probably belongs to a nonprofit organization that helps people or animals or supports other causes by providing education and other resources. In this case, I think the website belongs to an organization that wants to protect elephants."

Point to the letters and numbers after the suffix and circle them. Ask the students to continue listening as you describe and label this part of the web address.

You might say:

"Sometimes letters and numbers come after the suffix. These letters and numbers indicate a particular web page in the website. The text after the suffix often gives me clues about the website. This web address tells me that this web page will have facts about elephant habitats. Looking at the name, domain suffix, and text after the suffix makes me think that this website is for people who want to protect elephants and that the web page will help them learn about the elephants' habitats."

Use “Think, Pair, Share” to discuss:



Q *Do you think the web pages that are part of the website [www.protectallephants.org] will be useful for my research topic? Why or why not? [pause] Turn to your partner.*

After a moment, have a few volunteers share their thinking with the class.

Students might say:

“I think it will be useful because it looks like it will have facts about where elephants live.”

“Since it’s a website about protecting elephants, it will probably have information about why elephants are in danger. That might be useful, too.”

4 Discuss Domain Suffixes

Tell the students that the *domain suffix* identifies the purpose and audience of the website. Explain that there are many different domain suffixes and that it is important to understand what they mean. Post the chart titled “Common Domain Suffixes” where everyone can see it, and read the examples aloud.

Common Domain Suffixes

- *.com: a commercial website, or a website that buys or sells things*
- *.edu: a website that belongs to an educational institution, such as an elementary school or college*
- *.gov: a government website*
- *.org: a website that often belongs to a nonprofit organization or a group that supports causes by providing education and resources*
- *countries’ domain suffixes: countries sometimes have their own suffixes, for example, China (.cn), the United Kingdom (.uk), Brazil (.br), etc.*

Display some examples of websites with different domain suffixes (see “Do Ahead”), one at a time. As you display each website, point out the domain suffix in the web address and facilitate a brief discussion about the kind of information each site provides. Use “Think, Pair, Share” to discuss questions such as:



Q *What kind of website is this? What do you think people use it for?* [pause]
Turn to your partner.

Q *How is this website similar to others you’ve seen? How is it different?*
[pause] Turn to your partner.

Remind the students that understanding what a domain suffix means will help them choose the best sources for their research. Explain that they should always ask for help if they are confused or do not recognize a suffix. They will have the chance to add other suffixes to the chart throughout the year.

Remind the students that often web addresses have additional letters and numbers after the suffix. This text can sometimes provide additional clues about the content of the web page.

If the students need more practice understanding domain suffixes and the additional letters and numbers after the suffix, choose one or two more web addresses to discuss with the class.

5 Explore a Web Address and a Snippet

Explain that the class will work together to explore a web address and a snippet from your page of search results for the query *elephant habitat*. Remind the students that a *snippet* is a line or two of text taken directly from the web page and that it appears as part of a search result. Display the “Web Address and Snippet Example” chart (WA1), or substitute a web address and snippet of your choice.

Web Address and Snippet Example

<http://www.everythingelephantsforyou.com/toys-and-games>

Everything for **elephant** lovers: toys, games, books, **habitat** maps, adventure travel, movies, and more.

WA1

Use “Think, Pair, Share” to discuss:



Q *What is the [name/domain suffix] of this website? What does it tell you about the kind of site it is?* [pause] Turn to your partner.

Q *What does the [text after the suffix/snippet] tell you about the website?*
[pause] Turn to your partner.

Q *Do you think this site might be helpful for my research? Why or why not?*
[pause] Turn to your partner.

Students might say:

"The name of the website is 'Everything Elephants for You.' I think it's for people who love elephants. It might even have stuff for sale."

"I agree with [Chloe] that this website is selling things about elephants. The suffix is .com, so I know this site is for a business."

"The text after the suffix tells me that this site sells toys and games."

"The snippet also tells me that this site sells books and maps that show elephant habitats."

"I don't think this website will be helpful for your research. It is mostly about selling stuff related to elephants."

Remind the students that understanding web addresses and snippets will help them decide which sites will be useful for their research topics and which sites they can skip.

If the students need more practice exploring the web addresses and snippets, choose one or two more examples to review with the class. Tell them that you will post the chart of the labeled web address and the "Common Domain Suffixes" chart for use throughout the year.

6 Evaluate Search Results

Explain that the students will use what they learned today the next time they go online to find websites for their research topics. Display the "Evaluating Search Results" chart (WA2) and distribute a copy of "Evaluating Search Results" (BLM2) to each student. Read the chart aloud as the students follow along. Ask them to keep these instructions with their research notes. Explain that the next time they use the computer, they will follow these instructions for evaluating their search results.

WA2

Teacher Note

If possible, have the students evaluate their search results soon after you teach this lesson.

If you have a class website, you might create online versions of the charts "Common Domain Suffixes" and "Evaluating Search Results."

Evaluating Search Results

- Choose a query for your research topic.
- Type the query into a search engine and print the first page of results.
- Look at each search result and think about:
 - the parts of the web address (the name, domain suffix, and the text after the suffix).
 - the snippet of text from the web page.
- Circle the sites you think might be good sources of information for your research. Write the reasons you chose these sites.

When the students have demonstrated that they know how to evaluate their search results, see Technology Mini-lesson 6 to teach them how to narrow their results.

Narrowing Search Results and Using Filters

Mini-lesson 6

DO AHEAD

- ✓ Type the query *elephant habitat* into a search engine and have the search results page ready to display in Step 2.
- ✓ Prepare a sheet of chart paper with the title “How to Refine Search Queries” and include the steps shown in the diagram (see Step 2).
- ✓ Type the query *African elephants* into a search engine and have the search results page ready to display in Step 3.
- ✓ Familiarize yourself with the filters of the search engine you use, and prepare to model filtering search results in Step 5.
- ✓ Prepare a sheet of chart paper with the title “Filters We Can Use” and include the filters shown in the diagram in Step 6 or list other filters you would like the students to explore this year (see Step 6).

In this lesson, the students:

- Work in pairs
- Learn how to refine search terms to narrow a search
- Practice refining search terms to narrow a search
- Learn how to use filters to show certain types of search results
- Explore search engine filtering tools

1 Introduce Narrowing a Search

Have the students bring their research notes (including any printed pages of search results) and pencils and gather with partners sitting together, facing the whiteboard.

Briefly review that the students have been using search engines to find information about their research topics on the Internet. Remind them that finding the information they want first requires choosing *search terms*, or the best words for their search. Then they use the search terms to create a search query, which they type into a search engine.

Explain that as the students search online, they will sometimes need to *narrow*, or focus, their searches to find sources with the information they want. Tell the students that today they will learn some ways to narrow a search.

Materials

- Whiteboard with search results displayed, prepared ahead
- Chart paper and a marker
- “How to Refine Search Queries” chart, prepared ahead
- Lined paper for each student
- “Filters We Can Use” chart, prepared ahead
- Students’ research notes

Teacher Note

Plan to teach this lesson soon after teaching the previous technology mini-lesson (see Technology Mini-lesson 5). You may want to briefly review the previous lesson before starting this one.

You might also consider teaching this lesson in multiple sessions. Teach Steps 1-3 in one session and Steps 4-7 at another time.

2 Model Narrowing a Search by Refining the Search Query

Display the search results page you prepared ahead (see “Do Ahead”). Review that this is the search results page that appeared when you typed the search query *elephant habitat* into the search bar. Point out that the sources in this list of search results give information about the habitats of elephants in general. Write the search query *elephant habitat* on a sheet of chart paper where everyone can see it (see the diagram below).

Tell the students that as you researched your topic, you learned that there are two main types of elephants, the African elephant and the Asian elephant. Explain that now you want to narrow your search to find information specifically about the habitat of Asian elephants. To narrow your search, you will *refine*, or make more specific, the search query by changing the search terms in it.

Ask the students to listen carefully as you model narrowing your search by refining the search query *elephant habitat*.

You might say:

“The current page of search results shows sources about the habitats of elephants in general. These results are too broad because I only want information about the habitat of Asian elephants. How can I revise the search query *elephant habitat* so that I get search results with the information I am looking for? First I’ll ask myself if I need to delete or change the search terms *elephant* and *habitat* at all. No, I don’t think so, because both of those terms still apply to my search. Next I’ll ask myself what additional words I might add to my search term to make it more specific and focused on the information I want to find. I’ll try adding one word, *Asian*, because I’m interested in Asian elephants. [Add ‘Asian’ to the end of the query.] Now my search query is *elephant habitat Asian*. That is OK, but I think the query would make more sense if I moved *Asian* to the beginning. [Cross out ‘Asian’ at the end of the query and insert it at the beginning.] Now my search query is *Asian elephant habitat*. I think this query will tell the search engine what information I want.”

Asian elephant habitat ~~Asian~~

Type the new search query, *Asian elephant habitat*, into the search engine’s search bar and display the results. Read some of the results aloud. Use “Think, Pair, Share” to discuss:



Q What do you notice about these search results? How well did the search query *Asian elephant habitat* work to narrow the search results? [pause] Turn to your partner.

After a few volunteers have shared, post the chart titled “How to Refine Search Queries” where everyone can see it, and read each step aloud.

How to Refine Search Queries

1. Write down your search query and look at the search terms carefully.
2. Ask yourself: Do any of these words no longer apply to my search? If so, change or delete them.
3. Ask yourself: What new words can I add or substitute to make my search more specific? Add any new words.
4. Read your new search terms. Decide in what order to write the words.

Teacher Note

If necessary, remind the students that a search query is not usually a complete sentence because it uses only words, or search terms, directly related to the topic of the search.

3 Practice Refining Search Queries

Direct the students’ attention back to the chart paper on which you recorded the search query *Asian elephant habitat*. Write *African elephants* on the next line, and tell the students that this is the search query you used to find information about African elephants. Distribute lined paper to the students and have them write the search term “African elephants.”

Display the search results page you prepared ahead (see “Do Ahead”) and explain that this is the search results page that appears when you type in the search query *African elephants*. Point out that the sources in this list of search results give a wide range of information about African elephants.

Tell the students that you want to narrow your search to focus on how long African elephants live. Use “Think, Pair, Share” to discuss:



Q How might you refine the search query African elephants to find only information about how long they live? [pause] Turn to your partner.

Give partners a few minutes to discuss the question and ask them to refine the search query. Circulate and observe. If necessary, direct the students’ attention to the “How to Refine Search Queries” chart and remind them to follow each step.

When most pairs have finished, signal for the students’ attention and invite a few volunteers to share their search terms with the class.

Teacher Note

The students may decide on search terms such as *African elephants lifespan*, *African elephants years of life*, and *African elephants life*.

Record the students' search terms on the chart paper. Discuss questions such as:

Q *What do you notice about [Noor and Hector's] search term?*

Q *Does their search term make the search narrower and more specific? Why or why not?*

Guide the students to decide as a class which search term they would like to type into the search engine. Then type the new search query into the search engine's search bar and display the results. Read some of the results aloud. Use "Think, Pair, Share" to discuss:



Q *What do you notice about these search results? How well did the search query [African elephant lifespan] work to narrow the search results? [pause] Turn to your partner.*

Have a few volunteers share with the class.

Briefly direct the students' attention to the "How to Refine Search Queries" chart and remind them that they can use these steps whenever they need to narrow a search.

4 Introduce Filters

Retype the search query *Asian elephant habitat* into the search engine's search bar and display the results. Remind the students that this is the page of search results that appeared when you typed the search query *Asian elephant habitat* into the search engine's search bar and that they saw these search results earlier.

Point to the filters on the page and explain that *filters* are tools that allow you to sort through your search results to see results of a certain type only. Filters let you control the kind of information that will be displayed on the results page. Read the names of the filters aloud. Then ask:

Q *What kind of information do you think will be displayed if we click the [Videos] filter? What kind of information do you think will be filtered (left) out?*

5 Model Using Filters

Explain that not all search engines provide the same filters but that there are some that frequently appear. You will demonstrate how to use one of these filters, and then the class will work together to explore other filters.

Explain that as part of your research, you would like to find photographs of the habitat of Asian elephants. Tell the students that the Images filter will sort through all of the search results for *Asian elephant habitat* and then show you only the search results that are images, or pictures. Ask the students to watch and listen carefully as you click the Images filter and demonstrate how to use it.

You might say:

"I typed *Asian elephant habitat* into the search bar, and the search engine gave me this page showing all the search results. But I would like to see only the search results that are images because I want only photos that show the habitat of Asian elephants. When I click the Images filter, I get a page showing only the search results that are photos, drawings, maps, and other images.

Looking at the page of images is helpful, but I can filter these search results even more—so that I see only the results that are photographs. To do this, I will click the Photos advanced search filter. The advanced search filters are usually displayed under the main filters or are displayed under the main filters when I click Search Tools. [Click the Photos filter.] That helps a lot. Now I have many photos to choose from. I can focus my results even more by choosing the size of a photo and even a specific color. [Click an image.] When I click an image, I get a link to its source. When I find an image I want to use, I will write the web address down in my research notes so that I will remember where to find it again."

Use "Think, Pair, Share" to discuss:



Q *How did the Images filter change the results that were shown?* [pause] Turn to your partner.

Q *Do you think these results are useful? Why or why not?* [pause] Turn to your partner.

Have a few volunteers share their ideas with the class.

Students might say:

"Using the *Images* filter let you see only the results that were photos and drawings and other kinds of pictures."

"The *Images* filter is useful because it's a quick way to look at all the images at once."

"I think there are some photos you might be able to use in your research."

6 Practice Using Filters

Explain that the students will practice using other filters to continue searching for specific information about the habitat of Asian elephants. Post the "Filters We Can Use" chart where everyone can see it, and briefly describe each filter listed.

Teacher Note

You may want to add to this list throughout the year.

Filters We Can Use

- Images
- Maps
- News
- Videos

Direct the students' attention back to the original search results page, showing all the results for *Asian elephant habitat* on the whiteboard. Use "Think, Pair, Share" to discuss:

 **Q** *What filter(s) might I use to see [an Asian elephant moving through its habitat]? [pause] Turn to your partner.*

Have a few volunteers share their ideas. If necessary, explain that the Videos filter might provide examples of Asian elephants moving through their habitat. Click the Videos filter and display the search results. Ask and briefly discuss:

Q *How did the Videos filter change the results that were shown?*

Q *Do you think these results are useful? Why or why not?*

Students might say:

"Now the only results on the page are videos."

"I think the results are useful because there are a lot of videos showing Asian elephants in their natural habitat."

"Now you can actually see videos of what Asian elephants are like when they aren't in zoos!"

Use the same procedure to demonstrate how to use the News and Maps filters, or invite volunteers to the whiteboard to practice using the filters. Discuss the results with the class.

Point out that when the students use filters to show only certain types of search results, the results may not always be useful for their research topics. Remind them that good researchers always evaluate and choose their research sources carefully.

Tell the students that you will post the "Filters We Can Use" chart in the classroom for them to use throughout the year.

7 Refine Search Queries and Use Filters for Research

Briefly direct the students' attention to the "How to Refine Search Queries" chart and the "Filters We Can Use" chart. Explain that the students can refine search terms to narrow an online search and that they can also use filtering tools to show only certain types of search results.

Encourage the students to look at their research notes and review the search queries they are using to find information online. Ask them to think about how they might refine their search queries to get more useful and more specific results. Also encourage the students to think about any filters they would like to use.

Explain that the next time they use the school computer they will work in pairs to refine their search terms and use filters to get more information for their research topics. Tell the students that they will have an opportunity to print any information that is useful.

When the students have demonstrated that they know how to refine search queries to narrow their search results and how to use filters to show only certain types of results, see Technology Mini-lesson 7 to teach them how to choose credible sources for their research.

Teacher Note

If possible, have the students practice narrowing their searches and print useful research sources soon after you teach this lesson. Have the students save their printed online sources to use in Technology Mini-lesson 7.

If you have a class website, you might create online versions of the charts "How to Refine Search Queries" and "Filters We Can Use."

Materials

- “Characteristics of a Good Research Source” chart (WA3)
- “Questions to Ask When Evaluating a Source” chart, prepared ahead
- Whiteboard with search results displayed, prepared ahead
- Students’ printed online sources from Technology Mini-lesson 6
- “Evaluating Research Sources” chart (WA4)

Teacher Note

Plan to teach this lesson soon after teaching the previous technology mini-lesson (see Technology Mini-lesson 6). You may want to briefly review the previous lesson before starting this one.

DO AHEAD

- ✓ Prepare a chart with the title “Questions to Ask When Evaluating a Source” and include the labels and questions shown in the diagram (see Step 3).
- ✓ Type the query *elephant habitat* into a search engine and have the search results page ready to display in Step 4.

In this lesson, the students:

- Work in pairs
- Evaluate research sources
- Choose credible sources for their research

1 Introduce Evaluating Sources

Gather the class with partners sitting together, facing the interactive whiteboard. If possible, have current partners work together.

Point out that many of the students have begun to research their topics on the Internet and are ready to choose sources for their research projects. Remind the students that anyone can post information on the Internet, so it is important to choose their sources carefully. Explain that today the students will learn how to identify sources of information they can trust and use.

2 Discuss the Characteristics of a Good Source

Tell the students that the sources they use for their reports should have information that is reliable, current, and accurate. Display the “Characteristics of a Good Research Source” chart (WA3) and briefly discuss each term with the class.

Characteristics of a Good Research Source

- reliable: trustworthy or dependable
- current: up-to-date or recently written
- accurate: correct, without mistakes

WA3

Tell the students that in order to determine whether a source is reliable, current, and accurate they need to evaluate, or think carefully about, the source.

3 Introduce Questions for Evaluating a Source

Explain that good researchers ask themselves questions about a source when deciding whether or not to use it. Post the “Questions to Ask When Evaluating a Source” chart where everyone can see it. Introduce each set of questions by pointing out the characteristic. Then tell the students to listen as you read each question aloud.

Questions to Ask When Evaluating a Source

Reliable:

- Who is the author of the page? Is the author an expert? How do I know?
- What is the web address? Is the information from a site that is trustworthy? How do I know?
- Is this website providing information mainly to try to get someone to buy something?

Current:

- When was the information written?
- Do the links from the site work, or are they outdated?

Accurate:

- Are there sources listed for the information on the page? What are they?
- Can you find other sources with the same information?

Point out that the students will not always find answers to all the questions on the chart but that asking them will help the students decide whether or not the source has information they can trust.

4 Model Evaluating a Research Source

Display the search results page you prepared (see “Do Ahead”) and remind the students that this is the results page for the query *elephant habitat*. Click one of the web page results. Read the information on the website aloud and ask the students to listen as you consider whether or not the source is reliable, current, and accurate by answering the questions on the “Questions to Ask When Evaluating a Source” chart.

You might say:

“First I will answer questions to evaluate whether or not the site is reliable. This page doesn’t list a specific author, but I can tell from the domain suffix *.org* in the web address that the site is probably a nonprofit organization about saving elephant habitats. The site seems to be a source of news and information for people who are interested in elephants, and the site isn’t selling anything, so I think it’s trustworthy. Now I’ll answer questions to decide if the information is current. It doesn’t say when the information was written, but one paragraph refers to the years 2001–2005, which means it’s not very current. [Click other links on the site.] All the links are working, and the information on other pages of this site is current. Last, I will answer questions to see if the site is accurate. There are no sources listed on the site, but I can find some of the same facts and information on a few other websites about elephants. I think I can use the information on this site for my research, but I think it would be good to find sites with more current information, too.”

5 Evaluate Research Sources

Explain that the class will work together to evaluate another research source. Display the search results page from Step 4 again, and click another result to display a website.



Read aloud the information on the web page as the students follow along. Then have partners evaluate the reliability of the source by answering the questions under the “Reliable” heading on the “Questions to Ask When Evaluating a Source” chart. After a moment, have volunteers share what they discussed with the class.

Students might say:

“The author’s name was hard to find. It’s all the way down at the bottom of the page.”

“The domain suffix is *.edu*, which means that it is part of a school or university. That makes me think the site is trustworthy.”

“The website is a news and information site for kids, and there are no ads trying to sell stuff, so I think it’s trustworthy.”



In the same way, have partners continue evaluating the source by answering the questions under the “Current” and “Accurate” headings on the chart. Then ask and briefly discuss:

- Q *Do you think this is a good source to use for my research project? Why or why not?*
- Q *What other questions might be important to add to the “Questions to Ask When Evaluating a Source” chart? Why do you think that?*

Add the students’ suggestions to the chart and explain that you will post the chart in the classroom for the students to use throughout the year.

6 Continue Evaluating Sources



Have the students return to their seats with partners sitting together. Ask them to spend a few moments gathering the sources they printed for their topics. Display the “Evaluating Research Sources” chart (WA4) and have partners work quietly together for 10–15 minutes to evaluate their printed sources. Explain that the next time the students use the school computers, they can evaluate the sources online by checking links or looking for additional sources with the same information.

Evaluating Research Sources

- Read the information on the page carefully.
- Read the questions on the “Questions to Ask When Evaluating a Source” chart and write down any answers you find.
- Write down whether you think the source is reliable, current, and accurate and include reasons why.

WA4

Teacher Note

If possible, have the students use computers to evaluate their research sources online soon after you teach this lesson.

If you have a class website, you might create an online version of the chart “Questions to Ask When Evaluating a Source.”

Appendix C

GRADE 5 READ-ALoud TEXTS

Unit	Lesson	Title	Author/Source	Format	Genre/Type
1	Week 1	<i>The Lotus Seed</i>	Sherry Garland	picture book	realistic fiction
1	Week 1	<i>Something to Remember Me By</i>	Susan V. Bosak	picture book	realistic fiction
1	Week 2	<i>Everybody Cooks Rice</i>	Norah Dooley	picture book	realistic fiction
2	Week 1	<i>Rainforests</i>	James Harrison	chapter book	expository nonfiction
2	Week 2	"Follow That Ball! Soccer Catching On in the U.S."	Center for the Collaborative Classroom	article	expository nonfiction
2	Week 2	"All Work and No Play: Trends in School Recess"	Center for the Collaborative Classroom	article	expository nonfiction
2	Week 3	<i>Great Women of the American Revolution</i>	Brianna Hall	chapter book	expository nonfiction
3	Week 1	<i>Big Cats</i>	Seymour Simon	picture book	expository nonfiction
3	Week 2	<i>Big Cats</i>	Seymour Simon	picture book	expository nonfiction
4	Week 1	<i>Tuck Everlasting</i>	Natalie Babbitt	novel	fiction
4	Week 2	<i>Tuck Everlasting</i>	Natalie Babbitt	novel	fiction
4	Week 3	<i>Tuck Everlasting</i>	Natalie Babbitt	novel	fiction
4	Week 4	<i>Tuck Everlasting</i>	Natalie Babbitt	novel	fiction
5	Week 1	"The Cafe," "The Possum," and "Lightning Strikes" from <i>The Van Gogh Cafe</i>	Cynthia Rylant	short stories	fiction
5	Week 2	"Speech Class"	Jim Daniels	poem	poetry
5	Week 2	"October Saturday"	Bobbi Katz	poem	poetry
5	Week 2	"Eraser and School Clock"	Gary Soto	poem	poetry
5	Week 2	"back yard"	Valerie Worth	poem	poetry
6	Week 1	<i>Richard Wright and the Library Card</i>	William Miller	picture book	historical fiction
6	Week 1	<i>Uncle Jed's Barbershop</i>	Margaree King Mitchell	picture book	historical fiction

(continues)

(continued)

Unit	Lesson	Title	Author/Source	Format	Genre/Type
6	Week 2	<i>Hurricanes</i>	Seymour Simon	picture book	expository nonfiction
6	Week 3	<i>Global Warming</i>	Seymour Simon	picture book	expository nonfiction
6	Week 3	<i>Rainforests</i>	James Harrison	chapter book	expository nonfiction
7	Week 1	"Copycats: Why Clone?"	Center for the Collaborative Classroom	article	expository nonfiction
7	Week 1	"The Debate on Banning Junk Food Ads"	Center for the Collaborative Classroom	article	expository nonfiction
7	Week 2	"All-girls and All-boys Schools: Better for Kids?"	Center for the Collaborative Classroom	article	expository nonfiction
7	Week 2	"Do Kids Really Need Cell Phones?"	Center for the Collaborative Classroom	article	expository nonfiction
7	Week 3	"How to Make an Origami Cup"	Center for the Collaborative Classroom	functional text	expository nonfiction
7	Week 3	"Ashton Hammerheads Schedule for September 2015"	Center for the Collaborative Classroom	functional text	expository nonfiction
7	Week 3	"Blue Line Train Schedule"	Center for the Collaborative Classroom	functional text	expository nonfiction
7	Week 3	"Frontier Fun Park"	Center for the Collaborative Classroom	functional text	expository nonfiction
7	Week 4	<i>Survival and Loss: Native American Boarding Schools</i>	Center for the Collaborative Classroom	textbook	expository nonfiction
7	Week 5	<i>Survival and Loss: Native American Boarding Schools</i>	Center for the Collaborative Classroom	textbook	expository nonfiction
8	Week 1	<i>A River Ran Wild</i>	Lynne Cherry	picture book	narrative nonfiction
8	Week 2	<i>Harry Houdini: Master of Magic</i>	Robert Kraske	chapter book	narrative nonfiction
8	Week 3	"Mrs. Buell" from <i>Hey World, Here I Am!</i>	Jean Little	chapter book	realistic fiction
8	Week 4	Student-selected text			
9	Week 1	"Review of 'Mrs. Buell' "	Center for the Collaborative Classroom	book review	critical essay
9	Week 1	"Zoo"	Edward D. Hoch	short story	science fiction
9	Week 2	"12 seconds from death"	Paul Dowsell	story	narrative nonfiction

(continues)

(continued)

Unit	Lesson	Title	Author/Source	Format	Genre/Type
9	Week 3	"The Pros and Cons of Year-round Schools"	Center for the Collaborative Classroom	news article	expository nonfiction
9	Week 3	"Year-round School: I'm for It"	Chance T.	essay	opinion
9	Week 3	"Year-round School: I'm Against It"	Anonymous	essay	opinion
9	Week 4	"Review of <i>The Legend of Sleepy Hollow</i> "	Jennifer B. (age 12)	book review	critical essay
9	Week 4	"Review of <i>The Ballad of Lucy Whipple</i> "	Center for the Collaborative Classroom	book review	critical essay

Appendix D

READ-ALoud TEXTS ACROSS THE GRADES

Kindergarten

Title	Author/Source
<i>A Baby Duck Story</i>	Martha E. H. Rustad
<i>A Baby Penguin Story</i>	Martha E. H. Rustad
<i>Brave Bear</i>	Kathy Mallat
<i>Brave Norman: A True Story</i>	Andrew Clements
<i>Cat's Colors</i>	Jane Cabrera
"Cats"	Eleanor Farjeon
"Charlie Needs a Cloak"	Tomie dePaola
<i>Cookie's Week</i>	Cindy Ward
<i>A Day in the Life of a Zookeeper</i>	Nate LeBoutillier
<i>Doctors Help</i>	Dee Ready
<i>Dolphins</i>	Kate Riggs
<i>Flower Garden</i>	Eve Bunting
<i>Friends at School</i>	Rochelle Bunnett
<i>Getting Around By Plane</i>	Cassie Mayer
<i>A Harbor Seal Pup Grows Up</i>	Joan Hewett
<i>I Was So Mad</i>	Mercer Mayer
<i>If You Give a Mouse a Cookie</i>	Laura Joffe Numeroff
<i>A Letter to Amy</i>	Ezra Jack Keats
<i>Maisy's Pool</i>	Lucy Cousins
<i>The Moon</i>	Martha E. H. Rustad
<i>My Friends</i>	Taro Gomi
<i>On the Go</i>	Ann Morris
<i>A Porcupine Named Fluffy</i>	Helen Lester
<i>Pumpkin Pumpkin</i>	Jeanne Titherington
<i>A Tiger Cub Grows Up</i>	Joan Hewett

(continues)

Kindergarten *(continued)*

Title	Author/Source
<i>Tools</i>	Ann Morris
<i>Trains</i>	Matt Doeden
<i>The Sun</i>	Charlotte Guillain
<i>Say Hello</i>	Jack Foreman
"Umbrellas"	Lilian Moore
<i>Whistle for Willie</i>	Ezra Jack Keats
<i>When Sophie Gets Angry—Really, Really Angry . . .</i>	Molly Bang

Grade 1

Title	Author/Source
<i>Angelina and Henry</i>	Katharine Holabird
"The Balloon Man"	Dorothy Aldis
<i>Big Blue Whale</i>	Nicola Davies
<i>Birds: Winged and Feathered Animals</i>	Suzanne Slade
<i>The Bumblebee Queen</i>	April Pulley Sayre
<i>Chameleons Are Cool</i>	Martin Jenkins
<i>Chrysanthemum</i>	Kevin Henkes
<i>Curious George Goes Camping</i>	Margret Rey and H. A. Rey
<i>A Day in the Life of a Garbage Collector</i>	Nate LeBoutillier
<i>Dinosaur Babies</i>	Lucille Recht Penner
<i>Down the Road</i>	Alice Schertle
<i>An Elephant Grows Up</i>	Anastasia Suen
<i>An Extraordinary Egg</i>	Leo Lionni
<i>George Washington and the General's Dog</i>	Frank Murphy
"How to Catch Your ZZZs"	KidsHealth.org
<i>In the Tall, Tall Grass</i>	Denise Fleming
<i>It's Mine!</i>	Leo Lionni
<i>Julius</i>	Angela Johnson
<i>Matthew and Tilly</i>	Rebecca C. Jones
<i>McDuff and the Baby</i>	Rosemary Wells

(continues)

Grade 1 (continued)

Title	Author/Source
<i>An Ocean of Animals</i>	Janine Scott
<i>People in My Neighborhood</i>	Shelly Lyons
<i>Peter's Chair</i>	Ezra Jack Keats
<i>Places in My Neighborhood</i>	Shelly Lyons
<i>Quick as a Cricket</i>	Audrey Wood
"School Bus" from <i>Did You See What I Saw? Poems about School</i>	Kay Winters
<i>Sheep Out to Eat</i>	Nancy Shaw
<i>Sleep Well: Why You Need to Rest</i>	Kathy Feeney
"Sliding Board" from <i>Did You See What I Saw? Poems about School</i>	Kay Winters
<i>The Snowy Day</i>	Ezra Jack Keats
<i>Throw Your Tooth on the Roof</i>	Selby B. Beeler
<i>Using Your Senses</i>	Rebecca Rissman
<i>Velociraptor</i>	Kate Riggs
<i>When I Was Little: A Four-Year-Old's Memoir of Her Youth</i>	Jamie Lee Curtis

Grade 2

Title	Author/Source
<i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>	Judith Viorst
<i>The Art Lesson</i>	Tomie dePaola
<i>Babu's Song</i>	Stephanie Stuve-Bodeen
<i>Beatrix Potter</i>	Alexandra Wallner
"Bees, Bothered by Bold Bears, Behave Badly"	Walter R. Brooks
<i>Bend and Stretch: Learning About Your Bones and Muscles</i>	Pamela Hill Nettleton
<i>Big Al</i>	Andrew Clements
<i>Butterflies</i>	Teresa Wimmer
<i>Chester's Way</i>	Kevin Henkes
"The City Zoo"	Center for the Collaborative Classroom
"Classic Smoothie"	Center for the Collaborative Classroom
"Draw, Draw, Draw: A Short Biography of Tomie dePaola"	Center for the Collaborative Classroom

(continues)

Grade 2 (continued)

Title	Author/Source
<i>Erandi's Braids</i>	Antonio Hernández Madrigal
"The Friendship-fostering Buddy Bench"	Gogonews.com
<i>Galimoto</i>	Karen Lynn Williams
"Giant Jellyfish Invasion"	Ruth A. Musgrave
"Giant Pandas"	Center for the Collaborative Classroom
<i>Girl Wonder: A Baseball Story in Nine Innings</i>	Deborah Hopkinson
"Hey Joe, How's It Going?"	Jennifer Marino Walters
"Ice Cream Mania!"	Center for the Collaborative Classroom
<i>The Incredible Painting of Felix Clousseau</i>	Jon Agee
<i>Insect Detective</i>	Steve Voake
<i>Jamaica Tag-Along</i>	Juanita Havill
"The Library" from <i>Poppleton</i>	Cynthia Rylant
<i>little blue and little yellow</i>	Leo Lionni
<i>McDuff Moves In</i>	Rosemary Wells
<i>Me First</i>	Helen Lester
"My Baby Brother"	Mary Ann Hoberman
<i>The Paper Crane</i>	Molly Bang
<i>The Paperboy</i>	Dav Pilkey
<i>POP! A Book About Bubbles</i>	Kimberly Brubaker Bradley
"Raccoon"	Mary Ann Hoberman
<i>Sheila Rae, the Brave</i>	Kevin Henkes
<i>Snails</i>	Monica Hughes
"Snail Food"	Center for the Collaborative Classroom
<i>Spinning Spiders</i>	Melvin Berger
<i>The Tale of Peter Rabbit</i>	Beatrix Potter
<i>The Three Little Pigs</i>	James Marshall
<i>The Three Little Wolves and the Big Bad Pig</i>	Eugene Trivizas
<i>A Tree Is Nice</i>	Janice May Udry
"Zoos Are Good for Animals"	Center for the Collaborative Classroom
"Zoos Are Not Good for Animals"	Center for the Collaborative Classroom

Grade 3

Title	Author/Source
<i>Alexander, Who's Not (Do you hear me? I mean it!) Going to Move</i>	Judith Viorst
<i>Amazing Grace</i>	Mary Hoffman
<i>Aunt Flossie's Hats (and Crab Cakes Later)</i>	Elizabeth Fitzgerald Howard
"Banning Tag"	Center for the Collaborative Classroom
<i>Boundless Grace</i>	Mary Hoffman
<i>Brave Harriet</i>	Marissa Moss
<i>Brave Irene</i>	William Steig
<i>Cherries and Cherry Pits</i>	Vera B. Williams
<i>A Day's Work</i>	Eve Bunting
<i>The Emperor and the Kite</i>	Jane Yolen
<i>Explore the Desert</i>	Kay Jackson
<i>Fables</i>	Arnold Lobel
<i>Flashy Fantastic Rain Forest Frogs</i>	Dorothy Hinshaw Patent
<i>The Girl Who Loved Wild Horses</i>	Paul Goble
<i>Homes</i>	Chris Oxlade
"Homework—Who Needs It?"	Center for the Collaborative Classroom
"Hop to It: Fancy Footwork"	Center for the Collaborative Classroom
"How to Make a Paper Airplane"	Center for the Collaborative Classroom
<i>Julius, the Baby of the World</i>	Kevin Henkes
"Jump Rope: Then and Now"	Center for the Collaborative Classroom
<i>Keepers</i>	Jeri Hanel Watts
<i>Lifetimes</i>	David L. Rice
"Lincoln School Lunch Calendar"	Center for the Collaborative Classroom
<i>Mailing May</i>	Michael O. Tunnell
<i>Miss Nelson Has a Field Day</i>	Harry Allard
<i>Miss Nelson Is Missing!</i>	Harry Allard
<i>Morning Meals Around the World</i>	Maryellen Gregoire
"Origami: The Art of Japanese Paper Folding"	Center for the Collaborative Classroom
<i>The Paper Bag Princess</i>	Robert Munsch

(continues)

Grade 3 (continued)

Title	Author/Source
<i>Polar Bears</i>	Mark Newman
"Polar Bears in Peril"	Elizabeth Winchester
<i>Possum's Tail</i> from <i>Pushing Up the Sky: Seven Native American Plays for Children</i>	Joseph Bruchac
<i>The Raft</i>	Jim LaMarche
"Seal"	William Jay Smith
"Smile—You've Got Homework!"	Center for the Collaborative Classroom
<i>Sonia Sotomayor: A judge grows in the Bronx</i>	Jonah Winter
<i>The Spooky Tail of Prewitt Peacock</i>	Bill Peet
<i>Two Bobbies: A True Story of Hurricane Katrina, Friendship, and Survival</i>	Kirby Larson and Mary Nethery
<i>Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman</i>	Kathleen Krull
"You Can Make Mexican Breakfast Quesadillas" from <i>Morning Meals Around the World</i>	Maryellen Gregoire
"You Can Make Tea with Milk" from <i>Morning Meals Around the World</i>	Maryellen Gregoire

Grade 4

Title	Author/Source
<i>Amelia's Road</i>	Linda Jacobs Altman
<i>Animal Senses: How Animals See, Hear, Taste, Smell and Feel</i>	Pamela Hickman
<i>A Bad Case of Stripes</i>	David Shannon
<i>The Bat Boy & His Violin</i>	Gavin Curtis
<i>Chicken Sunday</i>	Patricia Polacco
"City of Lawrence Street Map"	Center for the Collaborative Classroom
"Co-chin and the Spirits"	Center for the Collaborative Classroom
<i>Coming to America: The Story of Immigration</i>	Betsy Maestro
"Demeter and Persephone"	Center for the Collaborative Classroom
"Excerpt from <i>Rosa Parks: My Story</i> "	Rosa Parks with Jim Haskins
<i>Farm Workers Unite: The Great Grape Boycott</i>	Center for the Collaborative Classroom
<i>Flight</i>	Robert Burleigh

(continues)

Grade 4 (continued)

Title	Author/Source
"Food for Thought: Cafeteria Menus Shape Up"	Center for the Collaborative Classroom
<i>Gluskabe and Old Man Winter</i> from <i>Pushing Up the Sky: Seven Native American Plays for Children</i>	Joseph Bruchac
"Grounded" from <i>My Man Blue</i>	Nikki Grimes
<i>Hurricane</i>	David Wiesner
"How to Make Oobleck"	Center for the Collaborative Classroom
<i>In My Own Backyard</i>	Judi Kurjian
"My Man Blue" from <i>My Man Blue</i>	Nikki Grimes
<i>Nineteenth-Century Migration to America</i>	John Bliss
<i>The Old Woman Who Named Things</i>	Cynthia Rylant
<i>Peppe the Lamplighter</i>	Elisa Bartone
<i>A Picture Book of Amelia Earhart</i>	David A. Adler
<i>A Picture Book of Harriet Tubman</i>	David A. Adler
<i>A Picture Book of Rosa Parks</i>	David A. Adler
<i>The Princess and the Pizza</i>	Mary Jane and Herm Auch
"School Uniforms: No Way!"	Center for the Collaborative Classroom
"School Uniforms: The Way to Go"	Center for the Collaborative Classroom
"Second Son" from <i>My Man Blue</i>	Nikki Grimes
<i>Shattering Earthquakes</i>	Louise and Richard Spilsbury
<i>Song and Dance Man</i>	Karen Ackerman
"Simon's Sandwich Shop"	Center for the Collaborative Classroom
<i>Slinky Scaly Slithery Snakes</i>	Dorothy Hinshaw Patent
<i>Teammates</i>	Peter Golenbock
<i>Thunder Cake</i>	Patricia Polacco
"Tying the Score: Men, Women, and Basketball"	Center for the Collaborative Classroom
"Virtual Worlds: Community in a Computer"	Center for the Collaborative Classroom
"The Watcher" from <i>My Man Blue</i>	Nikki Grimes
"When We First Met" from <i>My Man Blue</i>	Nikki Grimes

Grade 5

Title	Author/Source
"12 seconds from death"	Paul Dowswell
"Ashton Hammerheads Schedule for September 2015"	Center for the Collaborative Classroom
"All-girls and All-boys Schools: Better for Kids"	Center for the Collaborative Classroom
"All Work and No Play: Trends in School Recess"	Center for the Collaborative Classroom
"back yard"	Valerie Worth
<i>Big Cats</i>	Seymour Simon
"Blue Line Train Schedule"	Center for the Collaborative Classroom
"Copycats: Why Clone?"	Center for the Collaborative Classroom
"The Debate on Banning Junk Food Ads"	Center for the Collaborative Classroom
"Do Kids Really Need Cell Phones?"	Center for the Collaborative Classroom
"Eraser and School Clock"	Gary Soto
<i>Everybody Cooks Rice</i>	Norah Dooley
"Follow That Ball! Soccer Catching On in the U.S."	Center for the Collaborative Classroom
"Frontier Fun Park"	Center for the Collaborative Classroom
<i>Global Warming</i>	Seymour Simon
<i>Great Women of the American Revolution</i>	Brianna Hall
<i>Harry Houdini: Master of Magic</i>	Robert Kraske
"How to Make an Origami Cup"	Center for the Collaborative Classroom
<i>Hurricanes</i>	Seymour Simon
<i>The Lotus Seed</i>	Sherry Garland
"Mrs. Buell" from <i>Hey World, Here I Am!</i>	Jean Little
"October Saturday"	Bobbi Katz
"The Pros and Cons of Year-round Schools"	Center for the Collaborative Classroom
<i>Rainforests</i>	James Harrison
"Review of 'Mrs. Buell' "	Center for the Collaborative Classroom
"Review of <i>The Ballad of Lucy Whipple</i> "	Center for the Collaborative Classroom
"Review of <i>The Legend of Sleepy Hollow</i> "	Jennifer B. (age 12)
<i>Richard Wright and the Library Card</i>	William Miller

(continues)

Grade 5 (continued)

Title	Author/Source
<i>A River Ran Wild</i>	Lynne Cherry
<i>Something to Remember Me By</i>	Susan V. Bosak
"Speech Class"	Jim Daniels
<i>Survival and Loss: Native American Boarding Schools</i>	Center for the Collaborative Classroom
<i>Tuck Everlasting</i>	Natalie Babbitt
<i>Uncle Jed's Barbershop</i>	Margaree King Mitchell
"The Cafe," "The Possum," and "Lightning Strikes" from <i>The Van Gogh Cafe</i>	Cynthia Rylant
"Year-round School: I'm Against It"	Anonymous
"Year-round School: I'm for It"	Chance T.
"Zoo"	Edward D. Hoch

Grade 6

Title	Author/Source
"Always Moving: Julisa Velarde" from <i>Voices from the Fields: Children of Migrant Farmworkers Tell Their Stories</i>	S. Beth Atkin
"As I Grew Older"	Langston Hughes
<i>The Bad Room</i> from <i>Acting Out</i>	Patricia MacLachlan
"The Bermuda Triangle"	Phyllis Raybin Emert
"The Boy, the Dog, and the Spaceship"	Nicholas Fisk
"Campus Map"	Center for the Collaborative Classroom
<i>Chato's Kitchen</i>	Gary Soto
"Children and Electronic Games: Good or Bad?"	Erica Roth
<i>An Elephant in the Garden</i>	Michael Morpurgo
<i>Encounter</i>	Jane Yolen
"Excerpt from 'Abdul, Age 17, Afghan' in <i>New Kids in Town</i> "	Janet Bode
"Excerpt from <i>Long Walk to Freedom</i> "	Nelson Mandela
"Excerpt from <i>Slacks and Calluses: Our Summer in a Bomber Factory</i> "	Constance Bowman Reid
"Extreme Sports: From the X Games to the Olympics"	Center for the Collaborative Classroom

(continues)

Grade 6 (continued)

Title	Author/Source
<i>Feathers and Fools</i>	Mem Fox
"Finding the Balance with After-school Activities: Helping Kids Choose Extracurriculars That Work for Them, Without the Stress"	Harry Kimball
"Genetically Modified Food"	Center for the Collaborative Classroom
"How to Make a Papier-mâché Mask"	Center for the Collaborative Classroom
<i>Let's Think About the Power of Advertising</i>	Elizabeth Raum
"Meltdown: Is Global Warming Caused by Humans?"	Center for the Collaborative Classroom
"Mother to Son"	Langston Hughes
"Multiplex Movie Theater Schedule"	Center for the Collaborative Classroom
<i>Nelson Mandela</i>	Kadir Nelson
"Plugged In . . . and Checked Out"	Center for the Collaborative Classroom
"Report Slams Child Labor in Tobacco Fields"	Mariano Castillo
"Review of <i>Harris and Me</i> "	Kyle H. (age 12)
"Review of 'Thank You, M'am'"	Center for the Collaborative Classroom
"Review of <i>Where the Red Fern Grows</i> "	Center for the Collaborative Classroom
<i>Rosie the Riveter: Women in a Time of War</i>	Center for the Collaborative Classroom
"Seventh-grade Schedule"	Center for the Collaborative Classroom
"A Tea"	Angela Johnson
"Thank You, Ma'am" from <i>America Street: A Multicultural Anthology of Stories</i>	Langston Hughes
<i>Twenty-two Cents: Muhammad Yunus and the Village Bank</i>	Paula Yoo
<i>Volcano Rising</i>	Elizabeth Rusch
<i>Whales</i>	Seymour Simon
<i>Why Mosquitoes Buzz in People's Ears</i>	Verna Aardema
"Wolves: The Effects of Reintroduction on Ranchers"	Center for the Collaborative Classroom

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Making Meaning[®]

THIRD EDITION

The Collaborative Classroom

The Collaborative Classroom differs from traditional learning environments in that students and teachers work together on shared academic and social goals.

The Collaborative Classroom is an intentional environment in which collaboration goes beyond conventional cooperation and compliance. Students become caring members of a learning community who take responsibility for their own learning. As students think, talk, and share ideas, they come to value the thinking of others. They become thoughtful readers and engaged speakers and listeners. They discuss and debate big ideas with respect, clarity, and understanding.

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The *Making Meaning* program embodies the practices of the Collaborative Classroom.

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— Monica McCurry, grade 4 teacher



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5



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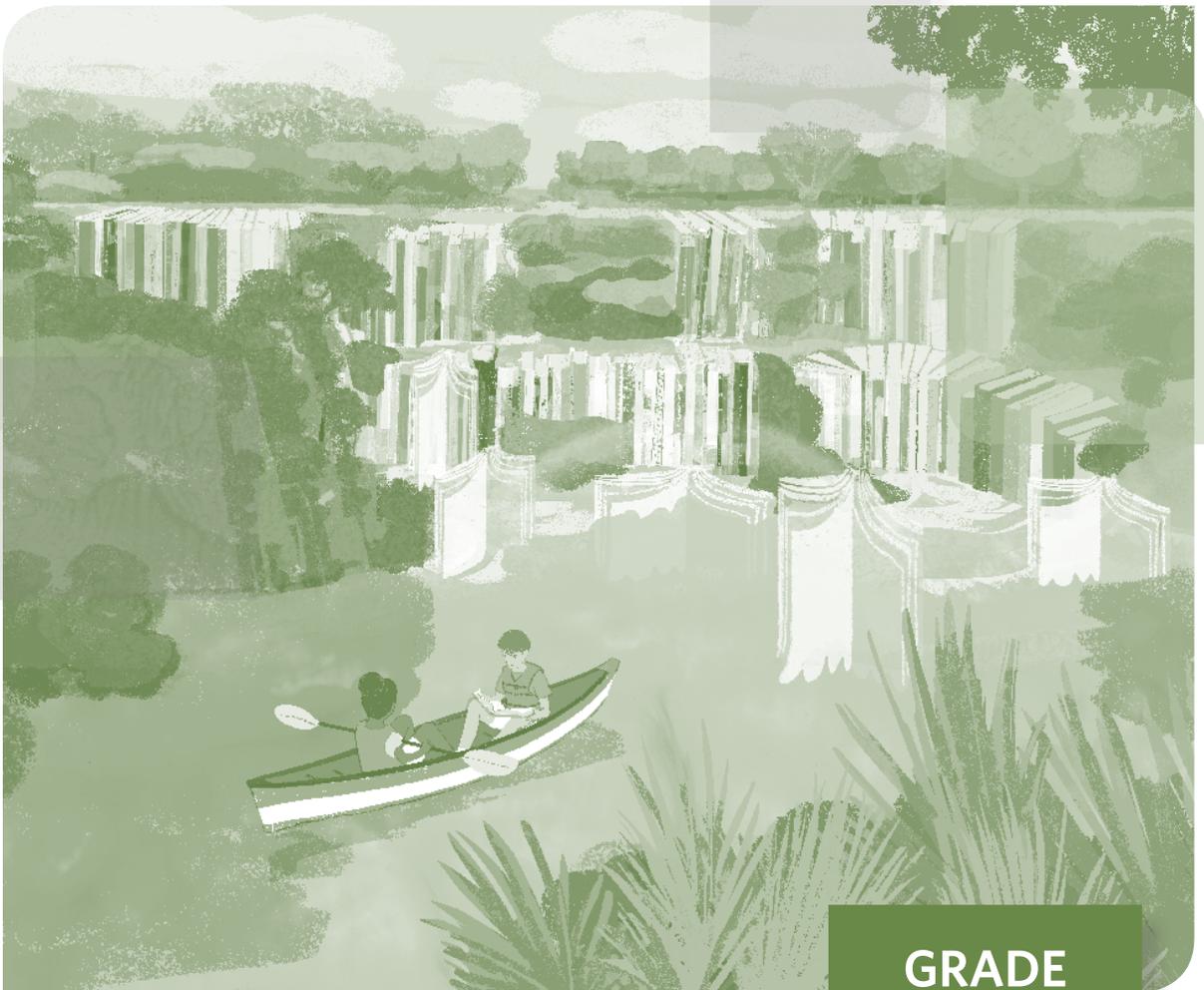
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GRADE

5



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An isometric illustration of a school building in shades of green and grey. The building has multiple windows and a central entrance. In the foreground, a car is parked on a street. Two students are sitting on a bench, reading books. A dog is sitting on the ground nearby. The scene is set in a courtyard area with a tree and a dog. The overall style is clean and modern.

Introduction

Overview of the Vocabulary Lessons

Vocabulary plays a critical role in children’s growth as readers. If they do not understand the words they are reading, children cannot make sense of text. It follows, then, that expanding students’ vocabularies is vital to their reading success. The *Vocabulary Teaching Guide* provides 30 weeks of vocabulary instruction that build students’ word knowledge, supplementing and supporting the reading comprehension lessons in the *Making Meaning*® *Teacher’s Manual*. This vocabulary instruction incorporates the latest research to give you the tools you need to boost your students’ word power.

Like the *Making Meaning* lessons, the vocabulary lessons are unique in their blend of academic instruction and support for students’ social and ethical development. The lessons teach high-utility words found in or relating to the read-aloud texts. The students learn four to six words each week in lessons designed to take 15–20 minutes each. The lessons combine direct instruction in word meanings with activities that require the students to think deeply about the words and use them as they talk with their partners and the class. The activities are designed to be both challenging and fun, and to help instill in your students a love of words and an appreciation for learning new words.

New to the Vocabulary Lessons

In this revision of the *Vocabulary Teaching Guide*, we have added content, assessment, and technology features designed to support your teaching and your students’ vocabulary knowledge and social development. These include:

- Additional weeks of instruction at every grade
- New read-aloud texts and new vocabulary words
- Enhanced lesson support for vocabulary instruction, including digital picture cards (K–1) and digital word cards (K–6)
- Online, interactive whiteboard activities for displaying picture cards (K–1), word cards (K–6), and prompts (K–6) used during instruction
- Print and digital teaching guides with links to professional development media and lesson resources

- An online assessment tool, the CCC ClassView™ assessment app, for capturing and synthesizing assessment data
- Additional support for incorporating technology through tips and tutorials

Unique Pedagogy

The vocabulary lessons' unique pedagogy grows out of years of research on vocabulary and child development. It focuses on character education and social and ethical development and supports teachers in expanding their students' vocabularies and building a word-rich classroom environment.

RESEARCH BASED/CLASSROOM TESTED

Children learn words in many different ways, such as by talking with teachers, friends, and family members, listening to stories, and reading independently; but this incidental word-learning is not enough. For students to develop the rich and varied vocabulary they need to communicate effectively and succeed academically, direct instruction in specific words is needed (Stahl 1999). Researchers and leaders in the field of vocabulary instruction, including Bauman and Kame'enui, McKeown and Beck, and Stahl,* have identified instructional practices that best help children build their vocabularies—practices we have incorporated into the *Vocabulary Teaching Guide*:

- Provide explicit instruction in a set of carefully chosen, high-utility words.
- Begin instruction by introducing a word in context.
- Provide a student-friendly definition of the word and examples of the way it is used.
- Give students opportunities to engage actively with the word in meaningful ways when they first encounter it, such as by applying it to their own experiences.
- Have students practice using the word through engaging activities.
- Provide multiple exposures to the word over an extended period of time.
- Teach strategies that students can use to learn words independently, such as recognizing synonyms, antonyms, and words with multiple meanings, and using context to determine word meanings.

We developed the *Vocabulary Teaching Guide* in consultation with classroom teachers who piloted the lessons and gave us extensive feedback to ensure that the program addresses the needs of all students and is easily implemented.

*To read more about the theoretical and research basis for these vocabulary lessons, please refer to the Bibliography on page 664.

Lessons at a Glance

The following sections describe the lesson resources, the process of selecting vocabulary words, the approach to meaningful discussion of the words, the strategies that support vocabulary acquisition, and the social development objectives of the program and how they are achieved.

LESSON RESOURCES

At grade 5, vocabulary instruction includes:

- A teaching guide
- Access to online resources via the CCC Learning Hub (ccclearninghub.org) developed for the vocabulary lessons, including interactive whiteboard activities, assessment forms, reproducible word cards, family letters and other reproducibles, and professional development media

In addition to the lesson resources above, the instruction in the *Vocabulary Teaching Guide* is also supported by a variety of print and digital components that accompany the *Making Meaning* program, including children’s trade books, the *Assessment Resource Book*, the *Digital Teacher’s Set*, and access to the CCC Learning Hub (ccclearninghub.org) and the CCC ClassView app (classview.org). For more information about these program components, see “Program at a Glance” in the Introduction of the *Teacher’s Manual*.

For more information about the CCC Learning Hub, CCC ClassView, and the interactive whiteboard activities, see “Using the Technology Features” on page xxv.

THE WORDS

The vocabulary words were selected from the read-aloud texts used in grade 5 of the *Making Meaning* lessons. To develop an initial word list, we asked this critical question: *Which words in the Making Meaning texts are most useful for the students to know?* In answering this question, we were guided by the work of Isabel Beck and her colleagues at the University of Pittsburgh. Beck states that the best candidates for instruction are words that students are not likely to use frequently but that educated adults regularly use in their speech and writing and that appear in a wide range of texts students might encounter. She refers to these words as Tier Two* words. The words we selected as candidates for instruction were those we believed met Beck’s Tier Two criteria. In addition, we looked for words that would be interesting and fun for the students to learn and use.

*Tier One words are high-frequency words that typically do not require instruction. Tier Three words are less frequently used words often associated with science, social studies, and other content areas. For more information, see *Bringing Words to Life: Robust Vocabulary Instruction*, 2nd ed. by Isabel L. Beck, Margaret McKeown, and Linda Kucan (The Guilford Press, 2013).

In some instances, a *Making Meaning* text did not yield six words that met our criteria. To provide words for instruction, we included words that do not appear in the text but that represent concepts or ideas that are important to the story and worthwhile for the students to know. These “concept words” appear in italics in word lists in the week they are introduced.

To check the validity of our word choices, we asked our grade 5 pilot teachers to review the list, and we made changes based on their recommendations. For a complete list of the grade 5 words and their meanings, see Appendix B.

INTRODUCING THE WORDS

Vocabulary instruction becomes meaningful for students when the words they are learning are tied to a familiar and relevant context. The *Making Meaning* read-aloud texts provide that context. During a vocabulary lesson, the students reencounter words that they heard earlier during a *Making Meaning* lesson. Each word is introduced by rereading the text that includes the word. The students then hear the word defined in student-friendly language.

WORD CARDS

A digital whiteboard activity that includes the word and the prompt(s) used to discuss the word are provided for each word in the grade 5 program. Additionally, reproducible wall word cards are provided on the CCC Learning Hub (ccclearninghub.org). Each reproducible word card shows the card number and the word and its definition.

The program provides two options for displaying the word cards: The words may be projected on an interactive whiteboard using the whiteboard activities provided with each lesson, or the reproducible word wall cards may be printed and posted where everyone can see them.

The word cards are also used during Ongoing Review activities. An interactive whiteboard activity is provided for displaying the words and prompts on each ongoing review day. For more information about ongoing review, see “Retaining the Words” on page xxv.

QUESTIONS AND ACTIVITIES

After the students have been introduced to a word, they practice using it by answering questions that require them to think about the word in other contexts. Many questions have them relate the word to their own experiences, and follow-up questions ask them to explain their thinking, encouraging them to think more deeply about the word. (*What memento do you have? What does it remind you of?*)

The students also use the words in a variety of activities:

- **Create a Sentence.** They use a vocabulary word in a sentence.
- **Describe the Character.** They choose the vocabulary word that best describes a character in a character sketch.
- **Does That Make Sense?** They decide whether or not a scenario that includes a vocabulary word makes sense.
- **Find Another Word.** They identify the vocabulary word that can replace an underlined word or words in a sentence. (*I think the berry smoothie at Berta's Smoothie Shop is delicious.* [delectable])
- **Finish the Story.** They choose the word that best completes a story they hear.
- **I'm Thinking of a Word and Which Word Am I?** They use clues you provide to figure out which word you are thinking of.
- **Imagine That!** They visualize a situation and then use the vocabulary word to discuss their mind pictures.
- **Make a Choice.** They use their knowledge of a word to make a choice about the word. (*Which of these is a surge: a single shopper strolling into a store or a crowd of shoppers hurrying into a store? Why?*)
- **Tell Me a Story.** They hear the beginning of a story that includes a vocabulary word and they use their knowledge of the word to make up an ending for the story.
- **What Do You Think About?** They tell what they picture in their minds when they hear a word.
- **What Might You Say or Do?** They use a vocabulary word to tell what they might say or do in an imagined situation.
- **What's the Missing Word?** They identify the vocabulary word that can fill in the blank in a sentence. (*The children _____ for ice cream when the ice-cream truck stopped by on a hot day.* [clamored])
- **Which Word Goes With?** They tell how a vocabulary word relates to a word they all know, such as *school* or *cat*.

INDEPENDENT WORD-LEARNING STRATEGIES

Research shows that students benefit from both learning individual words and learning strategies for determining the meanings of unknown words they hear or encounter in their independent reading. In grade 5, the students learn the following strategies:

- Recognizing synonyms
- Recognizing antonyms
- Using the prefixes *dis-* and *pre-* to determine word meanings
- Using the suffixes *-er* and *-less* to determine word meanings
- Using Greek and Latin roots to determine word meanings
- Using context to determine word meanings
- Recognizing shades of meaning
- Recognizing words with multiple meanings
- Recognizing idioms
- Recognizing adages
- Using a print dictionary to determine word meanings
- Using an online dictionary to determine word meanings
- Using a print thesaurus to determine word meanings
- Using an online thesaurus to determine word meanings
- Using a glossary to determine word meanings

Each strategy is introduced through the discussion of a vocabulary word. (For example, recognizing shades of meaning is introduced through the word *devour* in Week 7.) For additional practice in using the strategies, More Strategy Practice activities are provided periodically. Although these activities are optional, we encourage you to do them with your students. We believe the students will benefit from the additional exposure to the strategies. For tables of the strategies and the weeks in which they are introduced and reviewed, see Appendix C.

The table on the next page provides a snapshot of how independent word-learning strategies are developed across grades K–6.

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

■ formally taught □ informally explored or reviewed

ALIGNMENT WITH STANDARDS

Lessons in the *Vocabulary Teaching Guide* have been carefully designed to focus on standards aimed at vocabulary acquisition and use.

- Words taught or explored include both grade-appropriate general academic and domain-specific words. The general academic words taught as target words are identified with asterisks in Appendix B, “Grade 5 Words and Definitions.” For Extension activities in which domain-specific words are explored, see Appendix D, “Additional Activities.”
- Students practice using the words they are learning in both partner and whole-class conversations. Questions require the students to make real-life connections between

the words and their own experiences. (The program’s focus on conversations about words, together with the teaching of social skills such as speaking clearly and listening carefully to others, also brings the program into alignment with standards for speaking and listening.)

- In lessons and review activities, the students explore the nuances of word meanings and relationships among words, including synonyms, antonyms, and shades of meaning.
- Students are formally taught grade-appropriate strategies they can use to figure out word meanings when reading independently. These include using context, identifying multiple meanings, recognizing idioms, and using prefixes, suffixes, and roots.

For more about how the program aligns to specific state standards, see the CCC Learning Hub (ccclearninghub.org).

Teaching the Vocabulary Lessons

The grade 5 program consists of 30 weeks of lessons numbered consecutively throughout the year. Each week has five days of instruction. Beginning in Week 2, an Ongoing Review activity in which the students review previously taught words is included.

How a Week Is Organized

Each week begins with a Resources list, which specifies the physical materials and the supplemental activities for the entire week, while the Online Resources list indicates all the materials that are available digitally on the CCC Learning Hub (ccclearninghub.org). The Resources list is followed by the week's Overview, which includes lists of the six vocabulary words taught that week, the five words reviewed during Ongoing Review, the word-learning strategies taught or reviewed during the week, and the vocabulary and social development focuses. A "Do Ahead" section contains suggestions for preparing for the week.

The screenshot shows a two-column layout for Week 6. The left column is titled 'RESOURCES' and includes sections for 'Read-aloud' (with a book cover for 'Big Cats'), 'More Strategy Practice', 'Extension', 'More ELL Support', and 'Assessment Resource Book'. The right column is titled 'OVERVIEW' and includes sections for 'Words Taught' and 'Words Reviewed' (each in a table), 'Word-learning Strategies', 'Vocabulary Focus', and 'Social Development Focus'. The page number '132' is in the bottom left and '133' is in the bottom right.

Each week includes five days of instruction. On Days 1 and 2, three words are taught and reviewed. On Days 3 and 4, three more words are taught and reviewed. On Day 5, five words previously taught are reviewed in an activity called "Ongoing Review." (Week 1, in which six words are reviewed during Ongoing Review, is an exception.)

The chart below shows how a week is structured.

Day 1	Day 2	Day 3	Day 4	Day 5
3 words taught	Day 1 words reviewed	3 words taught	Day 3 words reviewed	Ongoing Review

Teaching the Vocabulary Lessons with the *Making Meaning* Lessons

We suggest you teach the week’s lessons from the *Vocabulary Teaching Guide* the week after you teach the read-aloud text from the *Making Meaning* lessons in the *Teacher’s Manual*. (For example, teach Week 1 in the *Vocabulary Teaching Guide* a week after you have taught Unit 1, Week 1 in the *Teacher’s Manual*.) Waiting a week helps to ensure that the students have thoroughly discussed the read-aloud text before revisiting it during the vocabulary lessons. (If you prefer to teach the vocabulary lessons in the same week as you teach the read-aloud text in the *Making Meaning* lessons, be sure to completely finish the reading of the text, which may extend across two or more days, before you introduce the words. Otherwise, you run the risk of teaching words that the students have not encountered in the reading.)

The calendar below shows one way you might structure a week of *Making Meaning* lessons and vocabulary lessons.

Monday	Tuesday	Wednesday	Thursday	Friday
Reading comprehension lesson	Reading comprehension lesson	Reading comprehension lesson	Reading comprehension lesson	
Vocabulary lesson	Vocabulary lesson	Vocabulary lesson	Vocabulary lesson	Vocabulary Ongoing Review

For a table that shows each week of the vocabulary lessons, the read-aloud text you will use during that week, and the week in which that text was taught in the *Making Meaning Teacher’s Manual*, see Appendix A.



SOCIAL DEVELOPMENT AND COOPERATIVE STRUCTURES

Like the *Making Meaning* lessons in the *Teacher's Manual*, the lessons in the *Vocabulary Teaching Guide* help students develop socially and ethically as well as academically. During the lessons, the students frequently discuss words with their partners through the cooperative structures “Turn to Your Partner” and “Think, Pair, Share.” The cooperative structures increase the students’ engagement and accountability and ensure that all the students have opportunities to practice using the words.

We recommend that you use the same partners for the vocabulary lessons that you have assigned for the *Making Meaning* lessons. We also recommend that you incorporate the social focuses of the *Making Meaning* lessons into the vocabulary lessons. Social development focuses are provided with each vocabulary lesson. Reinforcing social skills as the students work together will help them develop caring and respectful relationships and create a safe and supportive classroom environment conducive to sharing their thinking.

Planning and Teaching the Lessons

To prepare to teach a week from the *Vocabulary Teaching Guide*, begin by reading the week’s introductory pages. The Resources list identifies the *Making Meaning* read-aloud text or texts, supplementary activities, and online resources for the week. The week’s Overview acquaints you with the vocabulary words and independent word-learning strategies to be taught and reviewed during the week, as well as the academic and social focuses of the week. In particular, review the “Do Ahead” section. It alerts you to any materials you need to gather or prepare for the week.

PREPARING FOR A LESSON

- Read the entire lesson. Pay particular attention to the questions and prompts and anticipate how your students will respond. Teacher Notes provide suggestions to support struggling students.
- Prepare or collect any necessary materials, including the appropriate *Making Meaning* read-aloud text.
- Practice reading aloud the part of the text that introduces each word. You might use self-stick notes to mark the starting and stopping points of the read-aloud. Focus on emphasizing the vocabulary word where it appears in the text.
- Review the definition of each word. You might write each definition on a self-stick note and place the note on the page of the read-aloud where the word is introduced.

- Review the word cards and how they are introduced in the lesson. (See “Using the Technology Features” on page xxv.)
- Plan any teacher examples or modeling required in the lesson.
- Review any More Strategy Practice, More ELL Support, or Extension activities in a lesson, and decide if and when you will do them. Collect any necessary materials.
- Plan how you will pace the lesson to keep it moving. A lesson is designed to take, on average, 15–20 minutes.

TIPS FOR TEACHING THE LESSONS

We offer the following tips to help you teach the lessons:

- **Anticipate room arrangement needs.** We recommend a classroom arrangement that allows for whole-class gatherings, discussions, and space for movement. A rug or library area is ideal. If this is not possible, arrange the students so that they can hear you clearly, see the read-aloud text, and participate in partner and whole-class discussions.
- **Use the lesson definition.** It is important to define each word as it is defined in the lesson. Each definition has been carefully written in simple, student-friendly language, and the activities have been developed based on the definitions.
- **Correct ungrammatical responses by modeling standard language.** During a discussion, a student may use a word in a way that shows he understands its meaning but that is incorrect grammatically (for example, “I wide-eyed with fear when my brother scared me”). We suggest you point out that the student’s response demonstrates that he knows what the word means and then restate his response using correct grammar (for example, “What you said shows that you know what *wide-eyed* means, but we usually say, ‘I was wide-eyed with fear when my brother scared me’”).

LESSON LENGTH AND PACING

The lessons take, on average, 15–20 minutes. Lessons in the first few weeks of the program may take longer as you practice the cooperative structures (“Turn to Your Partner” and “Think, Pair, Share”) and the students become accustomed to using the prompts. (See “Using the Prompts to Discuss the Words” on the next page.)

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

- Keep partner conversations brief.
- After partners have shared, have only one or two volunteers share their thinking with the class, even if other students have their hands up.
- During whole-class discussions, have only two or three volunteers share their thinking. If many students want to contribute to the discussion, use “Turn to Your Partner” to give partners an opportunity to share with each other. Then have only one or two volunteers share with the class.

USING THE PROMPTS TO DISCUSS THE WORDS

To learn a new word well, it is critical that the students use the word often and, whenever possible, in sentences. To facilitate this practice, we frequently ask the students to reply to questions with prompted responses. The prompts are a critical component of the program. They provide the students with the language they need to use a new word confidently and successfully. The prompts also ensure that the students will actually *say* the vocabulary word as they discuss it during partner and whole-class sharing, which is important if they are to learn and remember the word. In addition, the prompts support the students’ oral language development and are especially helpful to English Language Learners.

To encourage the students to use the prompts, you might display them using the whiteboard activities provided with each lesson, or print and display the prompts where everyone can see them using the printable prompts you will find on the CCC Learning Hub. Once the students have become accustomed to using the prompts, they might choose to use a word in a sentence of their own. That is fine. What is important is that the students say the word as they discuss it and use that word correctly.

FULL AND ABBREVIATED LESSONS

In Weeks 1–5 of the program, all the procedures for introducing words and conducting activities have been fully written out to support you as you become familiar with the program. We refer to these lessons as “full lessons.” By Week 6 you will be familiar with most of the procedures. For this reason, the language of the procedures has been abbreviated. In the first two weeks of these “abbreviated lessons,” a Teacher Note will direct you to the full version of a procedure in Weeks 1–5 should you wish to review it.

HELPFUL LESSON FEATURES

The lessons include a number of features that help you navigate the instruction, and that provide background information, tips, and supplemental activities to extend or support word learning. These lesson features are listed in the table below.

Helpful Lesson Features

- **Topic Notes.** These notes appear at the beginning of some lessons and provide background information about important aspects of the instruction, including lesson structure, purpose, pedagogy, and approach.
- **Teacher Notes.** These notes appear in the lesson margins and alert you to a variety of things, including the purposes of various activities, hints for reviewing previously taught words, and ways to support struggling students. Notes also provide additional information about the words themselves.
- **Cooperative Structure Icons.** These icons indicate where in a lesson a cooperative structure, “Turn to Your Partner” or “Think, Pair, Share,” is used.
- **Whiteboard Activity Icons.** These icons show where in a lesson a whiteboard activity is used.
- **“You might say.”** This feature provides sample language you can draw on when you model how a word is used. If the students struggle to understand or use a word, you might use “You might say” suggestions to provide support.
- **ELL Notes.** These notes suggest ideas for supporting your English Language Learners. Spanish cognates are provided for some words. (See “Support for English Language Learners (ELLs)” on page xxx.)
- **More ELL Support Activities.** These supplemental activities focus on building English Language Learners’ vocabulary and oral language skills.
- **Prompt Cues.** The word *PROMPT* identifies language you can use to prompt the students’ responses to a question or activity. Each prompt relates to the vocabulary word being discussed.
- **Class Vocabulary Assessment Notes.** These notes help you observe and assess the whole class during Ongoing Review activities. (See “Assessments” on page xxvii.)
- **Technology Tips.** These tips suggest ways you might use an interactive whiteboard or other technology during a lesson.
- **More Strategy Practice Activities.** These optional activities provide the students with further instruction and practice in independent word-learning strategies, such as recognizing synonyms and antonyms and using context to determine word meanings.
- **Extension Activities.** These supplemental activities extend student learning by exploring independent word-learning strategies not formally taught in the program, figurative language, and other interesting ways that authors use words.



Using the Technology Features

The *Making Meaning* program incorporates digital technology to enhance your students' learning experience and streamline your preparation, instruction, and assessment processes. For information on the *Digital Teacher's Set*, the CCC Learning Hub, and the CCC ClassView app, see "Digital Teacher Resources" in the Introduction of the *Teacher's Manual*.

For teaching the vocabulary lessons, a variety of online resources have been developed to directly support the vocabulary instruction for each week and are available on the CCC Learning Hub. For more information, see the "Using CCC's Learning Hub" tutorial (AV39).



- **Whiteboard activities.** These interactive activities allow you to display the words as they are taught during the week, display the prompts as they are used in a day's lesson, and, on occasion, guide students seamlessly through games and activities used to review the words in Day 2, 4, and 5. For more information, see the "Using the CCC Whiteboard Activities" tutorial (AV40).
- **Printable reproducibles.** These resources, including weekly family letters, word cards, and crossword puzzles, provide additional lesson support for students and their families. For more information on how these can be used, see "Additional Ways to Review the Words" on the next page.
- **Assessment forms.** These online forms allow you to record the students' progress on both class and individual assessments. You can print these forms from the CCC Learning Hub or use the CCC ClassView app to electronically record data for the class. For more information about the CCC ClassView app, view the "Using the CCC ClassView App" tutorial (AV41).
- **Professional development media and technology tutorials.** These brief videos help you with effective implementation of the lessons. Technology Tips, located in the margins of the lessons, alert you to these videos and also suggest ways to incorporate technology into the instruction.



Retaining the Words

Research shows that students need multiple encounters with a word to make it a permanent part of their vocabulary. The *Vocabulary Teaching Guide* provides opportunities for the students to frequently hear and practice using the words they are learning.

ONGOING REVIEW ACTIVITIES

On Day 5 of each week, the students review previously learned words through Ongoing Review activities. These activities are similar to the activities used in the lessons. An interactive whiteboard activity is provided for displaying the cards, prompts, and occasional interactive games and activities for each Ongoing Review day. Additionally, reproducible word cards for the review words are provided on the CCC Learning Hub (ccclearninghub.org).

INTEGRATING PREVIOUSLY TAUGHT WORDS INTO LESSONS

To further support the students' word retention, words that have been taught in the program are sometimes reused in the introduction of a new word or in an activity. In these cases, a Teacher Note provides the word's definition so you can review it with the students.

ADDITIONAL WAYS TO REVIEW THE WORDS

We encourage you to look for opportunities outside of vocabulary time to review the words and help the students retain their meanings. You might:

- Use the words when you talk with the students.
- Encourage the students to use the words with their classmates. When you hear a word used, call attention to it.
- Encourage the students to use the words in their writing.
- Invite the students to listen and look for the words outside of the classroom. Track the words they hear and see by writing them on a classroom chart. If you hear a word used outside of class, discuss the use of the word with the students.
- Reproducible word cards in a small size are available for each week on the CCC Learning Hub (ccclearninghub.org). Make copies of the appropriate cards each week, one set for each student. Have the students keep the cards to review in class, or have them take the cards home to practice the words with their families.
- Each week send a family letter home with the students that includes a list of the words and definitions they are learning. (You will find weekly family letters, in both English and Spanish, on the CCC Learning Hub (ccclearninghub.org)). Ask the students to review and practice the words with family members.
- Keep copies of word cards in a learning center. The students can use the cards for word sorts and games such as "Concentration" and "Go Fish." Encourage the students to invent their own games using the cards and to play vocabulary games such as "Which Word Am I?"
- Make crossword puzzles and word searches using the words. Reproducible crossword puzzles are also available on the CCC Learning Hub (ccclearninghub.org).

Creating a Word-rich Classroom

Creating a classroom in which words are valued and enjoyed is an important step in helping your students develop an appreciation for words and word learning. Here are some suggestions for building a word-rich classroom:

- Exhibit your own curiosity about words. Talk about interesting words you see and hear and invite the students to share their own interesting words.
- Apply sophisticated words to everyday classroom situations.
- Encourage the students to suggest words for the class to learn. Collect the words in a suggestion box or list them on a chart. Choose some words to explore as a class.
- Make word resources available, including various dictionaries, a thesaurus, books of puns and riddles, stories and poems that use wordplay, and books of word games such as crossword puzzles and word searches.
- Play language games such as “Telephone,” sing songs, chant rhymes, and introduce the students to puns and riddles.
- Notice playful or creative uses of language in and outside of class, including made-up words, interesting proper names, idioms, and figures of speech such as metaphors, similes, and personification. Discuss these words with your students, model thinking of additional examples, and invite the students to give examples.

Assessments

The assessment tools in the *Vocabulary Teaching Guide* are designed to help you evaluate your students’ knowledge of the words they are learning and make informed instructional decisions as you progress through the program. Both formative and summative assessment tools are provided.

You will find record sheets for all assessments, as well as instructions and student response sheets for individual assessments, in the *Assessment Resource Book*. You may choose to record your students’ progress using printed copies of the forms from the *Assessment Resource Book* or through the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView app to electronically record, sort, synthesize, and report assessment data for each student and the whole class. For more information, see “CCC ClassView App” in the Introduction of the *Teacher’s Manual*.

FORMATIVE ASSESSMENTS

Formative assessments help you reflect on your students' vocabulary growth over time through class observation and support you in differentiating instruction as necessary.

Class Vocabulary Assessment

Class Vocabulary Assessment Notes occur every two weeks (in Weeks 2, 4, 6, etc.) during the Ongoing Review activity. They are designed to help you evaluate the performance and needs of the whole class. During this assessment, we suggest that you walk around and observe the students. Ask yourself the questions in the Class Vocabulary Assessment Note and follow up as appropriate with the suggested interventions. You can record your observations on the corresponding "Class Vocabulary Assessment Record" sheet (CA). Additional suggestions for reviewing and practicing words can be found in "Retaining the Words" on page xxv.

SUMMATIVE ASSESSMENTS

Individual Vocabulary Assessment

At grades 2–6, the Individual Vocabulary Assessment is designed to help you assess individual students' knowledge of the words. The assessment occurs after Weeks 4, 8, 12, 16, 20, 24, 28, and 30. These multiple-choice assessments use activity formats familiar to the students from the weekly lessons. The students record their answers on the corresponding "Individual Vocabulary Assessment: Word Check" answer sheet (IA). You will find teacher instruction sheets and reproducible answer sheets in the *Assessment Resource Book* and on the CCC Learning Hub (ccclearninghub.org).

Student Self-assessment

At grades 2–6, the Student Self-assessment gives the students an opportunity to take responsibility for their learning by reflecting on their knowledge of the words using the "Student Self-assessment" response sheet (SA). Analysis of the response sheets alerts you to words in need of further review and practice.

We recommend that you administer the Student Self-assessment in place of or in addition to the Individual Vocabulary Assessment, with the students evaluating their knowledge of words you select. Suggestions for using the results of the assessment are included on the instruction sheet.

Other Ways to Assess Individual Progress

The Individual Vocabulary Assessment and Student Self-assessment are two useful tools for measuring an individual student’s word knowledge. We encourage you to consider using one or more of the following tasks periodically to provide you with additional information about a student’s understanding of the words:

- Ask the student what he or she knows about a word.
- Have the student use words he or she chooses to write or tell a story.
- Have the student act out a word.
- Have the student make a picture card that illustrates what the word means.

For more information about the assessments in the vocabulary lessons, see “About Vocabulary Assessment” in the Assessment Overview of the *Assessment Resource Book*.

Special Considerations



Support for English Language Learners (ELLs)

Learning new vocabulary can be especially challenging for ELLs. Strategies identified by researchers as “best practice” in ELL vocabulary instruction are inherent in the design of the vocabulary lessons. They are summarized in the table below.

ELL Vocabulary Instruction Strategies in the *Vocabulary Teaching Guide*

ELL Strategies	Use in the Vocabulary Lessons
Introduce a word in a meaningful context.	Each word is introduced through a familiar read-aloud text.
Define the word in clear, simple language.	Lessons provide classroom-tested, student-friendly definitions.
Use visual aids to support word learning.	When appropriate, lessons use text, photographs, and illustrations or real objects to make word meanings concrete. Teachers or student volunteers frequently act out words.
Model the way words are used.	Lessons include language that teachers can use to model or explain how a word is used. Prompts model for students how to use a word correctly.
Help students connect words to personal experience.	Teacher questions “personalize” a word by having students use the word to talk about themselves and their experiences.
Provide many opportunities to discuss and use a word in a variety of contexts.	Students practice using a word in various ways and review the word frequently.
Invite students to respond to words physically by associating a word with an action, gesture, or expression.	Students act out words and use gestures and expressions to convey meaning during role-playing activities.
Review words frequently.	Ongoing Review activities give students a chance to review words each week.

ADDITIONAL ELL SUPPORT

The program also includes these features to provide further support to ELLs:

- **ELL Notes.** These notes provide specific suggestions for modifying or enhancing instruction during a lesson to support ELLs. Suggestions include using realia (real objects) to introduce words, defining unfamiliar words in the activities, or simplifying activities and questions.
- **Spanish cognates.** An ELL Note will alert you when a Spanish cognate (a Spanish word that has a pronunciation, meaning, and spelling similar to an English word—for example, *pandemonium/pandemonio*) is provided for a word taught in the program. During a lesson, you might write the Spanish cognate underneath the English word and briefly point out letters and sounds that are the same or similar in both words. Research shows that teaching cognate awareness accelerates the English language vocabulary development of Spanish-speaking ELLs. For help in pronouncing the Spanish cognates, see Appendix E.
- **More ELL Support activities.** More ELL Support activities are provided in some weeks and give ELLs additional opportunities to build vocabulary and oral language skills.
- **Spanish family letters.** Weekly family letters provided on the CCC Learning Hub (ccclearninghub.org) are available in Spanish and include the vocabulary words and definitions.

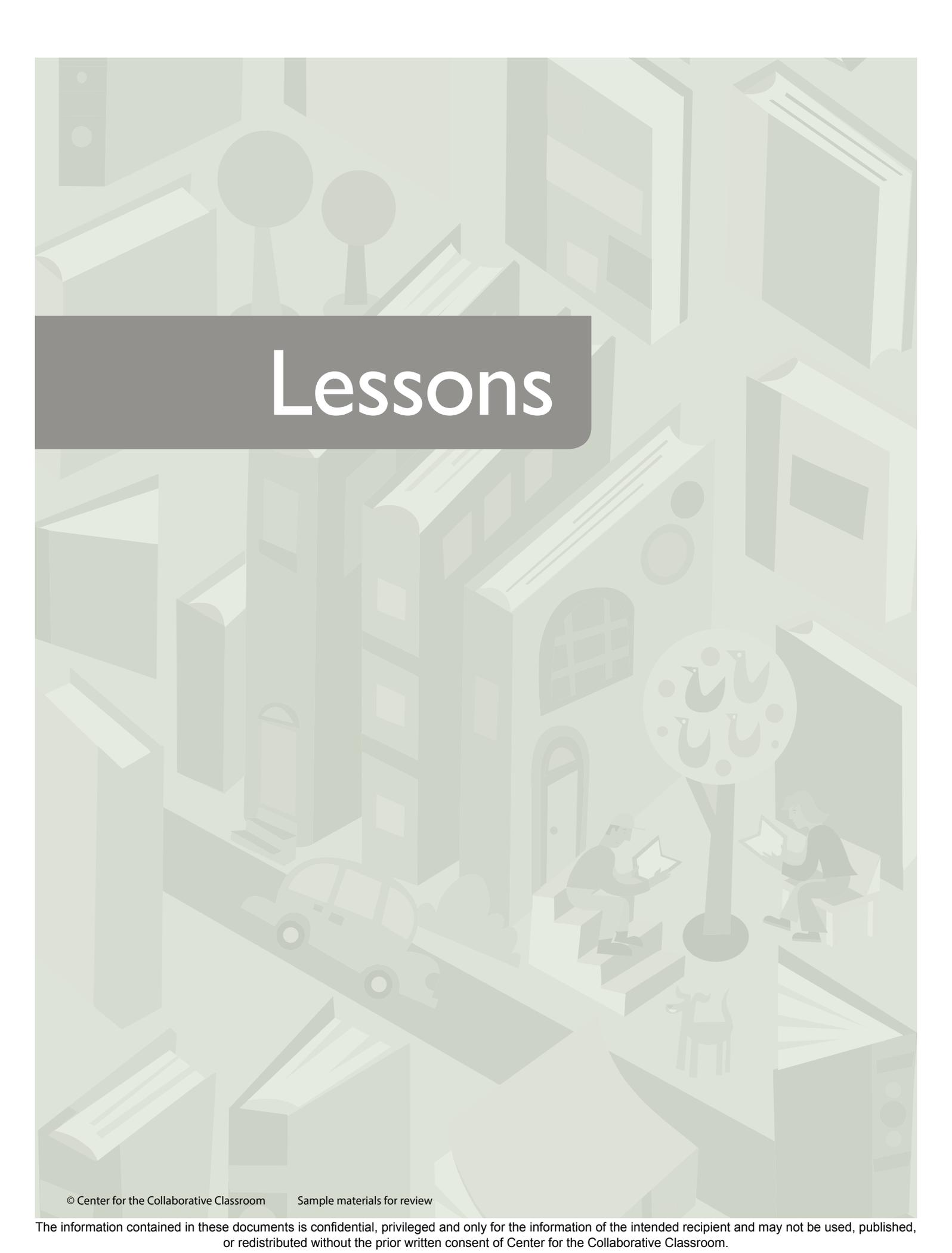
For more information about English Language Learners and how to support them, see “Support for English Language Learners (ELLs)” in the Introduction of the *Making Meaning Teacher’s Manual*.

Building the Home-School Connection

Keeping families informed about their children’s participation in the vocabulary program helps family members understand and appreciate how their children are building their vocabulary and how they can support that development.

FAMILY LETTERS

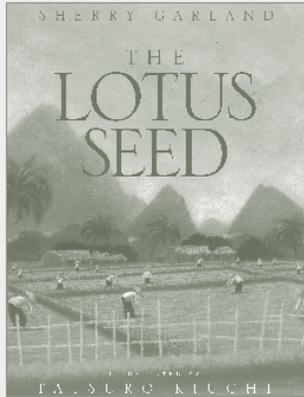
We provide a letter to send home with the students at the end of each week, available in both English and Spanish. Each letter includes the week’s words and meanings and suggestions for helping the students review the words and build their word-learning skills. The family letters are included in the Online Resources list for each week and can be accessed via the CCC Learning Hub (ccclearninghub.org).



Lessons

Week 1

RESOURCES



Read-alouds

- *The Lotus Seed* by Sherry Garland, illustrated by Tatsuro Kiuchi
- *Something to Remember Me By* by Susan V. Bosak, illustrated by Laurie McGaw

More Strategy Practice

- “Play ‘Use the Clues’”

Extension

- “Use the Vocabulary Words Throughout the Day”



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA12

Reproducibles

- Introductory family letter (BLM1)
- Week 1 family letter (BLM2)
- (Optional) “Week 1 Word Cards” (BLM3)

Professional Development Media

- “Using ‘Turn to Your Partner’” (AV6)
- “Using the CCC Learning Hub” tutorial (AV39)
- “Using CCC’s Whiteboard Activities” tutorial (AV40)
- “Using Web-based Whiteboard Activities” tutorial (AV42)

OVERVIEW

Words Taught

clamor
*pandemonium**
towering
memento
reassure
tattered

Words Reviewed

clamor
memento
pandemonium
reassure
tattered
towering

*Concept words are italicized in word lists the week they are introduced. For more about concept words, see “The Words” in the Introduction.

Word-learning Strategies

- Using context to determine word meanings
- Using the Latin roots *mem* and *memor* to determine word meanings

Vocabulary Focus

- Students learn and use six words from or about the stories.
- Students discuss using context to determine word meanings.
- Students use the Latin roots *mem* and *memor* to determine word meanings.
- Students build their speaking and listening skills.

Social Development Focus

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

DO AHEAD

- ✓ Familiarize yourself with the CCC Learning Hub (ccclearninghub.org), where the online resources for each lesson are located. For more information, view the “Using the CCC Learning Hub” tutorial (AV39). 
- ✓ This week the students use “Turn to Your Partner” to discuss their thinking in pairs. You may wish to review the procedure for “Turn to Your Partner” prior to Day 1 (see Step 1 in Unit 1, Week 1, Day 2 of the *Teacher’s Manual*). To see an example of how to use this strategy with your students, view “Using ‘Turn to Your Partner’” (AV6). 
- ✓ Prior to Day 1, visit the CCC Learning Hub (ccclearninghub.org) to access and print the introductory family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Play ‘Use the Clues’” on page 13. You might do the activity at the end of the lesson or at another time.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week’s family letter (BLM2). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print “Week 1 Word Cards” (BLM3). These cards can be used to provide your students with more opportunities to review the words. For more information, see “Additional Ways to Review the Words” in the Introduction.

Introduce *Clamor*, *Pandemonium*, and *Towering*

Day 1

In this lesson, the students:

- Learn and use the words *clamor*, *pandemonium*, and *towering*
- Discuss using context to determine word meanings
- Build their speaking and listening skills
- Practice using “Turn to Your Partner”
- Listen to one another

Words Taught

clamor (p. 12)

Clamor means “demand or ask for something loudly.”

pandemonium

Pandemonium means “chaos or confusion.”

towering (p. 16)

Towering means “very tall.”

ABOUT CONCEPT WORDS

Most words taught in the *Vocabulary Teaching Guide* are taken directly from the read-aloud texts used in the *Making Meaning* program. Occasionally, however, we teach a word that does not appear in the book. We refer to those words as *concept words*. In the week in which they are introduced, concept words appear in italics in word lists.

In some cases, we teach a concept word because it represents a concept or idea that is important to the story and worthwhile for the students to know. For example, this week we teach the concept word *pandemonium* because it helps the students understand an important event in the story. In other cases, we teach a concept word because it enables us to introduce or review an important independent word-learning strategy, such as recognizing synonyms or using a prefix to determine a word’s meaning. For example, we teach the concept word *delectable* in connection with the book *Everybody Cooks Rice* (Week 2) to introduce the students to synonyms, and we teach the word *dissatisfied* in connection with the article “Follow That Ball!” (Week 4) to introduce the prefix *dis-*. For more information about concept words, see “The Words” in the Introduction.

ABOUT PROMPTED RESPONSES

To learn a new word well, it is critical that the students use the word often and, whenever possible, in sentences. To facilitate this practice, we frequently ask the students to reply to questions with prompted responses. These structured responses may seem awkward or stilted initially, but the students will soon

Materials

- *The Lotus Seed*
- Word card 1 (WA1)
- Word card 2 (WA2)
- “Sentence from *The Lotus Seed*” chart (WA3)
- Word card 3 (WA4)
- Copy of the introductory family letter (BLM1) for each student

Teacher Note

Incorporate this week's social development focuses into the lessons by encouraging the students to listen respectfully to one another and to take responsibility for their learning and behavior. At the end of a lesson, you might ask the students what they did to be good listeners. For more about social development in the vocabulary lessons, see "Social Development and Cooperative Structures" in the Introduction.

Teacher Note

The students can work within partnerships already established during the *Making Meaning* lessons, or you may assign new partners for the vocabulary lessons. For more information on assigning partners randomly, see "Social Development and Cooperative Structures" in the Introduction.

Teacher Note

This lesson may require an extended class period. You might want to stop the lesson at the end of Step 5 and then finish the lesson later in the day or the next day.

become comfortable using them. It is important for the students to use the prompts in both whole-class discussions and partner conversations.

We recommend that you project the prompts for each word using an interactive whiteboard. Alternatively, you might display them using a document camera or write them on chart paper. For more information about the prompts, see "Using the Prompts to Discuss the Words" in the Introduction.

ABOUT USING CONTEXT TO DETERMINE WORD MEANINGS

This week you will formally introduce the students to using context to determine word meanings, an important word-learning strategy they can use in their independent reading. In this lesson, the students learn that they can sometimes figure out the meaning of a word by reading the sentence that includes the word, or the sentence that comes before or after that sentence, to look for clues. In subsequent lessons, the students will review and practice the strategy. (For a list of the weeks in which using context to determine word meanings is reviewed, see Appendix C.) It is important to point out that we have the students practice the strategy only when the text of a read-aloud provides explicit clues to a word's meaning. If you wish to use other texts to provide the students with more practice in using context to determine word meanings, we suggest that you look for words that are clearly defined or explained by the context, so that the students will not have to guess at the meanings. For more information about using context to determine word meanings and other word-learning strategies, see "Independent Word-learning Strategies" in the Introduction.

GET READY TO LEARN NEW WORDS

1 Introduce the Vocabulary Lessons

Gather the class with partners sitting together, facing you. If necessary, review the procedure for gathering on the rug. Remind the students of your expectations for how they should move and sit.

Introduce the vocabulary lessons by telling the students that this year they will learn many new and interesting words that they can use when they talk with one another and when they write. Tell them how much you enjoy learning and using words, and then share some of your favorite words with the class.

You might say:

"One of my favorite words is *snout* because I love the way it sounds, and it makes me smile when I say it. Another of my favorite words is *anemone* because *anemone* is a fun word to say, and it's fun to hear people say it."

Briefly discuss as a class:

Q *What are some of your favorite words? Why do you like those words?*

Have a few volunteers share their thinking with the class.

INTRODUCE AND USE CLAMOR

2 Introduce and Define *Clamor*

Tell the students that the words they will learn this year are from or about the read-aloud books in the *Making Meaning* lessons. Show the cover of *The Lotus Seed* and read the title and the name of the author aloud. Remind the students that they heard this story earlier, and explain that today's words are from or about this story.

Show pages 12–13 and remind the students that in this part of the story a war begins, and soldiers force Bà and the people of her village to leave their homes. Read page 12 aloud, emphasizing the word *clamored*.

Tell the students that the first word they will learn today is *clamor*, and explain that *clamor* means “demand or ask for something loudly.” Explain that the soldiers bang on people’s doors and clamor for people to leave, or demand loudly that they go.

Display word card 1 (🌐 WA1) and have the students say the word *clamor*.

TEKS 7.F.i
Student/Teacher Narrative
Steps 2 and 3

3 Introduce Using the Prompts

Tell the students that to learn a new word like *clamor* well, it is important that they use the word in sentences. Explain that saying the word in a sentence will help them learn to pronounce the word, use it correctly, and remember its meaning.

Tell the students that as they discuss questions about the word *clamor* and other words, you will give them sentence starters, which are sentences that they will use to answer the questions. Tell the students that we call these sentence starters “prompts” and explain that the students will use prompts to discuss the words today. Click ❶ on word card 1 (WA1) to reveal the first prompt.

4 Use the Word *Clamor* to Discuss the Story and Practice Using a Prompt

Remind the students that the word *clamor* means “demand or ask for something loudly,” and review that when bombs start to fall on the village the soldiers clamor from door to door.

Ask:

Q *What might the soldiers do or say as they clamor from door to door?*

ELPS 1.B.i
ELPS 1.C.i
Steps 3 and 4 and ELL Note on
page 8

TEKS 7.F.i
Student/Teacher Activity
Step 4

ELPS 2.E.iii
Steps 4 and 5, last Teacher Note on p. 7,
and ELL Note on p. 8

Teacher Note

If the students have difficulty thinking of words, stimulate their thinking by suggesting a topic, such as favorite foods, places, or games, or by asking them what word makes them laugh when they hear or say it.

Teacher Note

For more information about introducing the vocabulary words, see “Introducing the Words” in the Introduction.

ELL Note

The Spanish cognate of *clamor* is *clamar*.

Technology Tip

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



Teacher Note

We suggest that you display word card 1 (WA1) on an interactive whiteboard. Click the appropriate number to reveal each prompt as it is used.

Alternatively, you might write the prompts on a sheet of chart paper, and then fold up the bottom of the sheet and tape it so that only the first prompt is visible. For each subsequent prompt, move the fold down so that the prompt becomes visible.

Point to prompt 1. Have one or two volunteers use the prompt to share their thinking with the class.

clamor

PROMPT 1: When the soldiers **clamor** from door to door, they might . . .

1 2

PROMPT 1: “When the soldiers clamor from door to door, they might . . .”

5 Play “Clamoring or Not Clamoring?”

Review that when people clamor, they demand or ask for something noisily. Explain that people might clamor because they are angry—like the soldiers in the story—or they might clamor because they are excited.

Give examples of times when you have clamored or seen others clamor.

You might say:

“On the TV news, I saw people protesting against the government. They were angry about something the government had done and were clamoring, or loudly demanding, that the government stop what it was doing. Last summer I went to see my favorite band in concert. When the band left the stage, everyone in the audience clamored for them to come back and sing another song. We were very excited, and we screamed and yelled until they came back on stage.”

Tell the students that they will play a game called “Clamoring or Not Clamoring?” Explain that you will describe people who are either clamoring or not clamoring. Tell the students that when you say “Turn to your partner,” partners will discuss whether the people you described are clamoring or not clamoring and explain why they think so.

Begin by reading the following scenario aloud, slowly and clearly:

- *An audience is quietly eating popcorn and watching a movie.*

ELL Note

Prompts are especially helpful to students with limited English proficiency. For more information about supporting English Language Learners, see “Support for English Language Learners (ELLs)” in the Introduction.

Teacher Note

If necessary, review the procedures for “Turn to Your Partner” (see Step 1 in Unit 1, Week 1, Day 2 of the *Teacher’s Manual*).

Ask:



Q *Is the audience clamoring? Why do you think that?*

Click **2** to reveal the prompt. Then say “Turn to your partner” and have partners use the prompt to discuss the questions.

PROMPT 2: “The audience [is/is not] clamoring because . . .”

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

Using the same procedure, have the students discuss the scenarios that follow. Remind partners to use prompt 2 as they share their thinking.

- *The movie stops during a very exciting part and the screen goes black. The audience angrily shouts for the manager.*
- *When the manager cannot fix the problem, the people in the audience boo and hiss and insist that he refund their money.*

Point to the word *clamor* and ask:

Q *What’s the new word we are learning that means “demand or ask for something loudly”?*

INTRODUCE AND USE PANDEMONIUM

6 Introduce and Define *Pandemonium*

Show pages 12–13 of *The Lotus Seed* again. Direct the students’ attention to the illustration on page 13 and point out the fires and the people running for safety.

Explain that bombs falling, fires burning, soldiers clamoring, and people running for safety cause pandemonium in Bà’s village. Tell the students that *pandemonium* is the next word they will learn today, and explain that *pandemonium* means “chaos or confusion.”

Display word card 2 (WA2) and have the students say the word *pandemonium*.

7 Discuss *Pandemonium*

Explain that fear sometimes leads to pandemonium, and give a few examples of times when there might be pandemonium.

You might say:

“Pandemonium might occur during or after a natural disaster such as a hurricane or earthquake. There might be chaos and confusion because people are afraid and don’t know what to do. An animal escaping from its cage at the zoo might cause pandemonium among the visitors.”

Teacher Note

Listen as partners talk and remind them to use the prompt if necessary. If you notice that the students struggle to use the word *clamor* meaningfully, review its definition and then repeat the question.

Teacher Note

Follow this procedure for all subsequent “Turn to Your Partner” activities.

Teacher Note

Repeating the definition of the word and having the students pronounce it provides another opportunity for the students to hear the word and think about its meaning.

ELL Note

The Spanish cognate of *pandemonium* is *pandemonio*.

Ask:



Q *Would there be pandemonium if a spaceship landed on the playground? Why do you think that?* [Click **1** on WA2 to reveal the first prompt.]
Turn to your partner.

WA2

pandemonium

PROMPT 1: There [would/would not] be **pandemonium** on the playground because . . .

1 **2**

PROMPT 1: “There [would/would not] be pandemonium on the playground because . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students’ attention. Have a few volunteers use the prompt to share their thinking with the class.

Discuss as a class:

Q *What might pandemonium on the playground look like? What might it sound like?*

Click **2** to reveal the next prompt. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 2: “Pandemonium on the playground might [look/sound] like . . .”

Point to the word *pandemonium* and ask:

Q *What’s the new word we are learning that means “chaos or confusion”?*

INTRODUCE AND USE TOWERING

8 Introduce *Towering* and Using Context to Determine Word Meanings

Display the “Sentence from *The Lotus Seed*” chart (WA3). Show page 16 of *The Lotus Seed* and remind the students that in this part of the story Bà leaves her homeland because of the warfare. Read the charted sentence aloud where it appears on page 16, emphasizing the word *towering*.

TEKS 3.B.i
Student/Teacher Narrative
Step 8

Teacher Note

Support struggling students by asking questions such as “What would people do if they saw a spaceship land?” “How would they move?” “Where would they go?” and “What would they say?”

ELPS 1.C.i
ELPS 4.F.iii
Step 8

Teacher Note

Alternatively, you might write the sentence from *The Lotus Seed* where everyone can see it.

Sentence from *The Lotus Seed*

She arrived in a strange new land with blinking lights and speeding cars and towering buildings that scraped the sky and a language she didn't understand.

PROMPT 1: I think **towering** might mean _____.

PROMPT 2: The words _____ are a clue to the meaning because . . .

Tell the students that the last word they will learn today is *towering*. Direct the students' attention to the context sentence on the chart (WA3), and explain that this is the sentence from *The Lotus Seed* that you read aloud. Point to the word *towering* on the chart and underline it. Tell the students that they can sometimes figure out the meaning of an unfamiliar word—like *towering*—by looking for clues. Explain that they can look for clues by rereading the sentence that includes the word, or they can look for clues in the sentences that come before or after it. Explain that, as you reread the sentence that includes the word *towering*, you want them to think about what *towering* might mean and which words in the sentence are clues to the meaning of *towering*.

Read the sentence aloud twice, slowly and clearly, emphasizing the word *towering*. Then discuss as a class:

Q *Based on what you just heard, what do you think the word towering might mean?*

Point to prompt 1 on the chart and have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 1: "I think *towering* might mean ['very tall']."

Then ask:

Q *What words in the sentence are clues to the meaning of towering?*

Point to prompt 2 and have a few volunteers use the prompt to share their thinking with the class.

PROMPT 2: "The words ['scraped the sky'] are a clue to the meaning because . . ."

Circle the context clues on the chart as the students identify them. If necessary, explain that *towering* means "very tall" and that the words "scraped the sky" are clues that help us figure out that towering buildings must be very tall buildings—so tall that they seem to scrape, or touch, the sky.

Teacher Note

You might say "blank" for the missing word or words and explain that this is where the students use their own words to answer the question.

Technology Tip

To find web-based activities that focus on using context to determine word meanings, you might search online using the keywords "whiteboard context clues activities." For more information, view the "Using Web-based Whiteboard Activities" tutorial (AV42).



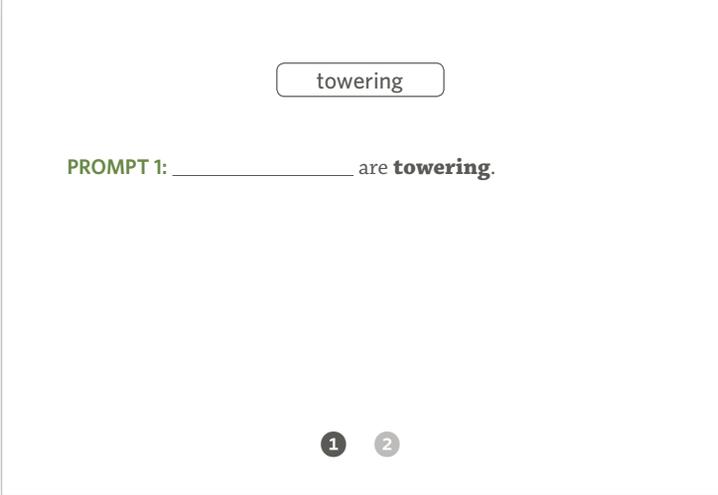
Display word card 3 (WA4), and have the students say the word *towering*.

9 Discuss Towering Things

Remind the students that skyscrapers like those in *Bà* are towering. Discuss as a class:

Q *What other things are or can be towering, or very tall?*

Click **1** on word card 3 (WA4) to reveal the first prompt.



towering

PROMPT 1: _____ are **towering**.

1 2

WA4

Teacher Note

If the students struggle to name towering things, give a few examples (redwood trees, construction cranes, waves, clouds, a giant in a fairy tale). Then repeat the question.

PROMPT 1: “[Mountains] are towering.”

10 Introduce the Activity “Imagine That!”

Tell the students that they will do an activity called “Imagine That!” Explain that the students will close their eyes and imagine a situation you describe. Then they will use the word *towering* to discuss what they imagined.

Have the students close their eyes and imagine the following situation as you read it aloud:

- *You are an ant bringing food to your colony. You are crawling around a campground site.*

Ask:

Q *What towering objects do you see around you?*

Give the students a few moments to think about the question; then have them open their eyes. Click **2** to reveal the prompt and have a few volunteers use the prompt to share their ideas with the class.

PROMPT 2: “I see [people] towering around me.”

Point to the word *towering* and ask:

Q *What’s the new word we are learning that means “very tall”?*

Tell the students that tomorrow they will talk more about the words they learned today.

MORE STRATEGY PRACTICE

More Strategy Practice activities provide the students with additional opportunities to review and use an independent word-learning strategy. The activities are optional and can be done at the end of the lesson or at another time.

Play “Use the Clues”

Display the “Use the Clues” chart (🗨️ WA5).

Use the Clues

The sailors said they saw an enormous _____
beneath the boat. They said it had huge, jagged teeth and
mean, scary eyes.

The sailors were _____ when they saw it. Many
screamed and ran for cover; others stood frozen with fear.

PROMPT: I think the missing word is _____
because . . .

WA5

Remind the students that they can sometimes figure out the meaning of a word they do not know by rereading the sentence that includes the word, or the sentences that come before or after it, to look for clues. Explain that today partners will play a game called “Use the Clues,” in which they look for clues to a word that is missing from a sentence.

Direct the students’ attention to the first example. Point to the blank and explain that as you read each sentence aloud, you want the students to think about what the missing word might be and which words in the sentences are clues to the missing word. Tell the students that more than one word might make sense as the missing word and that the word does not have to be a vocabulary word. Explain that partners may disagree about what the missing word might be and that is fine. What is important is that the students explain their thinking.

Read the sentences in the first example aloud twice, slowly and clearly, saying “blank” for the missing word.

Teacher Note

Send home with each student a copy of the introductory family letter (BLM1). Encourage the students to talk about ways in which they are learning new words with their families.

Materials

- “Use the Clues” chart (WA5)

Teacher Note

Alternatively, you might write the “Use the Clues” sentences where everyone can see them.

Teacher Note

Listen as partners share. If the students cannot suggest a word, or suggest words that are not supported by the context, call for their attention. Provide a word and point out the context clues. Then have the students discuss the second example.

Teacher Note

Although *monster* and *beast* are logical responses, the students may reasonably argue that *shark*, *whale*, *fish*, or another word is also supported by clues in the sentence. What is important is that the students explain their thinking.

Teacher Note

Possible responses include *scared*, *terrified*, *frightened*, and *afraid*.

Ask:

Q *What's the missing word? What words are clues to the missing word?*

Give the students a few moments to think about the questions. Read the prompt aloud; then say "Turn to your partner" and have partners use the prompt to share their ideas.

PROMPT: "I think the missing word is [*monster*] because . . ."

When most pairs have finished talking, signal for the students' attention. Have one or two volunteers use the prompt to share their thinking with the class.

If necessary, explain that the missing word might be *beast* or *monster*, and that the words *enormous*, *huge*, *jagged teeth*, and *mean*, *scary eyes* are clues that the sailors saw some type of frightening creature in the sea.

Use the same procedure to discuss the sentences in the second example.

Day 2

Review *Clamor*, *Pandemonium*, and *Towering*

Materials

- Daily review cards (WA6)
- "Tell Me a Story" chart (WA7)

In this lesson, the students:

- Review and practice using the words *clamor*, *pandemonium*, and *towering* from Day 1
- Build their speaking and listening skills
- Listen to one another

Words Reviewed

clamor

Clamor means "demand or ask for something loudly."

pandemonium

Pandemonium means "chaos or confusion."

towering

Towering means "very tall."

REVIEW THE WORDS

1 Briefly Review the Words

If necessary, review the procedure for gathering; then gather the class with partners sitting together, facing you.

Display the daily review cards (🗨️ WA6) and remind the students that yesterday they learned three words from or about the story *The Lotus Seed*. Point to each of the following words as you review the pronunciation and meaning: *clamor*, *pandemonium*, and *towering*. Tell the students that today they will talk more about the words.

Discuss as a class:

Q Which of yesterday's words do you think was especially fun to talk about? Why do you think that?

Click 1 on the daily review cards (WA6) to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

clamorpandemoniumtowering

PROMPT 1: I think the word _____ was especially fun to talk about because . . .

1

WA6

PROMPT 1: “I think the word [*pandemonium*] was especially fun to talk about because . . .”

PRACTICE USING THE WORDS

2 Introduce the Activity “Tell Me a Story”

Tell the students that partners will do an activity called “Tell Me a Story.” Explain that you will tell them the beginning of a story that includes one of the vocabulary words. The students will use their imaginations and what they know about the word to make up an ending for the story. Tell the students that before partners do the activity together, they will practice together as a class.

Display the “Tell Me a Story” chart (🗨️ WA7) and show story 1 and its accompanying prompt. Tell the students that story 1 uses the word *clamoring*. Then read the story 1 aloud, slowly and clearly.

- Story 1: *It is dinner time. Ethan is just about to sit down with his family when he hears a crowd of children clamoring at his front door. He runs to the door to find out what is going on. The children are clamoring because . . .*

Teacher Note

If the students struggle to answer the question, talk about a word you thought was fun to discuss. For example, say “I think the word *pandemonium* was fun to talk about because I enjoyed listening to your ideas about what the *pandemonium* would look and sound like if a spaceship landed on the playground. I thought our discussion of *towering* was fun because you had creative ideas about things you would see *towering* around you if you were an ant.”

Teacher Note

If the students have difficulty thinking of an ending, review the definition of *clamor* and think aloud about an ending. For example, say “The children are clamoring because they are excited. They are Ethan’s friends, and they are shouting for him to come outside and play.” Then reread the beginning of the story and repeat the questions.

Teacher Note

When two questions appear next to a **Q**, ask both questions before having the class or partners discuss their thinking.

Discuss as a class:

Q *How might you finish the story? Why are the children clamoring?*

Give the students a few moments to think about the story and the questions. Then point to prompt 1 and have a few volunteers share their ideas with the class.

Tell Me a Story

It is dinner time. Ethan is just about to sit down with his family when he hears a crowd of children clamoring at his front door. He runs to the door to find out what is going on. The children are clamoring because . . .

PROMPT 1: The children are **clamoring** because . . .

WA7

PROMPT 1: “The children are clamoring because . . .”

3 Do the Activity in Pairs

Continue doing the activity in pairs using story 2. Show story 2 on the chart (WA7) and read the story aloud:

- *Story 2: It is evening. Rachel is in her room reading a book. Suddenly she hears noise outside. She looks out her window and sees pandemonium in the street. The pandemonium is caused by . . .*

Ask:



Q *How might you finish the story? What is causing the pandemonium?* [Point to prompt 2 on WA7.] *Turn to your partner.*

PROMPT 2: “The pandemonium is caused by . . .”

Have partners use the prompt to take turns answering the questions. When most pairs have finished talking, signal for the students’ attention and have a few volunteers use the prompt to share their thinking with the class.

Follow up by asking:

Q *What does the pandemonium look like? What does it sound like?*

Point to prompt 3 and have the volunteers use the prompt to share their thinking.

PROMPT 3: “The pandemonium [looks/sounds] like . . .”

Use the same procedure to discuss story 3:

- Story 3: *It is the year 2075. A team of astronauts has reached Mars. The astronauts land their ship, open the hatch, and step onto Mars. To their amazement, they see a towering . . .*



Q How might you finish the story? What towering thing do the astronauts see? [Point to prompt 4.] Turn to your partner.

PROMPT 4: “To their amazement, they see a towering . . .”

Follow up by asking:

Q What might the astronauts do when they see a towering [Martian creature]?

Point to prompt 5 and have the volunteers use the prompt to share their thinking.

PROMPT 5: “When they see a towering [Martian creature], the astronauts might . . .”

Tell the students that tomorrow they will learn and talk about three new words.

Introduce *Memento*, *Reassure*, and *Tattered*

Day 3

In this lesson, the students:

- Learn and use the words *memento*, *reassure*, and *tattered*
- Discuss the Latin roots *mem* and *memor*
- Build their speaking and listening skills
- Listen to one another

Words Taught

memento

A *memento* is “something given or kept as a reminder of a person, place, or experience.”

reassure (p. 21)

When you reassure someone, you make the person feel less worried. You calm the person and give the person courage or confidence.

tattered (p. 26)

Tattered means “torn and ragged.”

Materials

- *Something to Remember Me By*
- Word card 4 (WA8)
- Word card 5 (WA9)
- Word card 6 (WA10)

ABOUT USING PREFIXES, SUFFIXES, AND ROOTS TO DETERMINE WORD MEANINGS

Research shows that teaching students to use word parts such as prefixes, suffixes, and roots to unlock word meanings can help them become more proficient independent word-learners and contribute to their vocabulary growth (White 1989). This week the students discuss the first of six word parts they will learn this year, the Latin roots *mem*, meaning “mind,” and *memor*, meaning “to remember.” In subsequent lessons, they will learn the Latin roots *mot* (“move”) and *act* (“do”), the suffixes *-er* (“person who” or “thing that”) and *-less* (“without” or “having no”), and the prefixes *dis-* (“not” or “opposite of”) and *pre-* (“before”). For tables of the word parts taught, the words through which they are introduced, and the lessons in which they are taught and reviewed, see Appendix C. For more information about using prefixes, suffixes, and roots to determine word meanings and other word-learning strategies, see “Independent Word-learning Strategies” in the Introduction.

INTRODUCE AND USE *MEMENTO*

1 Introduce and Define *Memento*

Gather the class with partners sitting together, facing you.

Review that earlier this week the students learned three words from or about the book *The Lotus Seed*. Then show the cover of *Something to Remember Me By* and read the title and name of the author aloud. Remind the students that they heard this story earlier and explain that today they will learn three words from or about this story.

Show pages 10–11 and remind the students that in this part of the story the grandmother gives her granddaughter a doll. Read the following sentences from page 11 aloud: “‘I want to give you something to remember me by,’ the grandmother started . . . She handed her granddaughter a wooden doll.”

Tell the students that the first word they will learn today is *memento*. Explain that a *memento* is “something given or kept as a reminder of a person, place, or experience.”

Point out that the grandmother gives her granddaughter the doll as a *memento*, or something to remember her by. Explain that every time the girl looks at the doll, she will remember her grandmother.

Display word card 4 (WA8) and have the students say the word *memento*.

2 Discuss the Students’ Mementos

Review that a *memento* might be something that someone gives you, like the doll in the story, or something you keep to remember a person, place, or experience. Tell the students about mementos you have been given or have collected.

ELPS 1.A.i

Steps 2–3 and Teacher Notes on pages 18 and 19

Teacher Note

If you have any mementos of your own in your classroom, you might want to show them to your students and tell them why they are important to you.

You might say:

"When I graduated from college, my parents gave me a watch as a memento. Whenever I look at it, I remember that day. When I visit a new place on vacation, I buy a magnet as a memento of my trip. I keep the magnets in a box as reminders of the places I have seen. Last summer when we went to the beach, my son found a beautiful pink shell. He kept it as a memento of our trip."

Discuss as a class:

Q *What memento do you have? What does it remind you of?*

Click **1** on word card 4 (WA8) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking.

WA8

memento

PROMPT 1: I have a _____ that is a
memento of . . .

1 **2**

PROMPT 1: "I have a [trophy] that is a memento of . . ."

3 Discuss a Memento the Students Would Give to a Friend

Ask the students to imagine the following scenario as you read it aloud:

- *Your best friend is moving away. You may not see him or her for a long time. You decide to give your friend a memento—something of yours for your friend to keep and remember you by.*

Ask:

 **Q** *What memento would you give your friend? Why?*

Give the students a few moments to think about the questions. Click **2** to reveal the prompt. Then say "Turn to your partner," and have partners use the prompt to take turns sharing their thinking.

PROMPT 2: "The memento I would give my friend is [a T-shirt that says 'Bay Shore Water Park'] because . . ."

Teacher Note

If the students struggle to answer the question, stimulate their thinking by asking questions such as "What do you have that reminds you of a place you have visited, such as a zoo, museum, baseball park, or amusement park?" "What do you have that reminds you of a special experience, such as playing in a soccer league or taking part in a neighborhood cleanup?" and "What do you have that someone has given you that reminds you of that person?"

Technology Tip

To find web-based activities that focus on using Greek and Latin roots to determine word meanings, you might search online using the keywords “whiteboard Greek and Latin roots activities.” For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



Teacher Note

You may wish to point out other words with the root *memor*, such as *memorable*, which means “worth remembering.”

Teacher Note

Repeating the definition of the word and having the students pronounce it are additional opportunities for the students to hear the word and think about its meaning.

Teacher Note

Some students may be familiar with a word you introduce. If so, tell the students that thinking and talking about the word gives them a chance to learn more about it and practice using it.

ELL Note

You might explain that if you have confidence, you feel sure that you can do something well or deal with a situation successfully.

When most pairs have finished talking, signal for the students’ attention and have a few volunteers use the prompt to share their thinking with the class.

4 Introduce the Latin Roots *mem* and *memor*

Write the word *memento* where everyone can see it, and underline the root *mem*. Tell the students that *mem*, meaning “mind” and *memor*, meaning “to remember” are word roots. Explain that a *root* is a “word or part of a word that is used to make other words.” Explain that many roots come to English from other languages. Explain that the roots *mem* and *memor* come from Latin, a language that was spoken by the people of ancient Rome.

Tell the students that knowing the meaning of a root like *mem* or *memor* can help them figure out the meanings of other words that include the root. Point to the word *memento* and review that a *memento* is “something kept or given as a reminder of a person, place, or experience,” emphasizing the word *reminder*. Explain that when you have a memento of someone or something, the memento helps you to remember or keep the person or thing in mind.

Point to the word *memento* and ask:

Q *What’s the new word we are learning that means “something kept or given as a reminder of a person, place, or experience”?*

INTRODUCE AND USE REASSURE

5 Introduce and Define *Reassure*

Show pages 20–21 of *Something to Remember Me By* and review that in this part of the story the grandmother worries because she has a hard time remembering things. Read the first two paragraphs on page 21 aloud, emphasizing the word *reassuringly*.

Tell the students that the next word they will learn today is *reassure*, and explain that when you reassure someone, you make the person feel less worried. You calm the person and give the person courage or confidence.

Explain that the granddaughter tries to reassure her grandmother, or make her feel less worried, by telling her that everyone forgets things, not just her.

Display word card 5 ( WA9) and have the students say the word *reassure*.

6 Introduce the Activity “What Might You Say or Do?”

Tell the students that partners will do an activity called “What Might You Say or Do?” Explain that you will describe a difficult situation someone is facing. Then partners will talk about what they might say or do to reassure the person in the situation. Tell the students that before they do the activity in pairs, they will practice as a class.

Begin by reading the following scenario aloud twice, slowly and clearly:

- *Your friend does not want to go to a party with you because she does not know anyone who will be there.*

Ask:

Q *What might you say or do to reassure your friend?*

Click **1** on word card 5 (WA9) to reveal the prompt.

reassure

PROMPT 1: To **reassure** _____, I might . . .

1

WA9

PROMPT 1: “To reassure [my friend], I might . . .”

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

7 Do the Activity in Pairs

Continue doing the activity in pairs. Read the second scenario aloud, slowly and clearly:

- *Your little brother fell off his bike and scraped his knee. Now he is afraid to ride his bike again.*

Ask:



Q *What might you say or do to reassure your little brother? [Point to the prompt.] Turn to your partner.*

PROMPT 1: “To reassure [my little brother], I might . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students’ attention and have a few volunteers use the prompt to share their thinking with the class.

Point to the word *reassure* and ask:

Q *What’s the new word we are learning that means “make a person feel less worried”?*

INTRODUCE AND USE *TATTERED*

8 Introduce and Define *Tattered*

Show pages 26–27 of *Something to Remember Me By*. Review that in this part of the story the granddaughter is visiting her grandmother, but her grandmother does not seem to know who she is. Read the last three paragraphs on page 26 aloud, emphasizing the word *tattered*.

Tell the students that the last word they will learn today is *tattered*, and explain that *tattered* means “torn and ragged.” Point to the illustration on page 27 and explain that the grandmother has handled the photograph so often that it has become tattered, or torn and ragged.

Display word card 6 (🗉 WA10) and have the students say the word *tattered*.

9 Tell “How Might It Have Happened?” Stories

Tell the students that partners will do an activity called “How Might It Have Happened?” Explain that you will describe something that has become tattered. The students will use their imaginations and what they know about the word to tell how they think the object might have become tattered.

Read the following scenario aloud twice:

- *With an embarrassed look on her face, your friend pulls a tattered library book out of her backpack.*

Teacher Note

You might explain that *ragged* means “shabby or worn out from frequent use.”

Ask:



Q *How might the library book have become tattered?* [Click **1** on WA10 to reveal the first prompt.] *Turn to your partner.*

tattered

PROMPT 1: The library book might have become **tattered**
[when/because] . . .

1 **2**

WA10

PROMPT 1: “The library book might have become tattered [when/because] . . .”

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

Follow up by asking:

Q *What might a tattered library book look like?*

Click **2** on word card 6 (WA10) to reveal the next prompt and have a few volunteers use the prompt to share their thinking with the class.

PROMPT 2: “The tattered library book . . .”

Point to the word *tattered* and ask:

Q *What’s the new word we are learning that means “torn and ragged”?*

Tell the students that tomorrow they will talk more about the words they learned today.

EXTENSION

Use the Vocabulary Words Throughout the Day

Encourage the students to use the vocabulary words as they talk to one another during the day. Look for opportunities to use the words yourself and ask questions about the words. For example, if you see a tattered piece of paper on your classroom floor, you might ask questions such as “What might have caused this paper to become so tattered?” and “What might we do with a tattered piece of paper like this?” You might show the class an item on your desk and explain why you have kept the memento. You might ask questions such as “What do you think this memento reminds me of?” and “Why might I want to keep [my trip to Oregon] in mind with this memento?” For more information about helping the students retain the vocabulary words, see “Retaining the Words” in the Introduction.

Day 4

Review *Memento*, *Reassure*, and *Tattered*

Materials

- Daily review cards (WA11)
- Copy of this week’s family letter (BLM2) for each student

In this lesson, the students:

- Review and practice using the words *memento*, *reassure*, and *tattered* from Day 3
- Build their speaking and listening skills
- Listen to one another

Words Reviewed

memento

A *memento* is “something given or kept as a reminder of a person, place, or experience.”

reassure

When you reassure someone, you make the person feel less worried. You calm the person and give the person courage or confidence.

tattered

Tattered means “torn and ragged.”

REVIEW THE WORDS

1 Briefly Review the Words

Gather the class with partners sitting together, facing you.

Display the daily review cards (🔊 WA11). Remind the students that yesterday they learned three words from or about the story *Something to Remember Me By*. Point to the following words as you review the pronunciation and meaning: *memento*, *reassure*, and *tattered*. Explain that today they will talk more about these words.

Discuss as a class:

Q *If you were writing a story about losing something that is important to you, which of these words might you use? How might you use the word?*

Click **1** on the daily review cards (WA11) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

WA11

mementoreassuretattered

PROMPT 1: I would use the word _____. I would write . . .

1 2 3

PROMPT 1: “I would use the word [*memento*]. I would write . . .”

PRACTICE USING THE WORDS

2 Introduce the Game “Which Word Goes With?”

Tell the students that partners will play a game called “Which Word Goes With?” Explain that you will write a word they know—like *postcard* or *blanket*—where everyone can see it, and the students are to think about which of yesterday’s words goes with the word you wrote. Explain that when you say “Turn to your partner,” partners will discuss their thinking. Then you will ask some volunteers to share their thinking with the class.

Tell the students that the word you write might go with more than one of the vocabulary words. Explain that partners may not always agree and that is fine. What is important is that they explain *why* they think the words go together.

Teacher Note

If the students have trouble answering the questions, think aloud about associations you might make and why. For example, say “I think *memento* goes with *postcard* because sometimes people buy postcards as mementos of trips. I think *reassure* goes with *postcard*, too, because sometimes people on vacation mail a postcard home to reassure their family that they have arrived safe and sound. I think *tattered* can go with *postcard* also, because a postcard might get tattered in the mail, or it might become tattered if someone keeps it for a long time.” Then continue the activity by discussing the word *blanket* as a class, rather than in pairs.

Teacher Note

If the students have trouble making associations, give examples of associations you might make, or ask questions such as “How might the word *memento* go with *blanket*?” “When might you have a blanket as a memento?” “How might the word *reassure* go with *blanket*?” “Might a baby feel reassured with its favorite blanket? Why?” and “How might the word *tattered* go with *blanket*?” “When might a blanket become tattered?”

Remember that there are no right or wrong responses. What is important is that the students explain the thinking behind their associations and demonstrate an understanding of the word’s meaning.

Teacher Note

Send home with each student a copy of this week’s family letter (BLM2). Encourage the students to talk about this week’s words with their families.

Tell the students that before they play the game in pairs, they will practice playing as a class. Write the word *postcard* where everyone can see it and read the word aloud. Then direct the students’ attention to the daily review cards (WA11) and ask:

Q Which of these words do you think goes with *postcard*? Why do you think that?

Give the students a few moments to think about the questions. Then click **2** to reveal the prompt and have a few volunteers use the prompt to share their thinking with the class.

PROMPT 2: “I think [*memento*] goes with *postcard* because . . .”

3 Play the Game in Pairs

Write the word *blanket* where everyone can see it and pronounce the word. Direct the students’ attention to the daily review cards (WA11) and ask:

 **Q** Which of these words do you think goes with *blanket*? Why do you think that? [Click **3** to reveal the prompt.] Turn to your partner.

PROMPT 3: “I think [*memento*] goes with *blanket* because . . .”

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

Tell the students that tomorrow they will talk more about some of the words they have been learning.

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Listen to one another

Words Reviewed

clamor

Clamor means “demand or ask for something loudly.”

memento

A *memento* is “something given or kept as a reminder of a person, place, or experience.”

pandemonium

Pandemonium means “chaos or confusion.”

reassure

When you reassure someone, you make the person feel less worried. You calm the person and give the person courage or confidence.

tattered

Tattered means “torn and ragged.”

towering

Towering means “very tall.”

ABOUT ONGOING REVIEW

Research shows that it is critical for students to use a word repeatedly over an extended period of time if the word is to become a permanent part of their vocabularies. Each week we provide an activity for reviewing words. The words reviewed today are the six words the students learned this week. Beginning next week, the review will include words from the most recent week and previous weeks. For more information about Ongoing Review and helping the students retain vocabulary, see “Retaining the Words” in the Introduction.

REVIEW THE WORDS

1 Briefly Review the Words

Gather the class with partners sitting together, facing you. Display the ongoing review cards (WA12). Remind the students that they learned these words earlier. Explain that today they will talk more about the words.

Point to the word *clamor*, pronounce it, and have the students say it. Discuss as a class:

Q *What do you know about the word clamor?*

Materials

- Ongoing review cards (WA12)

Teacher Note

Even when the students know the meaning of a word, it is often difficult for them to articulate a definition. For this reason, we do not ask the students the question “What does the word *clamor* mean?” Instead, we ask them what they know about the word, giving them an opportunity to show their understanding of the word’s meaning in various ways (for example, by using the word in a sentence, giving an example of a situation in which the word might be used, or acting out the word). If the students do not recall the meaning of the word, tell them.

Have one or two volunteers share their thinking with the class. Remind them to use the word *clamor* as they share their ideas.

Use the same procedure to review the remaining words.

PRACTICE USING THE WORDS

2 Introduce the Game “Does That Make Sense?”

Tell the students that partners will play a game called “Does That Make Sense?” Explain that you will read a scenario, or imaginary situation, that includes one of the vocabulary words. Partners will decide whether the word makes sense in the scenario and explain why they think so.

Tell the students that before they play the game in pairs, they will practice playing as a class. Point to the word *pandemonium* on the ongoing review cards (WA12) and explain that the first scenario includes the word *pandemonium*.

Read the following scenario aloud twice:

- *When we walked into the gymnasium, everyone was sitting quietly, listening to the candidate give her speech. It was complete pandemonium.*

Ask:

- Q *Does the word pandemonium make sense in the scenario? Why do you think that?*

Give the students a few moments to think about the questions. Then click 1 on the ongoing review cards (WA12) to reveal the prompt and have one or two volunteers use the prompt to share their thinking with the class.

Teacher Note

If the students struggle to answer the questions, call for their attention. Reread the story aloud, and explain that *pandemonium* does not make sense in the story because everyone in the gymnasium was sitting quietly. If there had been complete pandemonium, there would have been chaos or confusion. Then read the next story and discuss it as a class, rather than in pairs.

WA12

clamor	memento	pandemonium
reassure	tattered	towering

PROMPT 1: The word _____ [does/does not] make sense because . . .

1

PROMPT 1: “The word [*pandemonium*] [does/does not] make sense because . . .”

3 Play the Game in Pairs

Now play the game in pairs. Point to the word *clamor* and explain that the next scenario includes the word *clamor*. Remind the students that as they listen to the scenario, they are to think about whether the word *clamor* makes sense in the scenario. Then partners will share their thinking with each other.

Read the following scenario aloud twice:

- *The shoppers were angry. They had been waiting in line for hours for the store to open. "Let us in! Let us in!" the shoppers clamored.*

Ask:



Q *Does the word clamored make sense in the scenario? Why do you think that? [Point to prompt 1.] Turn to your partner.*

PROMPT 1: "The word [*clamored*] [does/does not] make sense because . . ."

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students' attention and have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following scenarios:

[reassure]

- *Helen practiced her dance routine before the talent show tryouts. She performed the routine perfectly, but she was afraid she might forget a step during her audition. Her friends reassured her that she would do a great job.*

[tattered]

- *When Kainoa opened his birthday present, he was delighted. "A tattered shirt!" he exclaimed. "Just what I wanted!"*

[memento]

- *Esme showed her friend her photo album. "I keep these pictures as mementos of my trips," she said. "Looking at them helps me remember the fun I had."*

[towering]

- *The airplane in which Connor was flying was high in the sky. He looked out the window and said, "Wow! Look at those towering cars down below."*

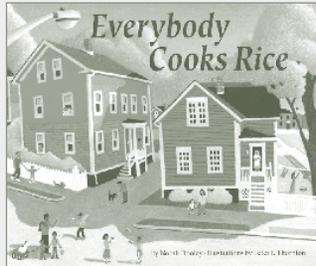
Tell the students that next week they will learn more new words.

Teacher Note

When a word is shown in square brackets, point to the word before you ask the question.

Week 2

RESOURCES



Read-aloud

- *Everybody Cooks Rice* by Norah Dooley, illustrated by Peter J. Thornton

More Strategy Practice

- “Start a Synonym Chart”
- “Discuss Other Words with the Suffix *-er*”

Extension

- “Use the Vocabulary Words Throughout the Day”



More ELL Support

- “Act Out and Discuss the Word *Hospitable*”

Assessment Resource Book

- Week 2 vocabulary assessment



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA10

Assessment Form

- “Class Vocabulary Assessment Record” sheet (CA1)

Reproducibles

- Week 2 family letter (BLM1)
- (Optional) “Week 2 Word Cards” (BLM2)
- (Optional) “Week 2 Crossword Puzzle” (BLM3)

Professional Development Media

- “Using “Think, Pair, Share”” (AV8)
- “Using Web-based Whiteboard Activities” tutorial (AV42)

OVERVIEW

Words Taught

moocher
delectable
hospitable
cuisine
vary
international

Words Reviewed

delectable
hospitable
international
tattered
towering

Word-learning Strategies

- Using the suffix *-er* to determine word meanings
- Recognizing synonyms

Vocabulary Focus

- Students learn and use six words from or about the story.
- Students discuss the suffix *-er*.
- Students discuss synonyms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students practice the procedure for “Think, Pair, Share.”
- Students analyze the effect of their behavior on others and on the group work.
- Students develop the skill of explaining their thinking.

DO AHEAD

- ✓ This week the students use “Think, Pair, Share” to discuss their thinking in pairs. You may wish to introduce or review the procedure for “Think, Pair, Share” prior to Day 1 (see Step 1 in Unit 1, Week 2, Day 1 of the *Teacher’s Manual*). To see an example of how to use this strategy with your students, view “Using ‘Think, Pair, Share’”(AV8).
- 
- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Start a Synonym Chart” on page 37. You might do the activity at the end of the lesson or at another time.
 - ✓ (Optional) Prior to Day 2, review the more strategy practice activity “Discuss Other Words with the Suffix *-er*” on page 41.
 - ✓ Prior to Day 3, preview pages 26–27 of *Everybody Cooks Rice*. (You did not read these pages during the *Making Meaning* lesson.) You will read the recipes “Rice” and “Tam’s Nuoc Cham” aloud to the students to introduce the words *vary* and *international*.
 - ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
 - ✓ Prior to Day 5, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 163 of the *Assessment Resource Book*.
 - ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: “Week 2 Word Cards” (BLM2) and “Week 2 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words. For more information, see “Additional Ways to Review the Words” in the Introduction.

Introduce *Moocher*, *Delectable*, and *Hospitable*

Day 1

In this lesson, the students:

- Learn and use the words *moocher*, *delectable*, and *hospitable*
- Discuss the suffix -er
- Discuss synonyms
- Build their speaking and listening skills
- Practice using “Think, Pair, Share”
- Explain their thinking

Words Taught

moocher (p. 5)

A *moocher* is a “person who tries to get something without paying or working for it.”

delectable

Delectable means “delicious, or very good to taste or smell.”

hospitable

Hospitable means “friendly, welcoming, and generous to visitors.”

ABOUT RECOGNIZING SYNONYMS

In this lesson, the students are introduced to *synonyms*, or “words that mean the same thing or almost the same thing.” Connecting a new word to a known word that is a synonym helps the students remember the new word. Synonyms also provide the students with words that can replace overused words in their writing, making their writing more interesting. We suggest that you start a synonym chart this week and add to it during the year as the students learn new synonyms (see the more strategy practice activity “Start a Synonym Chart” on page 37). For more information about recognizing synonyms and other independent word-learning strategies, see “Independent Word-learning Strategies” in the Introduction.

INTRODUCE AND USE *MOOCHER*

1 Introduce and Define *Moocher* and Introduce the Suffix -er

Gather the class with partners sitting together, facing you.

Show the cover of *Everybody Cooks Rice*, read the title and the name of the author aloud, and remind the students that they heard this story earlier. Explain that the words they will learn this week are from or about this story.

Materials

- *Everybody Cooks Rice*
- Word card 7 (WA1)
- Word card 8 (WA2)
- Word card 9 (WA3)

Teacher Note

You might want to explain that in the story Carrie is teasing when she refers to her brother as a moocher and that she does not really believe he is a moocher.

Technology Tip

To find web-based activities that focus on using suffixes to determine word meanings, you might search online using the keywords “whiteboard suffixes activities.” For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



Teacher Note

Tulip is an imaginary character who appears frequently in activities during the year. If one of your students or someone they know is named Tulip, you may want to select another name for the character.

Show pages 4–5 and remind the students that at the beginning of the story, Carrie’s mom asks her to find her little brother, Anthony, and bring him home for dinner. Read the second paragraph on page 5 aloud, emphasizing the word *moocher*.

Tell the students that *moocher* is the first word they will learn today, and explain that a *moocher* is a “person who tries to get something without paying or working for it.” Explain that Carrie thinks her brother is a moocher because he is always getting free food from the neighbors—food he does not pay for or work for.

Display word card 7 (🗨️ WA1) and have the students say the word *moocher*.

Point to the word *mooch* in *moocher* and explain that *mooch* means “try to get something without paying or working for it.” Point to the letters *er* at the end of the word and explain that *-er* is a *suffix*. Explain that a *suffix* is a “letter or group of letters that is added to the end of a word to make a new word.”

Explain that the suffix *-er* means a “person who” and that adding the suffix *-er* to *mooch* makes the word *moocher*, which means a “person who tries to get something without paying or working for it.”

2 Discuss Whether Tulip Is a Moocher

Tell the students that you are going to describe something that an imaginary fifth-grader named Tulip is doing. Partners will decide whether Tulip is a moocher or not. Explain that partners may not always agree and that is fine. What is important is that they can explain their thinking.

Begin by reading the following scenario aloud twice, slowly and clearly:

- *Tulip loves to draw, but she doesn’t have any crayons, and she refuses to buy any. She is always asking other people if she can use their crayons.*

Ask:

🗨️ Q *Is Tulip a moocher? Why do you think that?* [Click 1 on WA1 to reveal the prompt.] *Turn to your partner.*

moocher

PROMPT 1: Tulip [is/is not] a **moocher** because . . .

1

WA1

PROMPT 1: “Tulip [is/is not] a moocher because . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention and have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to have the students discuss the following scenarios:

- *Tulip always brings an extra snack to share with her friends at recess.*
- *Tulip is at the farmers’ market. She is hungry, but she doesn’t have money to buy food. She asks the salesperson at every booth for a free sample of fruit.*

Point to the word *moocher* and ask:

Q *What’s the new word we are learning that means “someone who tries to get something without paying or working for it”?*

INTRODUCE AND USE *DELECTABLE*

3 Introduce and Define *Delectable* and Introduce Synonyms

Show pages 10–11 of *Everybody Cooks Rice*. Review that Carrie visits the Diaz family and that the Diaz children are cooking rice and pigeon peas. Read the second paragraph on page 10 aloud, stopping after the sentence, “Boy, was it delicious!”

Tell the students that the next word they will learn today is *delectable*, and explain that *delectable* means “delicious, or very good to taste or smell.” Explain that the words *delectable* and *delicious* are synonyms and that *synonyms* are “words that mean the same thing or almost the same thing.” Point out that Carrie thinks that the turmeric in the rice makes it delectable, or delicious.

Display word card 8 (🎧 WA2) and have the students say the word *delectable*.

4 Imagine a Delectable Pizza

Explain that the families in the story use different ingredients to make their rice dishes delectable. For example, Fendra uses turmeric; Rajit’s mom uses peas, cashews, raisins, and many different spices; and Mr. and Mrs. D. use fried onions and bacon. Tell the students that you will ask partners to discuss what ingredients they might use to make a delectable pizza; then a few of them will share their partners’ thinking with the class.

Use “Think, Pair, Share” to discuss:

 **Q** *What ingredients would you use to make a delectable pizza?*

Give the students a few moments to think about the question. Click **1** on word card 8 (WA2) to reveal the first prompt. Then say “Turn to your partner” and have partners take turns using the prompt to share their thinking.

Technology Tip

To find web-based activities that focus on recognizing synonyms, you might search online using the keywords “whiteboard synonyms activities.”

For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



Teacher Note

Follow this procedure for all subsequent “Think, Pair, Share” activities.

ELL Note

The Spanish cognate of *hospitable* is *hospitalario/a*.

PROMPT 1: “To make a delectable pizza, I would use . . .”

After a few moments, signal for the students’ attention and have one or two volunteers use the prompt to share their thinking with the class.

Then click **2** to reveal the next prompt. Have a few volunteers use the prompt to share their partners’ thinking with the class.

PROMPT 2: “To make a delectable pizza, my partner would use . . .”

Point to the word *delectable* and ask:

Q *What’s the new word we are learning that means “delicious, or very good to taste or smell”?*

INTRODUCE AND USE *HOSPITABLE*

5 Introduce and Define *Hospitable*

Show pages 16–17 of *Everybody Cooks Rice* and review that Carrie is now at Mrs. Hua’s house. Read the last sentence on page 17 aloud: “Mrs. Hua always makes me sit down and eat something when I come over.”

Tell the students that the last word they will learn today is *hospitable*, and explain that *hospitable* means “friendly, welcoming, and generous to visitors.” Point out that all of Carrie’s neighbors are hospitable, or friendly, welcoming, and generous, because they invite Carrie into their homes, talk with her, and offer her something to eat.

Display word card 9 (🌍 WA3) and have the students say the word *hospitable*.

6 Imagine Being Hospitable

Ask the students to imagine that a group of fourth-graders is visiting the classroom to see what fifth grade is like.

Use “Think, Pair, Share” to discuss:

 **Q** *What might you do or say to be hospitable to the fourth-graders? [Pause; click **1** on WA3 to reveal the first prompt.] Turn to your partner.*

PROMPT 1: “I might be hospitable by . . .”

Have partners use the prompt to take turns answering the question. When most pairs have finished talking, signal for the students’ attention and have a few volunteers use the prompt to share their thinking with the class.

Discuss as a class:

Q *Why is it important to be hospitable when we have visitors?*

Click **2** to reveal the next prompt and have a few volunteers use the prompt to share their thinking.

PROMPT 2: “It is important to be hospitable because . . .”

Point to the word *hospitable* and ask:

Q *What’s the new word we are learning that means “friendly, welcoming, and generous to visitors”?*

Tell the students that tomorrow they will talk more about the words they learned today.

MORE STRATEGY PRACTICE

Start a Synonym Chart

Help the students further explore synonyms by starting a synonym chart. Prepare a sheet of chart paper titled “Synonyms” and post the chart where everyone can see it. Review that *synonyms* are “words that mean the same thing or almost the same thing.”

Write the word *delectable* on the chart and review that *delectable* means “delicious, or very good to taste or smell.” Review that *delectable* and *delicious* are synonyms, and write *delicious* next to *delectable* on the chart. Ask the students to name other synonyms for *delectable* and *delicious*, and add them to the chart (for example, *scrumptious*, *tasty*, and *yummy*).

Remind the students that last week they learned the words *pandemonium*, *towering*, and *tattered*. Add the words and their synonyms to the chart: *pandemonium* (*chaos*, *confusion*), *towering* (*tall*), and *tattered* (*torn*).

Explain that when the students write stories, research reports, and other pieces, they can use the synonyms they are learning. For example, instead of using the word *delicious* in a story, they can use the word *delectable*. Explain that using synonyms helps them avoid using the same words over and over and makes their writing more interesting.

Throughout the year, encourage the students to share other synonyms they think of with the class; then add the synonyms the students suggest to the chart. As synonyms are introduced in vocabulary lessons, add them to the chart as well.

MORE ELL SUPPORT

Act Out and Discuss the Word *Hospitable*

Remind the students that they learned the word *hospitable* earlier and that *hospitable* means “friendly, welcoming, and generous to visitors.” Review that in the book *Everybody Cooks Rice*, Carrie’s neighbors were hospitable, or friendly, welcoming, and generous, when they invited her into their homes.

Materials

- Chart paper and a marker

Teacher Note

Post the “Synonyms” chart to use throughout the year.

ELPS 1.D.i
More ELL Support

Have two volunteers act out a scenario in which one is hospitable toward the other. (For example, one volunteer might act out inviting the other into his home, and then offer her a glass of water.) Then ask:

Q *What did [Julio] do that was hospitable?*

Have one or two volunteers use the prompt to share their thinking with the group.

PROMPT: “[Julio] was hospitable when he . . .”

EXTENSION

Use the Vocabulary Words Throughout the Day

Encourage the students to use the vocabulary words as they talk to one another during the day. Ask the students questions about the words, and look for opportunities to use them yourself. For example, when you walk into the lunchroom you might ask questions such as “What delectable choices do you have for lunch today?” and “What food has that delectable smell?” After a trip to the library, you might ask “How was [Mrs. Felton] hospitable during our time at the library today?” For more information about helping the students retain vocabulary words, see “Retaining the Words” in the Introduction.

Day 2

Review *Moocher*, *Delectable*, and *Hospitable*

Materials

- Daily review cards (WA4)
- Daily review activity (WA5)

In this lesson, the students:

- Review and practice using the words *moocher*, *delectable*, and *hospitable* from Day 1
- Build their speaking and listening skills
- Explain their thinking

Words Reviewed

moocher

A *moocher* is a “person who tries to get something without paying or working for it.”

delectable

Delectable means “delicious, or very good to taste or smell.”

hospitable

Hospitable means “friendly, welcoming, and generous to visitors.”

REVIEW THE WORDS

1 Briefly Review the Words

Gather the class with partners sitting together, facing you.

Display the daily review cards (🗨️ WA4). Remind the students that yesterday they learned three words from or about the story *Everybody Cooks Rice*. Point to each of the following words as you review the pronunciation and meaning: *moocher*, *delectable*, and *hospitable*. Explain that today they will think more about the words.

Ask:



Q Which of yesterday's words do you think was especially fun to talk about? Why do you think that? [Click 1 on WA4 to reveal the first prompt.] Turn to your partner.

WA4

moocherdelectablehospitable

PROMPT 1: I think the word _____ was especially fun to talk about because . . .

1

PROMPT 1: “I think the word [*moocher*] was especially fun to talk about because . . .”

Have the students use the prompt to take turns answering the questions. When most pairs have finished talking, signal for the students' attention and have one or two volunteers use the prompt to share their thinking with the class.

PRACTICE USING THE WORDS

2 Introduce the Game “Find Another Word”

Tell the students that partners will play a game called “Find Another Word.” Tell the students that you will show a few stories with one or more words underlined. Explain that you will read each story aloud; then partners will discuss which vocabulary word could replace the underlined words and explain why they think so. Tell the students that before they play the game in pairs, they will practice playing as a class.

Teacher Note

You might explain that the students may need to change the form of the word to complete the story by adding an ending such as *-s*, *-ing*, or *-ed*.

Teacher Note

Each sentence on the ongoing review activity (WA5) has a corresponding number: the first story is ❶; the second story is ❷; the third story is ❸. To play the game, click the corresponding number four times:

- The first click reveals the story.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the new story with the answer in place.
- The fourth click clears the screen.

Display the daily review activity (WA5) and begin playing the game:

1. Click ❶ to reveal the first story. Point to the story and read it aloud, emphasizing the underlined word.
 - Story 1: *I think the berry smoothie at Berta's Smoothie Shop is delicious.*
2. Give the students a few moments to think about the story and the underlined word. Then point to the three word choices and ask:

Q Which vocabulary word could replace the underlined word? Why?

Click ❶ again to reveal the prompt.

PROMPT 1: "I think [*delectable*] could replace *delicious* because . . ."

Have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking ❶ a third time to highlight the correct vocabulary word and reveal the story with the correct word in place.

WA5

4. Click ❶ to clear the screen.

3 Play the Game in Pairs

Now play the game with the students in pairs:

1. Click ❷ to reveal the second story and read it aloud, emphasizing the underlined words.
 - Story 2: *I love going to Berta's shop because Berta is nice and gives me samples of new smoothie flavors.*
2. Give the students a few moments to think about the story and the underlined words. Then point to the three word choices and ask:

Q Which vocabulary word could replace the underlined words? Why? [Click ❷ again and point to the prompt.] Turn to your partner.



PROMPT 2: “I think [*hospitable*] could replace *nice and gives me samples of new smoothie flavors* because . . .”

Have partners take turns using the prompt to talk about the questions. Then have one or two volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking **2** a third time to highlight the correct vocabulary word and reveal the story with the correct word in place.
4. Click **2** to clear the screen.

Use the same procedure to discuss the following story:

- Story 3: *My friend Gordie is a person who tries to get something without paying for it. He asks to taste everyone’s smoothies but never buys one himself.* (moocher)

Tell the students that tomorrow they will learn and talk about three new words.

MORE STRATEGY PRACTICE

Discuss Other Words with the Suffix *-er*

Prepare a sheet of chart paper titled “Words with the Suffix *-er*.” Below the title, write the sentence *The suffix -er means a “person who.”* Write the word *moocher* on the chart.

Point to the suffix *-er* in the word *moocher* on the chart, and review that *-er* is a suffix. Remind the students that a *suffix* is a “letter or group of letters that is added to the end of a word to make a new word.” Remind the students that the suffix *-er* means a “person who” and that when *-er* is added to the word *mooch*, which means “try to get something without paying or working for it,” it makes the word *moocher*, which means a “person who tries to get something without paying or working for it.”

Tell the students that knowing that *-er* means a “person who” can help them figure out the meaning of other words that end with the suffix. Write the word *explorer* on the chart, and explain that this is another word that uses the suffix *-er*. Point to the word *explorer* and discuss as a class:

Q *Based on what you know about the word explore and the suffix -er, what do you think the word explorer means?*

Have a few volunteers share their thinking. If necessary, explain that *explorer* means a “person who explores, or looks around a place to see what he or she can discover.” Repeat the procedure to discuss the word *entertainer*.

Materials

- Chart paper and a marker

Teacher Note

For a list of common suffixes, visit the CCC Learning Hub (ccclearninghub.org) to view the “Suffixes” list in the General Resources section.

Teacher Note

You might explain that when you add *-er* to *explore*, you drop the final *e* in *explore* to spell *explorer*.

Teacher Note

You might explain that the suffix *-or* also means a “person who” and is used in words such as *conductor*, *actor*, and *survivor*.

Teacher Note

Post the “Words with the Suffix *-er*” chart to use throughout the year.

Invite the students to think of other words that use the suffix *-er*, and list them on the chart. You might stimulate their thinking by asking questions such as “What do you call a person who writes? Reports the news? Dreams?”

Throughout the year, encourage the students to share other words with the suffix *-er* that they think of with the class; then add the words the students suggest to the chart. As words with the suffix *-er* are introduced in vocabulary lessons, add them to the chart as well.

Day 3

Introduce *Cuisine*, *Vary*, and *International*

Materials

- *Everybody Cooks Rice*
- Word card 10 (WA6)
- Word card 11 (WA7)
- Word card 12 (WA8)

In this lesson, the students:

- Learn and use the words *cuisine*, *vary*, and *international*
- Build their speaking and listening skills
- Explain their thinking

Words Taught

cuisine

A *cuisine* is a “style of cooking.”

vary (p. 26)

Vary means “are different.”

international (p. 27)

International means “having to do with more than one country.”

INTRODUCE AND USE *CUISINE*

1 Introduce and Define *Cuisine*

Gather the class with partners sitting together, facing you.

Review that earlier the students learned three words from or about the story *Everybody Cooks Rice*. Explain that today they will learn three more words from or about the story.

Slowly page through the book and review that Carrie’s neighbors are from many different countries. For example, Mr. and Mrs. D. are from Barbados, an island in the Caribbean Sea. Dong and Tam Tran are from Vietnam, a country in Asia, and the Huas are from China, another

Asian country. Point out that each place has a particular cuisine. Tell the students that *cuisine* is the first word they will learn today, and explain that a *cuisine* is a “style of cooking.”

Review that all the cuisines, or styles of cooking, in Carrie’s neighborhood include rice. Explain that at Mr. and Mrs. D.’s house, Carrie tastes Caribbean cuisine, which includes a dish made from black-eyed peas and rice. At the Trans’ house, they eat Vietnamese cuisine, which includes rice and a fish sauce called *nuoc cham*. At the Huas’ house they eat Chinese cuisine, which includes tofu, vegetables, and rice.

Display word card 10 (🗉 WA6) and have the students say the word *cuisine*.

2 Discuss Developing the Students’ Own Cuisines

Explain that all cuisines include vegetables. For example, Mexican cuisine includes many dishes with corn, potatoes, tomatoes, and peppers. Chinese cuisine includes many dishes with cabbage, onions, mushrooms, and bok choy. Ask the students to imagine they are developing a cuisine of their own that includes their favorite vegetables.

Use “Think, Pair, Share” to discuss:



Q *What vegetables would you include in your cuisine?* [Pause; click 1 on WA6 to reveal the first prompt.] *Turn to your partner.*

cuisine

PROMPT 1: The vegetables I would include in my **cuisine** are . . .

1 2

WA6

PROMPT 1: “The vegetables I would include in my cuisine are . . .”

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

Discuss as a class:

Q *What fruits would you include in your cuisine?*

Click 2 on word card 10 (WA6) to reveal the next prompt. Have a few volunteers use the prompt to share their thinking.

Teacher Note

If the students are familiar with the cuisines of their native countries, you might have them discuss their favorite foods or dishes.

PROMPT 2: “The fruits I would include in my cuisine are . . .”

Point to the word *cuisine* and ask:

Q *What’s the new word we are learning that means a “style of cooking”?*

INTRODUCE AND USE VARY

3 Introduce and Define Vary

Show pages 26–27 of *Everybody Cooks Rice* and explain that the recipes for the rice dishes discussed in the story are at the back of the book. Ask the students to listen carefully as you read the recipe for cooking rice. Then read “Rice” on page 26 aloud, emphasizing the word *vary*.

Tell the students that the next word they will learn today is *vary*, and explain that *vary* means “are different.” Explain that there are many kinds of rice and that the amount of time you cook each type of rice *varies*, or is different.

Display word card 11 (🌐 WA7) and have the students say the word *vary*.

4 Discuss Things That Vary in the Classroom

Tell the students that we use the word *vary* to talk about things that are different from one another. Give the students some examples of things in the classroom that vary.

You might say:

“The colors of your pencil boxes vary, or are different. The number of books in the book bins varies, and the sizes of the books vary also. The sizes of everyone’s feet vary. The colors of our hair vary, too.”

Use “Think, Pair, Share” to discuss:

 **Q** *What other things do you see in our classroom that vary? How do they vary?*
[Pause; click 1 on WA7 to reveal the prompt.] *Turn to your partner.*

PROMPT 1: “The [borders on the bulletin boards] vary because . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students’ attention and have a few volunteers use the prompt to share their thinking with the class.

Point to the word *vary* and ask:

Q *What’s the new word we are learning that means “are different”?*

ELL Note

The Spanish cognate of *vary* is *variar*.

Teacher Note

You might explain that the words *various* and *variety* are forms of the word *vary*.

Teacher Note

You might explain that we use the word *varies* when discussing a singular object (a peach varies from an apple) and we use the word *vary* when discussing plural objects (peaches vary from apples).

INTRODUCE AND USE INTERNATIONAL

5 Introduce and Define *International*

Show pages 26–27 of *Everybody Cooks Rice* again. Review that Tam Tran is making a sauce called *nuoc cham* in the story. Ask the students to listen carefully as you read the recipe. Then read “Tam’s Nuoc Cham” on page 27 aloud, emphasizing the word *international*.

Tell the students that the last word they will learn today is *international*. Explain that *international* means “having to do with more than one country.”

Explain that in the international section of the grocery store, you can find foods and sauces from many countries. For example, you might find foods and sauces not only from Vietnam, but also from India, China, and other countries.

Display word card 12 (🌐 WA8) and have the students say the word *international*.

6 Discuss International Travel

Explain that if you take a trip from one country to another, you are called an “international traveler” because you have traveled in more than one country.

Explain that many people enjoy international travel. Give examples of times when you, a student, or someone you know has traveled to a foreign country.

You might say:

“Jin’s family went to Korea to visit his grandparents. Jin is an international traveler because he flew from the United States to another country, Korea. I am also an international traveler because I traveled from the United States to Canada for vacation this summer.”

Use “Think, Pair, Share” to discuss:



Q *If you had the chance to be an international traveler, where would you go? Why?* [Pause; click 1 on WA8 to reveal the prompt.] *Turn to your partner.*

PROMPT 1: “If I had the chance to be an international traveler, I would go to [Egypt] because . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students’ attention and have a few volunteers use the prompt to share their ideas with the class.

ELL Note

The Spanish cognate of *international* is *internacional*.

ELL Note

You might point out on a map or globe the international destinations to which you or the students have traveled.

Teacher Note

You might discuss or ask about other international travel your students have done.

Teacher Note

Support struggling students by giving an example of international travel you would like to do and explaining why or by asking questions, such as “What country would be fun to visit? What would you do there?”

Day 4

Review *Cuisine*, *Vary*, and *International*

Materials

- Daily review cards (WA9)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of the "Week 2 Crossword Puzzle" (BLM3) for each student

Point to the word *international* and ask:

Q *What's the new word we are learning that means "having to do with more than one country"?*

Tell the students that tomorrow they will talk more about the words they learned today.

In this lesson, the students:

- Review and practice using the words *cuisine*, *vary*, and *international* from Day 3
- Build their speaking and listening skills
- Explain their thinking

Words Reviewed

cuisine

A *cuisine* is a "style of cooking."

vary

Vary means "are different."

international

International means "having to do with more than one country."

REVIEW THE WORDS

1 Briefly Review the Words

Gather the class with partners sitting together, facing you.

Display the daily review cards (WA9) and remind the students that yesterday they learned three words from or about the story *Everybody Cooks Rice*. Point to each of the following words as you review the pronunciation and meaning: *cuisine*, *vary*, and *international*. Explain that today they will think more about the words.

Ask:



Q *Which of these words would you use to discuss your favorite type of food? Why?* [Click 1 on WA9 to reveal the first prompt.] *Turn to your partner.*

cuisine

vary

international

PROMPT 1: I would use the word _____
because . . .

1
2
3

PROMPT 1: “I would use the word [*cuisine*] because . . .”

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

Using the same procedure, discuss the following questions:

-  **Q** Which of these words would you use to describe a movie star who is known all over the world? Why? [Point to prompt 1.] Turn to your partner. (international)
- Q** Which of these words would you use to talk about ways that oceans are different from lakes? Why? [Point to prompt 1.] Turn to your partner. (vary)

PRACTICE USING THE WORDS

2 Discuss “Would You?” Questions

Tell the students that you will ask them some questions about the words. First, partners will talk about each question with one another. Then you will ask a few pairs to share their thinking with the class.

Point to the words *international* and *cuisine* on the daily review cards (WA9) and ask:

-  **Q** Would you enjoy eating at a restaurant that offers a choice of international cuisines? Why? [Click **2** to reveal the prompt.] Turn to your partner.

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

Teacher Note

To provide students with additional review of words taught during Weeks 1 and 2, you might distribute a copy of the "Week 2 Crossword Puzzle" (BLM3) to each student.

PROMPT 2: "I [would/would not] enjoy eating at a restaurant that offers a choice of international cuisines because . . ."

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students' attention and have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

[vary]



Q *Would you like to live in a place where the weather never varies? Why?*
[Click **3** to reveal the prompt.] *Turn to your partner.*

PROMPT 3: "I [would/would not] like to live in a place where the weather never varies because . . ."

Tell the students that tomorrow they will talk more about some of the words they have been learning.

Day 5

Ongoing Review

Materials

- Ongoing review cards (WA10)
- "Class Vocabulary Assessment Record" sheet (CA1)

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Explain their thinking

Words Reviewed

delectable

Delectable means "delicious, or very good to taste or smell."

hospitable

Hospitable means "friendly, welcoming, and generous to visitors."

international

International means "having to do with more than one country."

tattered

Tattered means "torn and ragged."

towering

Towering means "very tall."

REVIEW THE WORDS

1 Briefly Review the Words

Gather the class with partners sitting together, facing you. Display the ongoing review cards (🔊 WA10). Remind the students that they learned these words earlier. Explain that today they will think about and talk more about the words.

Point to the word *delectable*, pronounce it, and have the students say it.

Discuss as a class:

Q *What do you know about the word delectable?*

Have one or two volunteers share their thinking with the class. Remind them to use the word *delectable* as they share their ideas.

Use the same procedure to review the remaining words.

PRACTICE USING THE WORDS

2 Introduce the Game “Which Word Am I?”

Tell the students that partners will play a game called “Which Word Am I?” Point to the ongoing review cards (WA10) and explain that you will give a clue about one of the words. Then you will say, “Which word am I?” and the students will figure out which word it is.

Tell the students that before partners play the game with one another, they will practice playing as a class. Begin by reading the following clue aloud, slowly and clearly:

- *I’m the way you would describe someone who offers her guests something to eat or drink.*

Give the students a few moments to think about the clue. Then ask:

Q *Which word am I? Why do you think that?*

Click **1** on the ongoing review cards (WA10) to reveal the prompt.

delectable

hospitable

international

tattered

towering

PROMPT 1: I think the word is _____ because . . .

1

WA10

Teacher Note

If a student uses a word ungrammatically, restate the student’s sentence using correct grammar. For example, say “What you said shows that you know the meaning of the word, but we usually say . . .”

PROMPT 1: “I think the word is [*hospitable*] because . . .”

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

3 Play the Game in Pairs

Continue the game with the students in pairs. Read the following clue aloud, slowly and clearly:

- *I'm a type of airport that has flights that go to other countries.*

Ask:



Q Which word am I? Why do you think that? [Point to the prompt.] Turn to your partner.

PROMPT 1: “I think the word is [*international*] because . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students' attention. Have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following clues:

- *I'm the way you might describe a food that smells really good. (delectable)*
- *I'm the way you might describe the Statue of Liberty. (towering)*
- *I'm the way you might describe a blanket your dog chewed up. (tattered)*

Tell the students that next week they will learn more new words.



CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to make the correct choices when determining which word best fits the clue?
- Do their explanations show that they understand the words' meanings?
- Do they enjoy learning and talking about new words?

Record your observations on the “Class Vocabulary Assessment Record” sheet (CA1); see page 163 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice by inviting the students to tell or write stories in which they use the word.

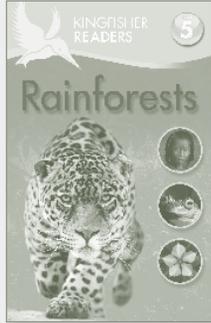
For more information about reviewing and practicing the words, see “Retaining the Words” in the Introduction.

Teacher Note

For more information about whole-class assessment, see “Class Vocabulary Assessments” in the Assessment Overview of the *Assessment Resource Book*.

Week 3

RESOURCES



Read-aloud

- *Rainforests* by James Harrison

More Strategy Practice

- “Use a Print Dictionary”

Extensions

- “Explore Domain-specific Words: *Tropics*”
- “Explore Sensory Details in *Rainforests*”



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA12

Reproducibles

- Week 3 family letter (BLM1)
- (Optional) “Week 3 Word Cards” (BLM2)

OVERVIEW

Words Taught

lush
dim
clamber
lurk
pollute
nourish

Words Reviewed

clamber
clamor
lurk
reassure
vary

Word-learning Strategy

- Using a dictionary, glossary, and thesaurus

Vocabulary Focus

- Students learn and use six words from the book.
- Students use a print dictionary to determine a word's meaning.
- Students use a glossary to determine a word's meaning.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students work in a responsible way.
- Students develop the skill of explaining their thinking.
- Students share their partners' thinking with the class.

DO AHEAD

- ✓ Prior to Day 1, collect enough dictionaries so that each pair of students will have one to share. The students use a dictionary to determine a word's meaning in Step 1.
- ✓ Prior to Day 1, preview pages 4–5 and 8–9 of *Rainforests*. (You did not read these pages during the *Making Meaning* lesson.) You will read aloud from pages 4 and 8 to introduce the words *lush* and *dim*.

(continues)

① DO AHEAD *(continued)*

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Use a Print Dictionary” on page 60. You might do the activity at the end of the vocabulary lesson or at another time.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print “Week 3 Word Cards” (BLM2). These cards can be used to provide your students with more opportunities to review the words.

Introduce *Lush, Dim, and Clamber*

Day 1

In this lesson, the students:

- Learn and use the words *lush*, *dim*, and *clamber*
- Use a print dictionary to determine a word's meaning
- Build their speaking and listening skills
- Share their partners' thinking
- Explain their thinking

Words Taught

lush (p. 4)

Lush means "having lots of green, healthy plants."

dim (p. 8)

Dim means "somewhat dark or not bright or clear."

clamber (p. 23)

Clamber means "climb something that is difficult to climb, using your hands and feet."

ABOUT USING A DICTIONARY, GLOSSARY, AND THESAURUS

In lessons and More Strategy Practice activities across the year, the students will explore using print and digital dictionaries, glossaries, and print and digital thesauruses. In this lesson, the students are introduced to using a print dictionary (through the word *lush* on Day 1) and a glossary (through the word *pollute* on Day 3). For a complete list of lessons or More Strategy Practice activities in which dictionaries, glossaries, and thesauruses are explored, see Appendix C. For more information about using a dictionary, glossary, and thesaurus and other word-learning strategies, see "Independent Word-learning Strategies" in the Introduction.

INTRODUCE AND USE *LUSH*

1 Introduce Using a Dictionary

Gather the class with partners sitting together, facing you. Show the cover of *Rainforests* and read the title aloud. Turn to the title page and read the author's name aloud. Remind the students that when they heard part of the book earlier, they learned that rainforests are being destroyed. Explain that today you will read other parts of the book so that the students can learn more about rainforests and discuss words from the book.

Materials

- *Rainforests*
- Student dictionaries, collected ahead
- Word card 13 (WA1)
- Word card 14 (WA2)
- Word card 15 (WA3)

Teacher Note

This lesson may require an extended class period. You might want to end the lesson at the end of Step 3 and then finish the lesson later in the day or the next day.

TEKS 3.A.i
Student/Teacher Narrative
Step 1
(second paragraph on)

Teacher Note

You might point out that the beginning of most dictionaries includes a pronunciation guide and other helpful information about how to use the dictionary.

If the students' dictionaries provide word histories or synonyms or antonyms of words, point out these features as well.

TEKS 3.A.i
Student/Teacher Activity
Step 2

Teacher Note

Circulate as the students look up the word. If many students are struggling, call for their attention. Model using the guide words in your copy of the dictionary to find the word. Then give the students another minute or two to find the word. For more practice using a dictionary, see the more strategy practice activity "Use a Print Dictionary" on page 60.

Tell the students that today they will do something different to learn about the first word from the book—they will use a dictionary. Show the cover of one of the dictionaries you collected, read the title aloud, and ask:

Q *What is a dictionary? When have you used a dictionary?*

If necessary, explain that a *dictionary* is a "book that lists words in alphabetical order and gives their meanings and other information." Point out that if the students are not sure what a word means, they can look it up in the dictionary.

Distribute a dictionary to each pair of students. Have partners open to the first page of the dictionary that has guide words and point to the guide words at the top of the page. Tell the students that these words are called "guide words" and explain that they show the first and last words that are defined on the page. Explain that the guide words can help the students find a word they are looking for. Also point out that dictionary words are listed alphabetically on the page and that each word is followed by its meaning or meanings.

As a class, discuss:

Q *What other information about the words is provided on this page?*

Have a few volunteers share their thinking with the class. As necessary and appropriate, point out that a dictionary gives the spelling of each word; its division into syllables; the pronunciation; the part of speech (whether the word is a noun, verb, adjective, or other part of speech); and other forms of the word, such as the *-ing* and *-ed* forms of a verb. Point out that, for some words, a sentence that shows how they might use the word is also provided.

2 Use the Dictionary to Discuss the Word *Lush*

Show pages 4–5 of *Rainforests* and explain that this chapter of the book is called "What is a rainforest?" Ask the students to listen carefully as you read from this chapter. Then read the first two sentences on page 4 aloud, emphasizing the word *lush*. Tell the students that *lush* is the first word they will learn today. Display word card 13 (🟢 WA1) and have the students say the word *lush*.

Give partners a few minutes to find the word *lush* in their dictionaries.

When most pairs have found the word and finished talking, ask a volunteer to read the definition. Confirm that *lush* means "having lots of green, healthy plants." Show the photographs on pages 4–5 and 10–11 of *Rainforests*, and point out that rainforests are lush forests full of trees and other plants.

3 Imagine a Lush Garden

Tell the students that you will ask them a question about the word *lush*. Explain that partners will discuss the question, and then you will ask a few volunteers to share their partners' thinking with the class.

Ask the students to close their eyes and imagine the following scenario as you read it aloud:

- *You are in the middle of a lush garden.*

Use “Think, Pair, Share” to discuss:



Q *What do you see in the lush garden? [Pause.] Open your eyes. [Click 1 on WA1 to reveal the first prompt.] Turn to your partner.*

lush

PROMPT 1: In the **lush** garden, I saw . . .

1 2

WA1

PROMPT 1: “In the lush garden, I saw . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students’ attention. Then click 2 to show the next prompt. Have one or two volunteers use the prompt to share their partners’ thinking with the class.

PROMPT 2: “[Malik] said that in the lush garden, he saw . . .”

Point to the word *lush* and ask:

Q *What’s the new word we are learning that means “having lots of green, healthy plants”?*

INTRODUCE AND USE DIM

4 Introduce and Define *Dim*

Show pages 8–9 of *Rainforests* and explain that this chapter is called “Inside a tropical rainforest.” Ask the students to listen carefully as you read from the chapter. Then read the first paragraph on page 8 aloud, emphasizing the word *dim*.

Tell the students that *dim* is the next word they will learn today, and explain that *dim* means “somewhat dark or not bright or clear.” Explain that the rainforest floor is dim because the thick layer of trees and other plants overhead block much of the sunlight.

Display word card 14 (WA2) and have the students say the word *dim*.

ELL Note

You might make the room dim by turning off the lights and lowering the blinds.

5 Discuss Dim Light

Explain that if the light in a room is dim, it is not completely dark. You can still see objects, but they are not clear or bright.

Ask and discuss as a class:

Q *Is the light in our classroom dim right now? Why?*

Click **1** on word card 14 (WA2) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 1: “The light [is/is not] dim because . . .”

Then ask:

Q *What might we do to make the light in the classroom dim?*

Click **2** to reveal the next prompt and have one or two volunteers use the prompt to share their thinking.

PROMPT 2: “To make the light dim, we might . . .”

6 Play “Bright, Dim, or Dark?”

Tell the students that partners will play a game called “Bright, Dim, or Dark?” Explain that you will describe an activity and partners will decide whether they would rather have bright light, dim light, or darkness (no light at all) for the activity and explain why.

Begin with the following question:



Q *When you read, would you rather have bright light or dim light? Why?*
[Click **3** on WA2 to reveal the prompt.] *Turn to your partner.*

PROMPT 3: “When I read, I would rather have [bright/dim] light because . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for their attention. Have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following questions:



Q *When you sleep, would you rather it be dark or dim in your room? Why?*
[Click **4** to reveal the prompt.] *Turn to your partner.*

PROMPT 4: “When I sleep, I would rather it be [dark/dim] because . . .”



Q *When you walk down a street at night, would you rather there be dim streetlights or bright streetlights? Why?* [Click **5** to reveal the prompt.]
Turn to your partner.

PROMPT 5: “When I walk down a street at night, I would rather there be [dim/bright] streetlights because . . .”

Point to the word *dim* and ask:

Q *What’s the new word we are learning that means “somewhat dark or not bright or clear”?*

INTRODUCE AND USE CLAMBER

7 Introduce and Define *Clamber*

Show pages 22–23 of *Rainforests* and point out that this chapter is called “Beautiful birds.” Point to the photograph on page 23 and explain that the chapter tells about some of the birds that live in rainforests, including parrots. Ask the students to listen carefully as you read about parrots. Then read page 23 aloud, stopping after “. . . open nuts and fruits with their powerful beaks.” Emphasize the word *clamber* when you come to it.

Tell the students that *clamber* is the last word that they will learn today. Explain that *clamber* means “climb something that is difficult to climb, using your hands and feet.” Explain that rainforest trees grow close together, which makes it difficult for parrots and other animals to move through the trees. Point out that parrots use their sharp claws to clamber, or climb, through the thickly growing branches.

Display word card 15 (WA3) and have the students say the word *clamber*.

8 Act Out and Discuss *Clamber*

Ask the students to close their eyes and imagine they are clambering, or climbing with difficulty, up a steep ladder. After a few moments, have them open their eyes; then have a volunteer act out clambering up a ladder.

Discuss as a class:

Q *What did you notice [Reina] doing when she clambered?*

Click ❶ on word card 15 (WA3) to reveal the first prompt, and have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 1: “When [Reina] clambered, she . . .”

Tell the students that partners will now discuss a question about the word *clamber*. Explain that after they talk, you want them to be ready to share their partners’ thinking with the class. Ask:



Q *When have you clambered or seen someone clamber?* [Click ❷ on WA3 to reveal the next prompt.] *Turn to your partner.*

PROMPT 2: “I clambered when . . .” or “I saw [my brother] clamber when . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention. Then click ❸ to reveal the next prompt. Have one or two volunteers use the prompt to share their partners’ thinking with the class.

PROMPT 3: “[Hiroshi] said he clambered when . . .” or “[Hiroshi] said he saw [his sister] clamber when . . .”

Point to the word *clamber* and ask:

Q *What’s the new word we are learning that means “climb something that is difficult to climb, using your hands and feet”?*

Materials

- Student dictionaries, collected ahead

Teacher Note

Academic language is the language necessary for success in school. It includes general academic words commonly found across content areas and in many different kinds of texts (for example, the target words in the vocabulary lessons) as well as content-area or domain-specific words such as *tropics*. Knowledge of academic language is important for all students' success in school and is especially critical for English Language Learners.

MORE STRATEGY PRACTICE

Use a Print Dictionary

Write the following words from *Rainforests* where everyone can see them: *damp*, *scuttle*, *clumsy*, and *timber*.

Distribute a dictionary to each pair of students. Explain that the students will practice using a dictionary by looking up words from *Rainforests*. If necessary, review how to use a dictionary by reminding the students that the words are listed alphabetically, that guide words help them find the page a word is on, and that each word entry includes the meaning and pronunciation of the word.

Direct the students' attention to the words that you wrote and explain that these words are from *Rainforests*. Tell the students that partners will choose one of the words they want to know about, look it up in the dictionary, and share what they learned about the word with the class.

Give partners a few minutes to choose a word, find it in the dictionary, and discuss the word entry. When most pairs have finished, discuss each word as a class by asking:

- Q *Who looked up the word [damp]? What did you find out about the word?*
- Q *Who else looked up the word [damp]? What can you add to what [Audrey and Keaton] told us about the word?*

Encourage the students to continue to use the dictionary to look up the meanings of words they do not know.

EXTENSION

Explore Domain-specific Words: *Tropics*

Explain that writers who write about nonfiction science topics, such as habitats, often use scientific words to discuss their subjects. Explain that in *Rainforests*, James Harrison uses the scientific word *tropics* when he tells where rainforests grow. Write the word *tropics* where everyone can see it. Tell the students that as you read the paragraph from *Rainforests* that includes the word *tropics*, you want them to listen for what the word *tropics* means.

Point to the map on pages 6–7 of the book; then read the first paragraph on page 6 aloud, emphasizing the word *tropics* when you come to it. Ask:

- Q *What does the word tropics mean? Where in the world are the tropics?*

If necessary, point out that the book says that the *tropics* are areas just “north and south of the equator.” Then discuss:

- Q *What is the weather like in the tropics?*
- Q *What might you wear if you visited the tropics? Why?*

Review *Lush, Dim, and Clamber*

Day 2

In this lesson, the students:

- Review and practice using the words *lush*, *dim*, and *clamber* from Day 1
- Build their speaking and listening skills
- Explain their thinking

Words Reviewed

lush

Lush means “having lots of green, healthy plants.”

dim

Dim means “somewhat dark or not bright or clear.”

clamber

Clamber means “climb something that is difficult to climb, using your hands and feet.”

REVIEW THE WORDS

1 Briefly Review the Words

Gather the class with partners sitting together, facing you.

Display the daily review cards (WA4) and remind the students that yesterday they learned these three words from the book *Rainforests*. Point to each of the words as you review the pronunciation and meaning: *lush*, *dim*, and *clamber*. Explain that today they will think more about the words.

Ask:



Q Which of the words we learned yesterday do you think was interesting to talk about? Why? [Click 1 on WA4 to reveal the first prompt.] Turn to your partner.

lushdimclamber

PROMPT 1: I think the word _____ was interesting to talk about because . . .

1

WA4

PROMPT 1: “I think the word [*lush*] was interesting to talk about because . . .”

Have the students use the prompt to share their thinking. After a few moments, signal for the students’ attention and have a few volunteers use the prompt to share their thinking with the class.

PRACTICE USING THE WORDS

2 Introduce the Game “Finish the Story”

Tell the students that partners will play a game called “Finish the Story.” Explain that you will read a story, leaving off the last word. Then partners will decide which word they think makes the best ending for the story. Tell the students that before partners play the game with one another, they will play the game as a class.

Display the daily review activity (🕒 WA5) and begin as follows:

1. Click ❶ to reveal the first story. Point to the story and read it aloud twice, slowly and clearly.
 - Story 1: *The power went out just as Bailey started working on her homework. She lit a candle, but she still could not see well because the light was too _____.*
2. Give the students a few moments to think about the story. Then point to the five word choices and ask:

Q *Which vocabulary word makes the best ending for the story? Why?*

Click ❶ again to reveal the prompt.

PROMPT: “I think [*dim*] makes the best ending because . . .”

Have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking ❶ a third time to highlight the correct vocabulary word and reveal the story with the correct word in place.

Teacher Note

Each story on the daily review activity (WA5) has a corresponding number: the first story is ❶; the second story is ❷; the third story is ❸; and so on. To play the game, click the corresponding number four times:

- The first click reveals the story.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the story with the answer in place.
- The fourth click clears the screen.

lush	dim	clamber
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STORY 1: The power went out just as Bailey started working on her homework. She lit a candle, but she still could not see well because the light was too dim.

1
2
3
4
5
6

4. Click **1** to clear the screen.

3 Play the Game in Pairs

1. Click **2** to reveal the second story and read it aloud.

- Story 2: *Phil and his family went for a hike in the forest. They were surrounded by tall trees thick with leaves, green grass, and beautiful flowers and bushes. Phil's mom said, "Wow! I have never seen a forest so _____."*

2. Give the students a few moments to think about the story. Then point to the word choices and ask:



Q Which of yesterday's words makes the best ending for the story? Why? [Click **2** again and point to the prompt.] Turn to your partner.

PROMPT: "I think [*lush*] makes the best ending because . . ."

Have partners use the prompt to share their thinking. After a few moments, signal for the students' attention and have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking **2** a third time to highlight the correct vocabulary word and reveal the story with the correct word in place.
4. Click **2** to clear the screen.

Use the same procedure to discuss the following stories:

- Story 3: *Dalia was walking her dog at night. Her flashlight began to lose power. The light became _____.* (dim)
- Story 4: *A squirrel dashes up a large tree. As the squirrel gets near the top of the tree, the branches are close together, making the climb harder. To get to the top, the squirrel must _____.* (clamber)
- Story 5: *Amir was disappointed with his family’s trip to the desert. He complained to his mother, “Next time, let’s go somewhere with a lot of flowers and green plants! I want to go to a place that is _____.”* (lush)
- Story 6: *Nina is climbing up a rocky hillside. “This is difficult,” she mumbles. “I’ll have to use my hands and feet and _____.”* (clamber)

Tell the students that tomorrow they will learn and talk about three new words.

EXTENSION

Explore Sensory Details in *Rainforests*

Tell the students that good writers like James Harrison, the author of *Rainforests*, use descriptive words and phrases in their writing. These details appeal to our senses—they help readers imagine how things look, feel, taste, smell, and sound. Explain that we call words and phrases that appeal to our senses *sensory details*.

Show pages 8–9 of *Rainforests* and remind the students that this chapter is called “Inside a tropical rainforest” and describes what a rainforest is like. Tell the students that as you read aloud from this chapter, you want them to close their eyes and listen for words or phrases that help them imagine what a rainforest looks, sounds, and feels like. Then read page 8 aloud slowly and clearly, without showing the illustration. Ask:

Q *What words or phrases did you hear that help you imagine what a rainforest looks, sounds, and feels like?*

If necessary, point out that phrases such as “a soft pile of dead leaves in a dim light,” “giant tree trunks covered in twisted vines,” “quiet and still,” “very hot and sticky,” and “giant green roof of the forest” help us imagine what a rainforest looks, sounds, and feels like. Point out that sensory details like these paint word pictures that help make writing interesting and fun to read and hear. Encourage the students to use sensory details in their own writing.

Introduce *Lurk, Pollute,* and *Nourish*

Day 3

In this lesson, the students:

- Learn and use the words *lurk*, *pollute*, and *nourish*
- Use a glossary
- Build their speaking and listening skills
- Share their partners' thinking
- Explain their thinking

Words Taught

lurk (p. 28)

Lurk means “stay hidden, ready to spring out and attack.”

pollute (p. 40)

Pollute means “poison the air, water, or soil.”

nourish (p. 45)

Nourish means “provide what is needed for life and growth.”

INTRODUCE AND USE *LURK*

1 Introduce and Define *Lurk*

Gather the class with partners sitting together, facing you.

Show the cover of *Rainforests* and remind the students that earlier they learned three words from the book. Explain that today they will learn three more words from the book.

Show pages 28–29 of *Rainforests* and explain that this chapter, called “King of the rainforest,” is about one of the most dangerous of all rainforest animals, the jaguar. Read page 28 aloud, emphasizing the word *lurks*.

Tell the students that the first word they will learn today is *lurk*, and explain that *lurk* means “stay hidden, ready to spring out and attack.” Explain that animals like jaguars are dangerous hunters because they creep quietly through the trees and lurk, or stay hidden, ready to leap out and attack prey. Show the photograph of the jaguar on page 28 and point out that its spotted coat helps it lurk, or stay hidden, in its rainforest surroundings.

Display word card 16 (WA6) and have the students say the word *lurk*.

Materials

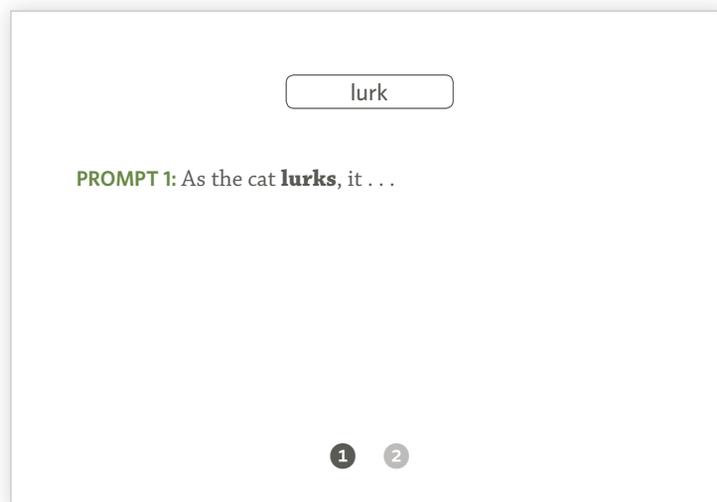
- *Rainforests*
- Word card 16 (WA6)
- Word card 17 (WA7)
- Word card 18 (WA8)

2 Discuss Lurking

Remind the students that when an animal lurks, it stays hidden, ready to spring out and attack. Ask the students to imagine they are watching a hungry cat lurking in the grass as a mouse scurries nearby.

Use “Think, Pair, Share” to discuss:

-  **Q** *What does the cat look like as it lurks?* [Pause; click 1 on WA6 to reveal the first prompt.] *Turn to your partner.*



WA6

PROMPT 1: “As the cat lurks, it . . .”

Have partners use the prompt to take turns answering the question. After a few moments, signal for the students’ attention and have a few volunteers use the prompt to share their thinking with the class.

Explain that we can also use the word *lurk* to talk about people who are hiding and waiting to spring out at someone, sometimes to rob or hurt the person. Discuss as a class:

- Q** *If you saw someone lurking outside your house, what might you do? Why?*

Click 2 to reveal the next prompt. Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 2: “If I saw someone lurking outside my house, I might [tell my mother] because . . .”

Point to the word *lurk* and ask:

- Q** *What’s the new word we are learning that means “stay hidden, ready to spring out and attack”?*

INTRODUCE AND USE *POLLUTE*

3 Model Using the Glossary and Introduce and Define *Pollute*

Show pages 46–47 of *Rainforests*. Point to the word *Glossary* at the top of page 46 and read it aloud. Explain that a *glossary* is a “list of words that the author thinks readers might need to know to understand the book.” Tell the students that they will find a glossary in many nonfiction books. Point out that a glossary is usually found at the end of a book and that it is organized like a dictionary: it lists words in alphabetical order and tells what each word means.

Tell the students that if they come across a word in a nonfiction book that they do not understand, they can often look it up in the glossary. Explain that authors will often use bold (thick) type to help readers know which words in a book they have included in the glossary.

Model how to use the glossary by first showing page 40 of *Rainforests*. Remind the students that they heard this chapter earlier. Review that this section describes some ways that companies damage rainforests by cutting down trees, building roads and towns in the forests, and polluting the land and water. Point to the word *pollute* in the last paragraph and point out that it is shown in bold type. Review that the bold type means that they can find the word *pollute* in the glossary.

Tell the students that the next word they will learn today is *pollute*. Display word card 17 (WA7) and have the students say the word *pollute*. Read the sentence on page 40 that includes the word *pollute*. Ask:

Q *What do you know about the word pollute? What do you think happens when a company’s dams and pipelines pollute the land and water?*

Click **1** on word card 17 (WA7) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 1: “When a company pollutes the land and water . . .”

Turn to the Glossary on page 47, read the definition of *pollute* (“to poison the air, water, or soil”), and explain that the dams and pipelines that belong to some companies may pollute, or poison, the land and water of the rainforest. Point out that this is another reason rainforests are in danger.

ELPS 1.F.i
Steps 3 and 4, ELL Note on p. 67, and
Teacher Note on p. 68

ELPS 4.C.iii
Step 3

ELL Note

The Spanish cognate of *pollute* is *polucionar*.

4 Discuss Ways That People Pollute the Air, Water, and Soil

Remind the students that *pollute* means “poison the air, water, or soil.” Explain that, unfortunately, human beings have polluted the air, water, and soil in many parts of our planet, not just rainforests. Give one or two examples of ways that people pollute the air, water, or soil.

You might say:

“People pollute the air when they drive cars that give off a lot of dirty gases.
People pollute water when they throw trash into streams and rivers.”

Use “Think, Pair, Share” to discuss:



Q *In what other ways do people pollute the air, water, or soil?* [Pause; click 2 on WA7 to reveal the prompt.] Turn to your partner.

PROMPT 2: “People pollute the [water] when . . .”

Point to the word *pollute* and ask:

Q *What’s the new word we are learning that means “poison the air, water, or soil”?*

INTRODUCE AND USE *NOURISH*

5 Introduce and Define *Nourish*

Show pages 44–45 of *Rainforests* and review that this chapter, called “Rainforest future,” tells why rainforests are shrinking and what is being done to save them. Point to the photograph that spans pages 44–45. Read the caption on page 45 aloud, emphasizing the word *nourish*: “Rainforests need clean, flowing rivers and regular flooding to nourish the soil.”

Tell the students that the last word they will learn today is *nourish*, and explain that *nourish* means “provide what is needed for life and growth.” Explain that the flooding of clean rivers nourishes the soil of the rainforest, or provides the soil with what it needs to be healthy so that rainforest plants can grow.

Display word card 18 (WA8) and have the students say the word *nourish*.

6 Discuss Nourishing Plants and People

Tell the students that partners will discuss a question about the word *nourish* and that you want them to be ready to share their partners’ thinking with the class.

Teacher Note

If the students struggle to answer the question, give other examples of ways people pollute. For example, say “People pollute the soil when they use chemicals to keep insects off of fruit and vegetable crops. The chemicals run off of the plants and into the dirt, poisoning the soil” or “People pollute the water when they pour poisonous liquids like paint and used motor oil down the sink or in the gutter because they eventually end up in the water supply.”

Remind the students that one thing that nourishes plants is healthy soil. Use “Think, Pair, Share” to discuss:



Q *What else nourishes plants, or provides what they need for life and growth?* [Pause; click **1** on WA8 to reveal the first prompt.] *Turn to your partner.*

PROMPT 1: “[The sun] nourishes plants.”

Have partners use the prompt to take turns answering the question. After most pairs have finished talking, signal for the students’ attention. Then click **2** to reveal the next prompt. Have a few volunteers use the prompt to share their partners’ thinking with the class.

PROMPT 2: “[Kwame] said that [water] nourishes plants.”

After the students have shared, tell them that sunlight and water also nourish people, or provide people with what they need to live and grow. Use “Think, Pair, Share” to discuss:



Q *What else nourishes people? Why is it important for life and growth?* [Pause; click **3** to reveal the next prompt.] *Turn to your partner.*

PROMPT 3: “[Food] nourishes people. [Food] is important for life and growth because . . .”

Have partners use the prompt to take turns answering the question. After a few moments, signal for the students’ attention and have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *nourish* and ask:

Q *What’s the new word we are learning that means “provide what is needed for life and growth”?*

Tell the students that tomorrow they will talk more about the words they learned today.

Teacher Note

Support struggling students by providing a few examples of things that nourish people. For example, say “Sleep nourishes people. Sleep is important for life and growth because it gives people the energy they need to do things during the day” or “Exercise nourishes people. Exercise is important for life and growth because it keeps people healthy and gives them energy.”

Teacher Note

You might have a brief discussion about things that nourish people emotionally, like a loving family, friendship, or music.

Day 4

Review *Lurk*, *Pollute*, and *Nourish*

Materials

- Daily review cards (WA9)
- “Tell Me a Story” chart (WA10)
- Copy of this week’s family letter (BLM1) for each student

In this lesson, the students:

- Review and practice using the words *lurk*, *pollute*, and *nourish* from Day 3
- Build their speaking and listening skills
- Explain their thinking

Words Reviewed

lurk

Lurk means “stay hidden, ready to spring out and attack.”

pollute

Pollute means “poison the air, water, or soil.”

nourish

Nourish means “provide what is needed for life and growth.”

REVIEW THE WORDS

1 Briefly Review the Words

Gather the class with partners sitting together, facing you.

Display the daily review cards (WA9). Remind the students that yesterday they learned these three words from the book *Rainforests*. Point to each of these words as you review the pronunciation and meaning: *lurk*, *pollute*, and *nourish*. Tell the students that today they will think more about these words.

Discuss as a class:

Q *Why might a fox lurk behind a large tree?*

Click 1 on the daily review cards (WA9) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

lurk

pollute

nourish

PROMPT 1: A fox might **lurk** behind a large tree because . . .

1
2
3

PROMPT 1: “A fox might lurk behind a large tree because . . .”

Use the same procedure to discuss the following questions:

Q How might a garbage truck pollute the air, soil, or water?

Click **2** to reveal the prompt.

PROMPT 2: “A garbage truck might pollute the [air/soil/water] by . . .”

Q What might nourish a cat?

Click **3** to reveal the next prompt.

PROMPT 3: “[Milk] might nourish a cat.”

PRACTICE USING THE WORDS

2 Review the Activity “Tell Me a Story”

Tell the students that partners will do the activity “Tell Me a Story.” Review that you will tell them the beginning of a story that includes one of the vocabulary words. Then the students will use their imaginations and what they know about the word to make up an ending for the story.

Display the “Tell Me a Story” chart (📄 WA10) and show story 1 and its accompanying prompt. Tell the students that story 1 uses the word *pollute*. Then read the story 1 aloud, slowly and clearly.

- Story 1: *Daniela is with her family on vacation at the beach. She sees her brother throw his water bottle into the ocean. Daniela is very upset to see her brother pollute the water, so she . . .*

Use “Think, Pair, Share” to discuss:



Q How might you finish the story? What does Daniela do when she sees her brother pollute the ocean water? [Pause; point to prompt 1.] Turn to your partner.

Tell Me a Story

Daniela is with her family on vacation at the beach. She sees her brother throw his water bottle into the ocean. Daniela is very upset to see her brother pollute the water, so she . . .

PROMPT 1: Daniela is very upset to see her brother **pollute** the water, so she . . .

PROMPT 1: “Daniela is very upset to see her brother pollute the water, so she . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following stories on the chart (WA10):

- *Story 2: Ramón noticed that his tomato plant was starting to die. He knew he had to nourish it to bring it back to life. To nourish his tomato plant, Ramón . . .*



Q *How might you finish the story? What does Ramón do to nourish his tomato plant? [Pause; point to prompt 2.] Turn to your partner.*

PROMPT 2: “To nourish his tomato plant, Ramón . . .”

- *Story 3: Estella and her sister were walking to the grocery store when they saw something lurking behind a bush. The thing that was lurking was . . .*



Q *How might you finish the story? What was lurking behind the bush? Why was it lurking? [Pause; point to prompt 3.] Turn to your partner.*

PROMPT 3: “The thing that was lurking was . . .”

Tell the students that tomorrow they will talk more about some of the words they have been learning.

Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Explain their thinking

Words Reviewed

clamber

Clamber means “climb something that is difficult to climb, using your hands and feet.”

clamor

Clamor means “demand or ask for something loudly.”

lurk

Lurk means “stay hidden, ready to spring out and attack.”

reassure

When you reassure someone, you make the person feel less worried. You calm the person and give the person courage or confidence.

vary

Vary means “are different.”

REVIEW THE WORDS

1 Briefly Review the Words

Gather the class with partners sitting together, facing you. Display the ongoing review cards (WA11). Remind the students that they learned these words earlier. Explain that today they will think and talk more about the words.

Point to the word *clamber* and ask:

Q *What do you know about the word clamber?*

Have one or two volunteers share their thinking with the class. Remind them to use the word *clamber* as they share their ideas.

Use the same procedure to review the remaining words.

Materials

- Ongoing review cards (WA11)
- Ongoing review activity (WA12)

Teacher Note

Each sentence on the ongoing review activity (WA12) has a corresponding number: the first sentence is ①; the second sentence is ②; the third sentence is ③; and so on. To play the game, click the corresponding number four times:

- The first click reveals the sentence.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the sentence with the answer in place.
- The fourth click clears the screen.

Teacher Note

You might explain that the students may need to change the form of the word to complete the sentence by adding an ending such as *-s*, *-ing*, or *-ed*.

Teacher Note

If you are not using an interactive whiteboard, you might write the review words and the sentences where everyone can see them.

PRACTICE USING THE WORDS

2 Introduce the Game “What’s the Missing Word?”

Tell the students that partners will play a game called “What’s the Missing Word?” Explain that you will read a sentence with one word missing. Then partners must decide which of the vocabulary words is the missing word and explain why they think so. Tell the students that before partners play the game with one another, they will practice the game as a class. Display the ongoing review activity (WA12) and begin as follows:

1. Click ① to reveal the first sentence. Point to the sentence and read it aloud.
 - Sentence 1: *The children _____ for ice cream when the ice-cream truck stopped by on a hot day.*

2. Give the students a few moments to think about the sentence. Then point to the five word choices and ask:

Q *What’s the missing word? Why do you think so?*

Click ① again to reveal the prompt.

PROMPT: “I think [*clamored*] is the missing word because . . .”

Have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking ① a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place.

clamber clamor lurk reassure vary

SENTENCE 1: The children clamored for ice cream when the ice-cream truck stopped by on a hot day.

① ② ③ ④ ⑤

4. Finally, click ① to clear the screen.

3 Play the Game in Pairs

Now play the game with the students in pairs:

1. Click ❷ to reveal the second sentence and read it aloud.
 - Sentence 2: *Camila was worried because she lost a favorite memento, but her father _____ her and she felt better.*
2. Give the students a few moments to think about the sentence. Then point to the five word choices and ask:



Q *What's the missing word? Why do you think so?* [Click ❷ again and point to the prompt.] *Turn to your partner.*

PROMPT: "I think [*reassured*] is the missing word because . . ."

Have partners take turns using the prompt to talk about the questions. When most pairs have finished talking, signal for their attention and have one or two volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking ❷ a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place.
4. Finally, click ❷ to clear the screen.

Use the same procedure to discuss the remaining sentences:

- Sentence 3: *Kaito wanted to scare his big brother, so he _____ around the corner, ready to spring out suddenly.* (lurked)
- Sentence 4: *Regina and her sister _____ up the rocky hill as they raced to the top.* (clambered)
- Sentence 5: *Tristan likes to play a different game every day at recess because if the games _____, he doesn't get bored.* (vary)

Tell the students that next week they will learn more new words.

Teacher Note

You might remind the students that they learned the word *memento* earlier and that a *memento* is "something given or kept as a reminder of a person, place, or experience."

Week 4

RESOURCES



Read-alouds

- "Follow That Ball! Soccer Catching On in the U.S." (see pages 104–105)
- "All Work and No Play: Trends in School Recess" (see pages 106–107)

More Strategy Practice

- "Start an Antonym Chart"
- "Discuss Words with the Prefix *dis-*"
- "Discuss Idioms"
- "Explore Proverbs"

Assessment Resource Book

- Week 4 vocabulary assessments



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA9

Assessment Forms

- "Class Vocabulary Assessment Record" sheet (CA1)
- "Individual Vocabulary Assessment: Word Check 1" answer sheet (IA1)
- "Individual Vocabulary Assessment Student Record" sheet (SR1)
- "Individual Vocabulary Assessment Class Record" sheet (CR1)
- (Optional) "Student Self-assessment" response sheet (SA1)

Reproducibles

- Week 4 family letter (BLM1)
- (Optional) "Week 4 Word Cards" (BLM2)
- (Optional) "Week 4 Crossword Puzzle" (BLM3)

Professional Development Media

- "Using Web-based Whiteboard Activities" tutorial (AV42)
- "Using the Individual Vocabulary Assessment" (AV51)

OVERVIEW

Words Taught

surge
stamina
dissatisfied
discontinue
blow off steam
restriction

Words Reviewed

cuisine
moocher
restriction
stamina
surge

Word-learning Strategies

- Using the prefix *dis-* to determine word meanings
- Recognizing antonyms
- Recognizing idioms
- Recognizing proverbs

Vocabulary Focus

- Students learn and use six words from or about the articles.
- Students use the prefix *dis-* to determine word meanings.
- Students discuss antonyms.
- Students discuss idioms and proverbs.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students work in a responsible way.
- Students develop the skill of explaining their thinking.
- Students analyze the effects of their behavior on others and on the group work.
- Students share their partners' thinking with the class.

J DO AHEAD

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Start an Antonym Chart” on page 84. You might do the activity at the end of vocabulary time or at another time.
- ✓ (Optional) Prior to Day 2, review the more strategy practice activity “Discuss Words with the Prefix *dis-*” on page 87.
- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Discuss Idioms” on page 94.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Prior to Day 4, review the more strategy practice activity “Explore Proverbs” on page 98.
- ✓ Prior to Day 5, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 164 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a class set of the “Individual Vocabulary Assessment: Word Check 1” answer sheet (IA1); see page 168 of the *Assessment Resource Book*. Make enough copies for each student to have one; set aside a reference copy for yourself. Also, make a class set of the “Individual Vocabulary Assessment Student Record” sheet (SR1); see page 236 of the *Assessment Resource Book*. Use this sheet to record each student’s scores from Word Checks 1–7 over the course of the year. You might also make a copy of the “Individual Vocabulary Assessment Class Record” sheet (CR1); see page 238 of the *Assessment Resource Book*. Use this sheet to record the scores of all of the students in the class across the year.
- ✓ (Optional) Prior to Day 5, make a master copy of the “Student Self-assessment” response sheet (SA1); see page 171 of the *Assessment Resource Book*. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: “Week 4 Word Cards” (BLM2) and “Week 4 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words.

Introduce *Surge*, *Stamina*, and *Dissatisfied*

Day 1

In this lesson, the students:

- Learn and use the words *surge*, *stamina*, and *dissatisfied*
- Discuss the prefix *dis-*
- Discuss antonyms
- Build their speaking and listening skills
- Explain their thinking

Words Taught

surge (p. 104)

A *surge* is a “sudden increase or a sudden strong rush.”

stamina (p. 105)

Stamina is the “energy and strength to keep doing something for a long time.”

dissatisfied

Dissatisfied means “not satisfied or happy with the way things are.” When you are dissatisfied, you want something more or something different.

ABOUT RECOGNIZING ANTONYMS

In this lesson, the students are introduced to *antonyms*, or “words with opposite meanings,” through the words *dissatisfied* and *satisfied*. Discussing a word and its opposite requires students to think about the critical attributes of the words and helps them understand and remember the words. This week we suggest that you start an antonym chart and add to it during the year as the students learn new antonyms (see the More Strategy Practice activity “Start an Antonym Chart” on page 84). For a complete table of the antonyms taught in grade 5, see Appendix C. For more information about recognizing idioms and other independent word-learning strategies, see “Independent Word-learning Strategies” in the Introduction.

INTRODUCE AND USE *SURGE*

1 Introduce and Define *Surge*

Gather the class with partners sitting together, facing you.

Show the article “Follow That Ball! Soccer Catching On in the U.S.,” read the title and subtitle aloud, and explain that today’s words are from or about the article, which they heard you read earlier.

Materials

- “Follow That Ball! Soccer Catching On in the U.S.” (see pages 104–105)
- Word card 19 (WA1)
- Word card 20 (WA2)
- Word card 21 (WA3)

Remind the students that the article explains why soccer is becoming more popular in the United States. Point to the photographs and caption on page 104. Review that photographs and captions help readers better understand an article. Ask the students to listen carefully as you read the caption from the first page of the article aloud. Then read the caption, emphasizing the word *surge*.

Tell the students that the first word they will learn today is *surge*. Explain that a *surge* is a “sudden increase or a sudden strong rush.” Explain that the surge, or sudden increase, in skills and confidence among women soccer players helped the U.S. women’s team become Olympic gold medalists.

Display word card 19 (🗨️ WA1) and have the students say the word *surge*.

2 Review the Activity “Imagine That!”

Tell the students that partners will do the activity “Imagine That!” Review that you will describe a scene and ask the students to visualize what they hear. Then partners will use the word *surge* to talk about what they pictured.

Remind the students that a *surge* is a “sudden increase.” Give some examples of things that surge, or suddenly increase.

You might say:

“Last month when the flu was going around our school, there was a surge, or sudden increase, in the number of absences. Sometimes when one of you recommends a book to the class, there is a surge in the popularity of the book. Lots of you want to read it.”

Review that a *surge* can also be a “sudden strong rush” and give the students some examples of this kind of surge.

You might say:

“If a fire alarm went off in a building, you might see a surge, or sudden strong rush of people, heading for the exits. During recess, there is sometimes a surge of students hurrying onto the playground.”

Have the students close their eyes and imagine the following scenario as you read it aloud:

- *You are sitting on the beach. You see a surge of water coming toward you.*

Use “Think, Pair, Share” to discuss:



Q *What does the surge of water look like? What does it sound like?* [Pause.] *Open your eyes.* [Click **1** on WA1 to reveal the first prompt.] *Turn to your partner.*

surge

PROMPT 1: The **surge** of water [looks/sounds] like . . .

1 2

WA1

PROMPT 1: “The surge of water [looks/sounds] like . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention and have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, have the students imagine and discuss the following scenario:

- *You are at an amusement park. You are standing with dozens of people at the entrance gate, waiting for the park to open. Suddenly, the gate swings open, and a surge of people enters the park.*



Q *What does the surge of people look like? What does it sound like?* [Pause.] *Open your eyes.* [Click **2** to reveal the next prompt.] *Turn to your partner.*

PROMPT 2: “The surge of people [looks/sounds] like . . .”

Point to the word *surge* and ask:

Q *What’s the new word we are learning that means a “sudden increase or a sudden strong rush”?*

INTRODUCE AND USE STAMINA

3 Introduce and Define *Stamina*

Remind the students that the article lists five reasons why soccer might be becoming more popular in the United States. Read the second bullet on page 105 aloud, emphasizing the word *stamina*: “Many other sports rely on brute strength. In soccer, physical size doesn’t matter as much. A player’s ability has more to do with skill, stamina, and balance.”

Tell the students that the next word they will learn today is *stamina*, and explain that *stamina* is the “energy and strength to keep doing something for a long time.” Explain that because soccer involves a lot of running, it is a sport that requires stamina, or the energy and strength, to run for a long time.

Display word card 20 (🗨️ WA2) and have the students say the word *stamina*.

4 Discuss Times the Students Have Needed Stamina

Tell the students that activities like soccer require *physical* stamina—the energy and strength to play, exercise, or work for a long time. Explain that runners and other athletes need physical stamina to run for long distances or play an entire game. Construction workers need physical stamina to work all day lifting and carrying building materials.

Tell the students that other activities require *mental* stamina—the energy or brain power to think or concentrate for a long time. Explain that students need mental stamina to read, listen, and learn all day. Surgeons need mental stamina to concentrate when they are performing long surgeries.

Ask:



Q *When have you needed physical or mental stamina to do something?*
[Click 1 on WA2 to reveal the prompt.] Turn to your partner.

PROMPT 1: “I needed stamina when . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention and have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *stamina* and ask:

Q *What’s the new word we are learning that means the “energy and strength to keep doing something for a long time”?*

INTRODUCE AND USE *DISSATISFIED*

5 Introduce and Define *Dissatisfied*

Remind the students that soccer fans are excited about the growing popularity of their favorite sport, but they have a complaint. Then read this sentence from the last paragraph of the article aloud, “Soccer gets nowhere near the U.S. media coverage of other sports, even the less popular ones.”

Point out that soccer fans are dissatisfied with the television coverage that soccer receives, and tell the students that *dissatisfied* is the last word they

Teacher Note

Support struggling students by asking questions such as “When have you played a game or sport for a long time without stopping?” “When have you read or studied for a long time or taken a long test?” and “When have you practiced something again and again so that you would do it well?”

will learn today. Explain that *dissatisfied* means “not satisfied or happy with the way things are.” When you are dissatisfied, you want something more or something different. Explain that soccer fans want more television coverage of soccer. They are dissatisfied with the current coverage.

Display word card 21 (C WA3) and have the students say the word *dissatisfied*.

TEKS 3.C.i
Student/Teacher Narrative
Step 6

6 Introduce the Prefix *dis-* and Antonyms

Point to the letters *dis* in *dissatisfied* and explain that *dis-* is a prefix. Tell the students that a *prefix* is a “letter or group of letters that is added to the beginning of a word to make a new word.” Explain that the prefix *dis-* means “not” or “the opposite of.” Point out that when *dis-* is added to the word *satisfied*, it makes the word *dissatisfied*, which means “not satisfied or happy with the way things are.”

Point out that *dissatisfied* and *satisfied* have opposite meanings, and explain that words with opposite meanings are called *antonyms*.

7 Discuss Times the Students Have Felt Dissatisfied

Give examples of times when you have felt dissatisfied.

You might say:

“I was dissatisfied with a restaurant meal recently. My chicken was dry and cold, and it didn’t taste good. My husband and I went to see a science-fiction movie we thought we would like, but the movie was awful. We were so dissatisfied with it that we asked for our money back. Last weekend I asked my son to clean up his room, but when I inspected the room, there were toys and dirty clothes on the floor and under the bed. I was dissatisfied with the job he had done.”

Use “Think, Pair, Share” to discuss:



Q *When have you felt dissatisfied? Why?* [Pause; click 1 on WA3 to reveal the prompt.] *Turn to your partner.*

PROMPT 1: “I was dissatisfied when [my family took a trip to Lake Reed] because . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention and have a few volunteers use the prompt to share their thinking with the class.

Point to the word *dissatisfied* and ask:

Q *What’s the new word we are learning that is an antonym of satisfied?*

Tell the students that tomorrow they will talk more about the words they learned today.

Teacher Note

You might explain that when a group of letters is a prefix, a real word is left when the letters are removed. For example, removing the *dis* from *dissatisfied* leaves a real word—*satisfied*—so the *dis-* in *dissatisfied* is a prefix. However, removing the *dis* from the beginning of the word *discovery* leaves *covery*, which is not a real word, so the *dis* at the beginning of *discovery* is not a prefix.



Technology Tip

To find web-based whiteboard activities that focus on using prefixes to determine word meanings, you might search online using the keywords “whiteboard prefixes activities.”

To find web-based whiteboard activities that focus on recognizing antonyms, you might search online using the keywords “whiteboard antonyms activities.” For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



Teacher Note

Support struggling students by asking questions such as “When have you felt dissatisfied because a book, movie, or TV show was not as good as you thought it would be?” “When have you been dissatisfied because something you did or made did not turn out the way you wanted?” and “When have you felt dissatisfied because something was not as much fun as you thought it would be?”

Materials

- Chart paper and a marker

ELPS 4.C.i

More Strategy Practice

Teacher Note

Post the “Antonyms” chart to use throughout the year.

MORE STRATEGY PRACTICE

Start an Antonym Chart

Help the students develop an understanding of antonyms by starting an antonym chart. Write the title “Antonyms” at the top of a sheet of chart paper and post the chart where everyone can see it. Remind the students that *antonyms* are “words with opposite meanings” and that earlier they discussed the antonyms *dissatisfied* and *satisfied*. Review the meanings of *dissatisfied* and *satisfied*, and write the words on the chart.

Invite the students to suggest other antonyms, and add them to the chart. (If the students have trouble thinking of antonyms, stimulate their thinking by providing a few more examples such as *forward* and *backward*, *friendly* and *unfriendly*, and *smooth* and *rough*.) Throughout the year, encourage the students to share other antonyms they think of with the class; then add the antonyms the students suggest to the chart.

Day 2

Review *Surge*, *Stamina*, and *Dissatisfied*

Materials

- Daily review cards (WA4)

In this lesson, the students:

- Review and practice using the words *surge*, *stamina*, and *dissatisfied* from Day 1
- Build their speaking and listening skills
- Explain their thinking

Words Reviewed

surge

A *surge* is a “sudden increase or a sudden strong rush.”

stamina

Stamina is the “energy and strength to keep doing something for a long time.”

dissatisfied

Dissatisfied means “not satisfied or happy with the way things are.” When you are *dissatisfied*, you want something more or something different.

REVIEW THE WORDS

1 Briefly Review the Words

Gather the class with partners sitting together, facing you.

Display the daily review cards (🗨️ WA4). Remind the students that yesterday they learned these three words from the article “Follow That Ball!” Point to each of the words as you review the pronunciation and meaning: *surge*, *stamina*, and *dissatisfied*. Explain that today they will think more about the words.

Ask:

-  **Q** Which word describes how you might feel if you went to a baseball game and your favorite team lost? Why? [Click 1 on WA4 to reveal the first prompt.] Turn to your partner.

WA4

surge stamina dissatisfied

PROMPT 1: The word _____ describes how I might feel because . . .

1 2 3 4 5 6

PROMPT 1: “The word [*dissatisfied*] describes how I might feel because . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention and have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following questions:

-  **Q** Which word tells what you would see if a crowd of people at a concert suddenly ran toward the stage? Why? [Click 2 to reveal the prompt.] Turn to your partner.

PROMPT 2: “The word [*surge*] tells what I would see because . . .”

-  **Q** Which word tells what a runner needs to finish a marathon? Why? [Click 3 to reveal the next prompt.] Turn to your partner.

PROMPT 3: “The word [*stamina*] tells what a runner needs because . . .”

PRACTICE USING THE WORDS

2 Introduce the Game “Make a Choice”

Tell the students that partners will use the vocabulary words to play a game called “Make a Choice.”

Point to the word *surge* on the daily review cards (WA4), and tell the students that they will use this word to play the first round of the game. Explain that you will describe two scenarios; then partners will decide which one is a surge and explain why. Tell the students that partners may not always agree and that is fine. What is important is that they explain their thinking.

Tell the students that before they play the game in pairs, they will practice playing as a class. Begin by asking:

Q *Which of these is a surge: a single shopper strolling into a store or a crowd of shoppers hurrying into a store? Why?*

Give the students a few moments to think about the questions. Then click **4** on the daily review cards (WA4) to reveal the prompt. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 4: “I think [a crowd of shoppers hurrying into a store] is a surge of people because . . .”

3 Play the Game in Pairs

Continue playing the game in pairs, using the following scenario:

[stamina]

 **Q** *Which of these people do you think needs more stamina: a mountain climber climbing Mount Everest or a mountain climber climbing a climbing wall? Why? [Click **5** to reveal the prompt.] Turn to your partner.*

PROMPT 5: “I think [a mountain climber climbing Mount Everest] needs more stamina because . . .”

Have partners use the prompt to share their thinking. After most pairs have finished talking, signal for the students’ attention and have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss:

[dissatisfied]

 **Q** *Which of these people is dissatisfied: a customer who buys a TV and then returns it or a customer who buys a TV and then buys another just like it? Why? [Click **6** to reveal the prompt.] Turn to your partner.*

PROMPT 6: “I think [a customer who returns the TV] is dissatisfied because . . .”

Tell the students that tomorrow they will learn and talk about three new words.

ELL Note

Rather than having the students choose between two scenarios, you might have them discuss them individually by stating the scenarios separately. For example, ask “Is a single shopper strolling (walking slowly and easily) into a store a surge of people? Why?” and then “Is a crowd of shoppers hurrying into a store a surge of people? Why?”

MORE STRATEGY PRACTICE

Discuss Words with the Prefix *dis-*

Prepare a sheet of chart paper titled “Words with the Prefix *dis-*.” Below the title write, “The prefix *dis-* means ‘not’ or ‘the opposite of.’” Write the word *dissatisfied* on the chart.

Review that *dis-* is a prefix and that a *prefix* is a “letter or group of letters that is added to the beginning of a word to make a new word.” Remind the students that the prefix *dis-* means “not” or “the opposite of” and that when the prefix *dis-* is added to the word *satisfied*, it makes the new word *dissatisfied*, which is the opposite of *satisfied*.

Tell the students that knowing that *dis-* means “not” can help them figure out the meanings of other words that begin with the prefix. Write the word *distrust* on the chart, and explain that *distrust* is a word made by adding the prefix *dis-* to the word *trust*.

Discuss as a class:

Q *Based on what you know about the prefix dis- and the word trust, what do you think the word distrust means? What do we mean when we say we distrust someone?*

If necessary, explain that *distrust* means “not trust or not believe or rely on someone or something.”

Use the same procedure to have the students discuss the meanings of *disobey* and *disbelieve*.

Ask the students for other examples of words with the prefix *dis-*, discuss their meanings, and add them to the chart (for example, *disagree*, *disapprove*, *discomfort*, *disconnect*, *disrespectful*, and *dissimilar*). Post the chart where everyone can see it, encourage the students to continue to listen and watch for words that use the prefix *dis-*, and continue to add new examples to the chart.

Materials

- Chart paper and a marker

Teacher Note

Post the “Words with the Prefix *dis-*” chart to use throughout the year.

For a list of common prefixes, visit the CCC Learning Hub (ccclearninghub.org) to view the “Prefixes” list in the General Resources section.

Day 3

Introduce *Discontinue*, “Blow Off Steam,” and *Restriction*

Materials

- “All Work and No Play: Trends in School Recess” (see pages 106–107)
- Word card 22 (WA5)
- Word card 23 (WA6)
- Word card 24 (WA7)

In this lesson, the students:

- Learn and use the words *discontinue* and *restriction* and the idiom “blow off steam”
- Review the prefix *dis-*
- Discuss idioms
- Discuss proverbs
- Build their speaking and listening skills
- Share their partners’ thinking

Words Taught

discontinue

Discontinue means “not continue something, or stop doing, using, or making something.”

blow off steam (p. 107)

“Blow off steam” means “do or say something that helps you get rid of energy or strong feelings.”

restriction (p. 107)

A *restriction* is a “rule or law that limits what a person can do or what is allowed to happen.”

ABOUT RECOGNIZING IDIOMS

In this lesson, the students are introduced to idioms through the expression “blow off steam.” They learn that an *idiom* is an “expression or phrase that means something different from what it appears to mean.” The students also learn that idioms can make speech and writing more interesting because they are a way to say something ordinary in a funny or unusual way. In subsequent lessons, the students will discuss the idioms “get on board,” “hair-raising,” “on pins and needles,” and “lose your nerve.” We suggest that you start an idiom chart this week and add to it during the year (see the More Strategy Practice activity “Discuss Idioms” on page 94). For a complete table of the idioms taught in grade 5, see Appendix C. For more information about recognizing idioms and other independent word-learning strategies, see “Independent Word-learning Strategies” in the Introduction.

INTRODUCE AND USE *DISCONTINUE*

1 Introduce *Discontinue*

Gather the class with partners sitting together, facing you.

Review that earlier the students learned three words from the article “Follow That Ball! Soccer Catching On in the U.S.” Show the article “All Work and No Play: Trends in School Recess,” to the students, read the title and subtitle aloud, and explain that today’s words are from or about this article, which they heard you read earlier.

Remind the students that, according to the article, recess is no longer part of the daily schedule in some schools. Show the first page of the article, and read the following sentence from the section headed “More Schools Cutting Recess” aloud, emphasizing the word *discontinued*: “One out of every four elementary schools in the United States has discontinued recess for some or all grades.”

Tell the students that *discontinue* is the first word they will learn today.

Display word card 22 (🌐 WA5) and ask the students to say the word *discontinue*.

2 Use the Prefix *dis-* to Determine the Meaning of *Discontinue*

Point to the word *discontinue* and explain that the word *discontinue* is made by adding the prefix *dis-*, which means “not” or “the opposite of,” to the word *continue*.

Use “Think, Pair, Share” to discuss:



Q *What do you know about the word continue? [Pause.] Turn to your partner.*

Have partners share their thinking with one another. After a few moments, signal for the students’ attention and have a few volunteers share their thinking with the class. If necessary, explain that *continue* means “keep doing, using, or making something.”

Discuss as a class:

Q *Based on what you know about the prefix dis- and the word continue, what do you think discontinue means? What do schools do when they discontinue recess?*

Click **1** on word card 22 (WA5) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

ELPS 2.C.i

Steps 1–3 and all margin notes on pages 89 and 90



ELL Note

The Spanish cognate of *discontinue* is *descontinuar*.

Teacher Note

You might remind the students that a *prefix* is a “group of letters that is added to the beginning of a word to make a new word.”

discontinue

PROMPT 1:

I think *discontinue* means . . .

and

When schools *discontinue* recess, they . . .

1 2 3 4

Teacher Note

If you started an antonym chart, add the words *discontinue* and *continue* to it.

PROMPT 1: “I think *discontinue* means . . .” and “When schools *discontinue* recess, they . . .”

Explain that *discontinue* means “not continue something, or stop doing, using, or making something.” Point out that *discontinue* and *continue* are antonyms. Explain that many schools have discontinued recess, or stopped having it.

Tell the students that partners will discuss a question about the word *discontinue* and that you want them to be ready to share their partners’ thinking with the class. Ask:



Q Do you think recess should be discontinued at our school? Why do you think that? [Click 2 on WA5 to reveal the prompt.] Turn to your partner.

PROMPT 2: “I [think/do not think] recess should be discontinued at our school because . . .”

Have partners use the prompt to share their thinking. After most pairs have finished talking, signal for the students’ attention and click 3 to reveal the next prompt. Have one or two volunteers use the prompt to share their partners’ thinking with the class.

PROMPT 3: “[Ellie] said that she [thinks/does not think] recess should be discontinued at our school because . . .”

3 Discuss Things That Should Not Be Discontinued

Explain that many things we do in the classroom are fun or help us learn, so they should not be discontinued. Provide some examples of things that should not be discontinued.

You might say:

"Learning to be a better writer is very important, so our writing work should not be discontinued. Learning new words is also important, so our vocabulary work should not be discontinued. Meeting with our third-grade buddies each week is fun, so I don't think that should be discontinued either."

Use "Think, Pair, Share" to discuss:



Q *What is something else we do that should not be discontinued? Why?*

[Click 4 to reveal the prompt.] Turn to your partner.

PROMPT 4: "[Art] should not be discontinued because . . ."

Have partners use the prompt to share their thinking. When most pairs have finished talking, have a few students use the prompt to share their thinking with the class.

Point to the word *discontinue* and ask:

Q *What's the new word we are learning that is an antonym of continue?*

INTRODUCE AND USE "BLOW OFF STEAM"

4 Introduce and Define "Blow Off Steam" and Introduce Idioms

Review that many students think recess is important because it is a break from studying. Read the last two paragraphs of the section headed "Why Recess Works" aloud, emphasizing the words "blow off steam."

Explain that "blow off steam" means "do or say something that helps you get rid of energy or strong feelings." Point out that recess allows students to blow off steam, or get rid of extra energy.

Tell the students that "blow off steam" is an idiom. Explain that an *idiom* is an "expression or phrase that means something different from what it appears to mean." Explain that when we say that recess gives students a chance to "blow off steam," we do not mean that the students blow steam out of their mouths or ears during recess. Instead, we mean that recess gives the students an opportunity to get rid of stored-up energy by running and playing.

Display word card 23 (WA6) and have the students say "blow off steam."

ELPS 2.C.ii
Steps 4–5 and ELL Note on p. 92

5 Discuss Ways the Students Blow Off Steam

Review that exercise and other physical activities help people blow off steam when they have built-up energy. Give the students some examples of things you do to blow off steam.

You might say:

“When I’ve been sitting all day and have lots of energy I need to get rid of, I blow off steam by going for a swim or by taking my dog for a walk.”

ELL Note

Idioms can be especially challenging for English Language Learners to understand and use. To help make the meaning of “blow off steam” clearer, you might invite volunteers to act out what they do when they blow off steam. Alternatively, you might ask the students to draw a picture of what they do when they blow off steam and then write about their picture.

Ask:



Q *When you have lots of energy built up, what do you do to blow off steam?*
[Click 1 on WA6 to reveal the first prompt.] Turn to your partner.

PROMPT 1: “To blow off steam when I have a lot of energy, I . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students’ attention, and have a few volunteers use the prompt to share their thinking with the class.

Explain that sometimes when people are feeling powerful emotions such as anger or disappointment, they blow off steam, or do something that helps them get rid of the emotions and feel better. Give examples of ways you or someone you know blows off steam to feel better.

You might say:

“When I’m feeling angry about something, I sometimes blow off steam by talking to my sister about what is bothering me. Talking to her makes me feel better. When my brother is upset about something, he sometimes blows off steam by going into his garage and yelling as loudly as he can. He says that this really helps him feel better.”

Discuss as a class:

Q *What do you do to blow off steam when you are feeling angry or disappointed?*

Click 2 on word card 23 (WA6) to reveal the prompt. Have a few volunteers use the prompt to share their thinking.

PROMPT 2: “To blow off steam when I am angry or disappointed, I . . .”

Point to the idiom “blow off steam” and ask:

Q *What’s the idiom we are learning that means “do or say something that helps you get rid of energy or strong feelings”?*

INTRODUCE AND USE RESTRICTION

6 Introduce and Define *Restriction*

Tell the students that the last word they will learn today is *restriction*, and explain that a *restriction* is a “rule or law that limits what a person can do or what is allowed to happen.”

Display word card 24 (🌐 WA7) and have the students say the word *restriction*.

Tell the students that you will read the section of the article called “Recess Restrictions” aloud. Explain that as you read, you want them to listen for the restrictions, or rules, that some schools have put in place to limit what students can do during recess.

Read the section aloud; then discuss as a class:

Q *What restrictions on recess are mentioned in the article? What limits have been placed on what some students can do at recess?*

Click **1** on word card 24 (WA7) to reveal the first prompt, and have a few volunteers use the prompt to share their thinking.

PROMPT 1: “One restriction is . . .”

If necessary, point out that one restriction is that no running is allowed on the playground. Another restriction is that games like tag and kickball are not allowed.

7 Discuss Restrictions

Explain that at school and in class we have certain restrictions, or rules that limit what we can do and what is allowed. Give an example of a school restriction and a class restriction, and explain the reason for each restriction.

You might say:

“There is a restriction on the number of people allowed in the gym. We can have up to 300 people, but no more. That restriction helps keep the gym from becoming overcrowded and unsafe. In our class, there is a restriction on the amount of time a student can spend looking for a book during independent reading. We limit the time so that everyone will have a chance to look for a book.”

Ask:



Q *What other restrictions do we have in our school or classroom?* [Click **2** on WA7 to reveal the prompt.] *Turn to your partner.*

PROMPT 2: “[In the library] there is a restriction on [the number of books we can check out].”

ELL Note

The Spanish cognate of *restriction* is *restricción*.

Teacher Note

Support struggling students by asking questions such as “What is a restriction that limits what students can do on the playground, in the cafeteria, in the hallways, or in the library?” and “What is a classroom restriction we have about [using the pencil sharpener/borrowing library books/using drawing paper]?”

Have partners use the prompt to share their thinking. When most pairs have finished talking, have a few students use the prompt to share their thinking with the class.

Follow up by asking:

Q *Why do you think we have a restriction on [the number of library books we can check out]?*

Click **3** to reveal the prompt, and have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 3: “I think there is a restriction on [the number of library books we can check out] because . . .”

Then discuss as a class:

Q *What restrictions do you have at home? What limits have your parents placed on what you can do or where you can go?*

Click **4** to reveal the next prompt and have a few volunteers use the prompt to share their thinking with the class.

PROMPT 4: “I have a restriction on [how long I can play computer games].”

Point to the word *restriction* and ask:

Q *What’s the new word we are learning that means a “rule or law that limits what a person can do or what is allowed to happen”?*

Tell the students that tomorrow they will talk more about the words they learned today.

MORE STRATEGY PRACTICE

Discuss Idioms

Write the idiom “blow off steam” where everyone can see it. Remind the students that “blow off steam” is an idiom and that an *idiom* is an “expression or phrase that means something different from what it appears to mean.” Remind the students that when we say someone blows off steam, we do not mean that the person blows steam out of his mouth or ears. Instead, we mean that the person does or says something that helps him get rid of energy or strong feelings.

Explain that there are thousands of idioms in the English language and that people use idioms because they are interesting or unusual ways to say ordinary things. For example, to tell someone to do something more quickly, we might tell the person to “shake a leg” or “step on it.” Explain that we do not actually want the person to shake his leg or step on something. Instead, these expressions are idioms that mean “hurry up.”

Discuss as a class:

Q *What does it mean when we say to someone, “Hold your horses” or “Cool your jets”?*

Have a few volunteers share their thinking with the class. If necessary, explain that “hold your horses” and “cool your jets” are idioms that mean “slow down” or “relax.”

Have the students discuss the meanings of the following idioms: “keep your chin up,” “lend an ear,” “in the doghouse,” and “got up on the wrong side of the bed.”

Ask the students to listen for other idioms and look for them in their reading. You might start an idiom chart and regularly add idioms the students discover to it.

Teacher Note

For a list of common idioms, visit the CCC Learning Hub (ccclearninghub.org) to view the “Idioms” list in the General Resources section.

Review *Discontinue*, “Blow Off Steam,” and *Restriction*

Day 4

In this lesson, the students:

- Review and practice using the words *discontinue* and *restriction* and the idiom “blow off steam” from Day 3
- Build their speaking and listening skills
- Explain their thinking

Words Reviewed

discontinue

Discontinue means “not continue something, or stop doing, using, or making something.”

blow off steam

“Blow off steam” means “do or say something that helps you get rid of energy or strong feelings.”

restriction

A *restriction* is a “rule or law that limits what a person can do or what is allowed to happen.”

Materials

- Daily review cards (WA8)
- Copy of this week’s family letter (BLM1) for each student
- (Optional) Copy of the “Week 4 Crossword Puzzle” (BLM3) for each student

REVIEW THE WORDS

1 Briefly Review the Words

Gather the class with partners sitting together, facing you.

Remind the students that yesterday they learned three words from or about the article “All Work and No Play: Trends in School Recess.” Display the daily review cards (🟢 WA8). Point to each of these words as you review the pronunciation and meaning: *discontinue*, “blow off steam,” and *restriction*. Tell the students that today they will think more about the words.

Use “Think, Pair, Share” to discuss:



Q Which word or words might you use when you talk with your friends or family? How might you use the word or words? [Pause; click 1 on WA8 to reveal the first prompt.] Turn to your partner.

discontinue blow off steam restriction

PROMPT 1: I might use the word _____ when I talk to _____. I might say . . .

1 2 3 4

WA8

PROMPT 1: “I might use the word [*restriction*] when I talk to [my parents]. I might say . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention and have a few volunteers use the prompt to share their thinking with the class.

PRACTICE USING THE WORDS

2 Review the Activity “What Might You Say or Do?”

Tell the students that partners will do the activity “What Might You Say or Do?” Review that you will describe a situation; then partners will talk about what they might say or do in that situation and explain why.

Begin by reading the following scenario aloud:

- *The cafeteria discontinues your favorite food.*

Ask:



Q *What might you say or do? Why?* [Click 2 to reveal the prompt.] Turn to your partner.

PROMPT 2: “If the cafeteria discontinues my favorite food, I might [start bringing my lunch from home] because . . .”

Have partners use the prompt to share their thinking. After most pairs have finished talking, signal for their attention. Have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following scenarios:

- *You have had a bad day at school and you need to blow off steam.*



Q *What might you say or do? Why?* [Click 3 to reveal the prompt.] Turn to your partner.

PROMPT 3: “If I need to blow off steam, I might [talk to my best friend] because . . .”

- *At recess, your friends put a restriction on the number of times you can shoot the ball during a basketball game.*



Q *What might you say or do? Why?* [Click 4 to reveal the prompt.] Turn to your partner.

PROMPT 4: “If my friends put a restriction on the number of times I can shoot the ball, I might [stop playing] because . . .”

Explain that tomorrow the students will talk more about some of the words they have been learning.

Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

Teacher Note

To provide students with additional review of words taught during Weeks 3 and 4, you might distribute a copy of the “Week 4 Crossword Puzzle” (BLM3) to each student.

Materials

- Chart paper and a marker

TEKS 3.D.iii

TEKS 3.D.v

Student/Teacher Narrative
More Strategy Practice
(second paragraph and first
teacher note)

Teacher Note

Common interpretations of the
proverbs are:

- “A penny saved is a penny earned.”
 (“It is a good idea to save money.”)
- “A picture is worth a thousand words.”
 (“Pictures describe things more easily
than words.”)
- “A watched pot never boils.” (“Time
seems longer when you’re waiting for
something to happen.”)
- “Look before you leap.” (“Think
carefully before making a big decision
or doing something risky.”)

For a list of common adages and
proverbs, visit the CCC Learning
Hub (ccclearninghub.org) to view
the “Adages and Proverbs” list in the
General Resources section.

TEKS 3.D.iii

TEKS 3.D.v

Student/Teacher Activity
More Strategy Practice
(discussion questions)

Teacher Note

If necessary, explain that “practice
makes perfect” is a proverb that
means that the way to become good at
something is to practice.

MORE STRATEGY PRACTICE

Explore Proverbs

Write the following proverb where everyone can see it, underlining the
words “All work and no play”:

All work and no play makes Jack a dull boy.

Tell the students that the article “All Work and No Play” takes its title
from a well-known proverb. Explain that a *proverb* is an “old familiar
saying that expresses a wise thought.” Read the proverb aloud and explain
that in this proverb, *dull* means “boring or uninteresting.” Explain that the
proverb means that a person (referred to as “Jack”) needs to take time for
fun so that he or she can be a healthy, happy, and more interesting person.
Discuss:

- Q *Why do you think the author of the article titled it “All Work and No Play”?*
- Q *Based on what you heard in the article, what might happen to children if
they have no recess (“no play”)?*
- Q *When might you use the proverb “all work and no play”? What would
you say?*

Tell the students that you will read aloud a paragraph that contains a
proverb. Have the students think as you read about what the proverb
might mean. Read aloud the first paragraph below twice, slowly and
clearly. After the first reading point out that “every cloud has a silver
lining” is the proverb and then read the paragraph aloud again.

- *I was upset last night because my dad had to work late and I didn’t get to
see him. This morning I found out that he gets today off so we can spend
the entire day together. I guess every cloud has a silver lining.*

Ask:

- Q *What do you think “every cloud has a silver lining” means? What makes
you think that? Turn to your partner.*
- Q *When might you use the proverb “Every cloud has a silver lining”? What
would you say?*

If necessary, tell the students that “Every cloud has a silver lining”
means that there is something good in every situation, even if it seems
unpleasant.

Follow the same procedure with the following paragraph:

- *At the end of last school year, I didn’t know very many multiplication
facts. Over the summer I practiced for 15 minutes every day. This year, I
know them all! Practice makes perfect!*

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Explain their thinking

Words Reviewed

cuisine

A *cuisine* is a “style of cooking.”

moocher

A *moocher* is a “person who tries to get something without paying or working for it.”

restriction

A *restriction* is a “rule or law that limits what a person can do or what is allowed to happen.”

stamina

Stamina is the “energy and strength to keep doing something for a long time.”

surge

A *surge* is a “sudden increase or a sudden strong rush.”

Materials

- Ongoing review cards (WA9)
- Ongoing review activity (WA10)
- “Class Vocabulary Assessment Record” sheet (CA1)
- Class set of the “Individual Vocabulary Assessment: Word Check 1” answer sheet (IA1)
- Class set of the “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) Class set of the “Student Self-assessment” response sheet (SA1)

REVIEW THE WORDS

1 Briefly Review the Words

Gather the class with partners sitting together, facing you. Display the ongoing review cards (WA9). Remind the students that they learned these words earlier. Explain that today they will talk more about the words.

Point to the word *cuisine* and ask:

Q *What do you know about the word cuisine?*

Have one or two volunteers share their thinking with the class. Remind them to use the word *cuisine* as they share their ideas.

Use the same procedure to review the remaining words.

PRACTICE USING THE WORDS

2 Review the Game “Finish the Story”

Tell the students that partners will play the game “Finish the Story.” Review that you will tell a story, leaving off the last word. Explain that partners will finish the story by deciding which of the ongoing review words makes the best ending for it.

Teacher Note

Each story on the ongoing review activity (WA10) has a corresponding number: the first story is 1; the second story is 2; the third story is 3; and so on. To play the game, click the corresponding number four times:

- The first click reveals the story.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the story with the answer in place.
- The fourth click clears the screen.

Teacher Note

You might remind the students that they learned the word *towering* earlier and that *towering* means “very tall.”

Display the ongoing review activity (WA10) and begin as follows:

1. Click 1 to reveal the first story. Point to the story and read it aloud twice, slowly and clearly.

- Story 1: *On Victor’s birthday, his family took him to a sushi restaurant because Japanese food is Victor’s favorite _____.*

2. Give the students a few moments to think about the story. Then point to the five word choices and ask:



- Q Which vocabulary word makes the best ending for the story? Why? [Click 1 again to reveal the prompt.] Turn to your partner.

PROMPT: “I think the word [*cuisine*] makes the best ending because . . .”

Have partners use the prompt to share their thinking. After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking 1 a third time to highlight the correct vocabulary word and reveal the story with the correct word in place.

cuisine	moocher	restriction	stamina	surge
----------------	---------	-------------	---------	-------

STORY 1: On Victor’s birthday, his family took him to a sushi restaurant because Japanese food is Victor’s favorite **cuisine**.

1 2 3 4 5

WA10

4. Finally, click 1 to clear the screen.

Use the same procedure to discuss the remaining stories.

- Story 2: *Larisa is packing for her hike up a towering mountain this weekend. She packs several healthy snacks and a large bottle of water. She will need these to keep up her _____.* (stamina)
- Story 3: *Every weekend, Marcos’s little brother asks Marcos to give him money to buy candy from the store. Marcos thinks his brother is becoming a _____.* (moocher)

- Story 4: *Charity was building sand castles at the beach when she noticed that the waves started getting closer. She decided to leave her castles and move away from the water before there was a _____.* (surge)
- Story 5: *Liam was not sure if he was allowed to dive into the pool, so he asked a lifeguard. The lifeguard said it was okay to dive because there was not a _____.* (restriction)

Tell the students that next week they will learn more new words.



Assessment Notes

CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to choose the best word to finish each story?
- Can they explain why a word is the best choice?
- Are they showing a growing interest in learning and using new words?

Record your observations on the “Class Vocabulary Assessment Record” sheet (CA1); see page 164 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If **only a few students** understand a word’s meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word’s meaning, provide further practice by having each student create a picture card of the word with a definition in her own words on the back of the card. Explain that the picture card should illustrate what the word means. You might model the process by drawing a picture that illustrates the meaning of one of this week’s review words.

For more information about reviewing and practicing the words, see “Retaining the Words” in the Introduction.

INDIVIDUAL VOCABULARY ASSESSMENT NOTE

Before continuing with the week 5 lesson, take this opportunity to assess individual students’ understanding of words taught in Weeks 1–4 using the “Individual Vocabulary Assessment: Word Check 1” answer sheet (IA1) on page 168 of the *Assessment Resource Book*. You might record the progress of individual students and the progress of your students as a whole using the “Individual Vocabulary Assessment Student Record” sheet (SR1) and the “Individual Vocabulary Assessment Class Record” sheet (CR1); see pages 236–238 of the *Assessment Resource Book*. For instructions on administering this assessment, see “Completing the Individual Vocabulary Assessment” on page 165 of the *Assessment Resource Book*.

(continues)

Teacher Note

For more information about the vocabulary assessments, see “About Vocabulary Assessments” in the Assessment Overview of the *Assessment Resource Book*.

Teacher Note

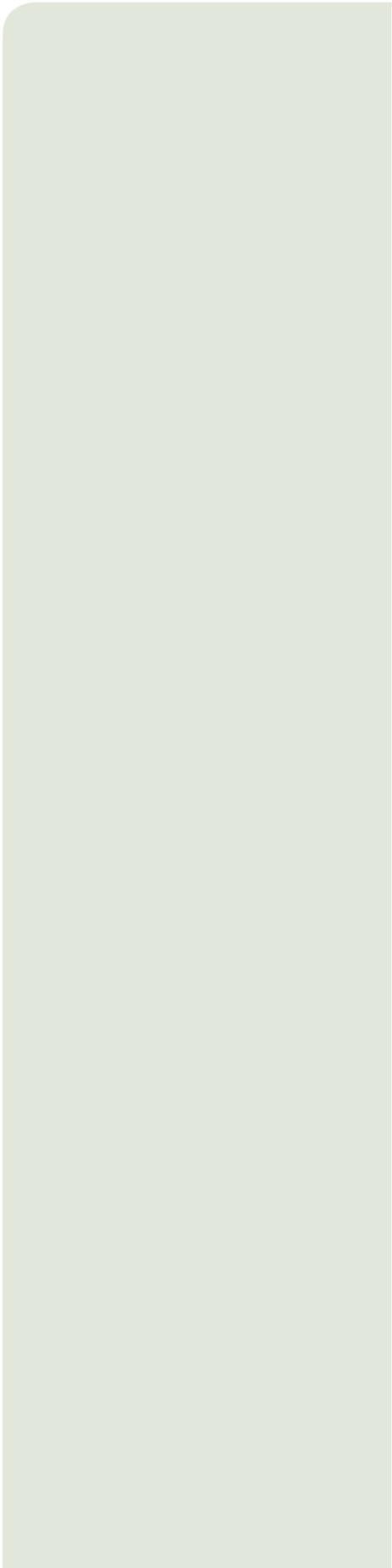
For more information, view “Using the Individual Vocabulary Assessment” (AV51).



Assessment Notes *(continued)*

STUDENT SELF-ASSESSMENT NOTE

In addition to or in place of the Individual Vocabulary Assessment, you might have each student evaluate his understanding of words taught in Weeks 1-4 using the “Student Self-assessment” response sheet (SA1). For instructions on administering this assessment, see “Completing the Student Self-assessment” on page 169 of the *Assessment Resource Book*.



FOLLOW THAT BALL!

SOCCER CATCHING ON IN THE U.S.

Friends and families turn out in the thousands every weekend, spilling out of minivans, sharing snacks at halftime, cheering the players as they chase the black-and-white ball around the field. It's soccer mania out there!



Women are winners:

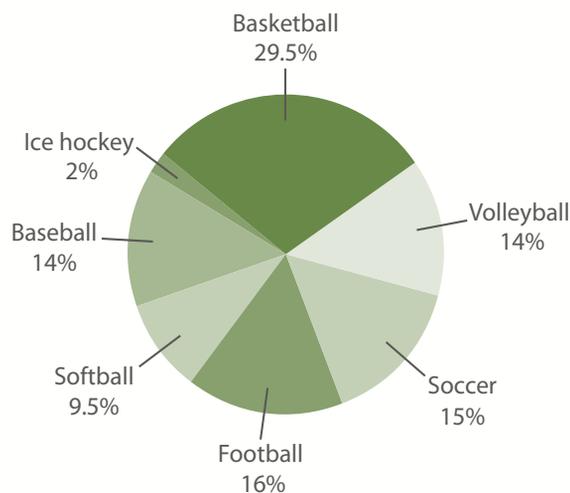
American women have taken to soccer in huge numbers. Their surge in skills and confidence resulted in the U.S. women's team winning the gold medal in the 2012 Olympics.

SOCCER CONTINUES TO GROW AND GROW...

After a shaky start in its first hundred years, soccer in the United States has attracted more and more players each year. In the 12- to 17-year-old age group, one out of seven kids now plays soccer. It's an up-and-coming sport.

It's not only young people who are playing; adults are rushing to play this sport, too. Overall, around 24 million Americans of all ages play soccer. American women, especially, have made the game their own. Close to half of U.S. Youth Soccer's 3 million members are girls. In 2012, the women's U.S. Olympic team won the gold medal.

TOP SEVEN TEAM SPORTS PLAYED BY 12- TO 17-YEAR-OLDS (2014)



Source: National Sporting Goods Association, 2014

Figures show that 12- to 17-year-old kids in the United States play a wide variety of sports.

FIVE GOOD REASONS

Why has interest and participation in soccer grown more than some other sports? There are many reasons why it has become popular.

- In football, a lineman might play several games in a row without even touching the ball. In a single soccer game, each player can touch the ball between 20 and 30 times—that's great for skill building.
- Many other sports rely on brute strength. In soccer, physical size doesn't matter as much. A player's ability has more to do with skill, stamina, and balance.
- It's a family game. Moms, dads, brothers, and sisters can all play at their own level.
- You don't need a lot of expensive equipment to play soccer.
- If soccer is played in the true spirit of the game, few players get seriously injured.

Soccer enthusiasts love the growing popularity of their favorite game. However, they have one complaint: Soccer gets nowhere near the U.S. media coverage of other sports, even the less popular ones. If major television networks decided to give soccer more airtime, who knows? In a few years, it might top the list of the most-played sports in America.

All Work and No Play

You start school at 8:00 A.M. and the day stretches out in front of you. Your class doesn't break for lunch until 11:30, and your school has removed recess from the daily schedule—so it's math and reading for the next three-and-a-half hours. What's so bad about recess? Isn't it good for students and teachers to take a break?

Trends in School Recess

More Schools Cutting Recess

More and more schools are cutting recess time or getting rid of it altogether. One out of every four elementary schools in the United States has discontinued recess for some or all grades.

Not only that: Many schools are also cutting back the time spent on subjects that are not tested, such as gym, art, and music. The main reason is so that schools can spend more time teaching academic subjects, such as math and reading. Many students are not doing well in these subjects.

And even in schools that still have recess, students get less time for breaks and PE as they move toward grade 6. There are also big differences in the amounts of recess and PE time between city and rural schools.



Why Recess Works

Students enjoy recess. They are fatigued after spending long periods of time concentrating. They see recess as important because it's a time to:

- Have a snack and a drink.
- Exercise and get rid of tension or boredom.
- Interact and catch up with their friends.

Schoolwork is hard, and sitting and concentrating puts a strain on your body and your brain. Taking even a short break from class gives your mind a chance to recharge.



Exercise at recess increases the blood supply to the brain, allowing students to concentrate on their work.

Getting some exercise at recess can also help your body make the chemicals your brain needs to help you store information. Research has shown that the brain needs to have a break every hour-and-a-half to two hours to work at its best.

Also, being able to run around and blow off steam means you're less likely to fidget during class time. When you go back to lessons after recess, you can think much more clearly and concentrate better.

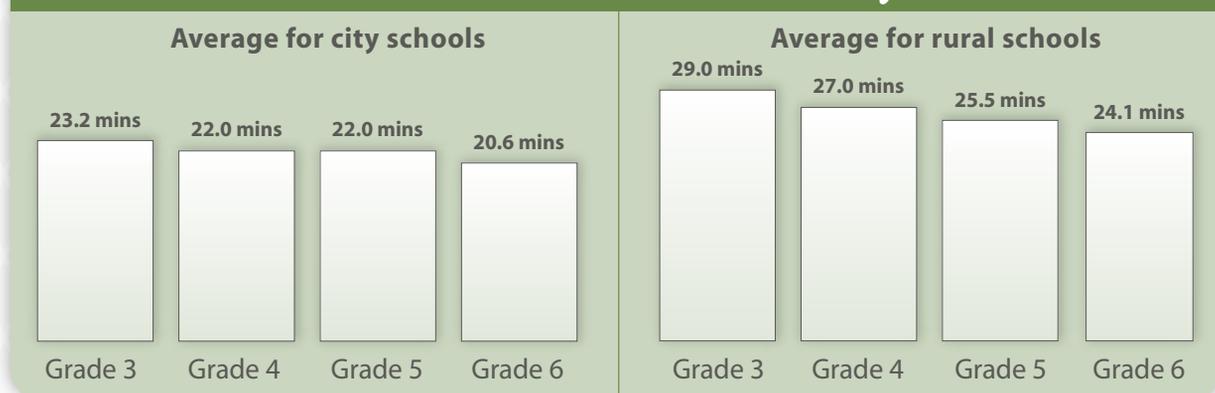
Recess Restrictions

Even when a school has recess, there are often so many rules that it's hard to do more than sit and talk. Schools are worried that if a student has an accident, the school will be blamed.

- Some schools have put up "No Running" signs on playgrounds.
- Tag and ball games have been banned in many schools.
- Play equipment has been removed at some schools.

Experts agree that today, when many children spend their free time in front of the TV or computer screen, the chance to run around at recess—even for a short time—is important. It may be the only exercise a student gets all day.

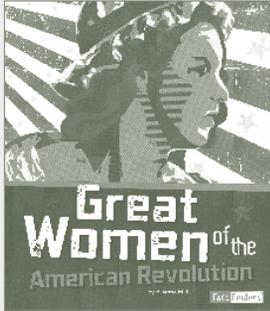
Minutes of Recess Per Day



Source: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Foods and Physical Activity in Public Elementary Schools: 2005," FRSS 87, 2005.

Week 5

RESOURCES



Read-aloud

- *Great Women of the American Revolution* by Brianna Hall

More Strategy Practice

- “Use an Online Dictionary”
- “Discuss the Multiple Meanings of *Establish*”



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA9

Reproducibles

- Week 5 family letter (BLM1)
- (Optional) “Week 5 Word Cards” (BLM2)

Professional Development Media

- “Using Web-based Whiteboard Activities” tutorial (AV42)

OVERVIEW

Words Taught

heroine
resist
protest
daring
inform
establish

Words Reviewed

blow off steam
discontinue
establish
pollute
protest

Word-learning Strategies

- Using a dictionary, glossary, and thesaurus
- Recognizing words with multiple meanings

Vocabulary Focus

- Students learn and use six words from the book.
- Students use an online dictionary to determine a word's meaning.
- Students discuss words with multiple meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students analyze why it is important to be respectful.
- Students develop the skill of explaining their thinking.

DO AHEAD

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Use an Online Dictionary” on page 116. If necessary, plan time for your students to use computers or tablets in the school library or media center.
- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Discuss the Multiple Meanings of *Establish*” on page 124.

(continues)

① DO AHEAD *(continued)*

- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 5 Word Cards" (BLM2). These cards can be used to provide your students with more opportunities to review the words.

Introduce Heroine, Resist, and Protest

Day 1

In this lesson, the students:

- Learn and use the words *heroine*, *resist*, and *protest*
- Build their speaking and listening skills
- Explain their thinking

Words Taught

heroine (pp. 4-5)

A *heroine* is a “girl or woman who is admired or respected because she is brave or has done something special.”

resist (p. 5)

Resist means “refuse to give in to someone or something.”

protest (p. 6)

Protest means “complain about something or object to something you feel is wrong or unfair.”

Materials

- *Great Women of the American Revolution*
- Word card 25 (WA1)
- Word card 26 (WA2)
- Word card 27 (WA3)

INTRODUCE AND USE HEROINE

1 Introduce and Define *Heroine*

Gather the class with partners sitting together, facing you.

Show the cover of *Great Women of the American Revolution* and explain that this week’s words are from the book, which they heard earlier.

Show pages 4–5 of the book and read the chapter title aloud: “Everyday Heroines.” Tell the students that the first word they will learn today is *heroine*. Explain that a *heroine* is a “girl or woman who is admired or respected because she is brave or has done something special.” Review that this book tells about several heroines who lived during the American Revolution, a time when the colonists fought for their independence from Great Britain. The author, Brianna Hall, describes different ways that the women of that time showed bravery.

Display word card 25 (WA1) and have the students say the word *heroine*.

2 Discuss Heroines in Everyday Life

Show pages 4–5 of the book again and review that this chapter is called “Everyday Heroines.” Ask the students to listen carefully as you read aloud about some of the things that colonial women did during the American Revolution. Then read the paragraph on page 5 aloud, emphasizing the word *heroine*.

ELL Note

The Spanish cognate of *heroine* is *heroína*.

Teacher Note

If the students struggle to answer the question, reread the paragraph on page 5 aloud, slowly and clearly, and ask the question again.

Ask:



Q *What did colonial women do that made them heroines?* [Click **1** on WA1 to reveal the first prompt.] *Turn to your partner.*

WA1

heroine

PROMPT 1: Colonial women were **heroines** because . . .

1 **2** **3**

PROMPT 1: “Colonial women were heroines because . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention. Have a few volunteers use the prompt to share their thinking with the class.

Ask the students who they consider a heroine in their own lives and why. Give one or two examples of people you know who you consider heroines.

You might say:

“I think my friend Myla is a heroine because she donates blood to the blood bank every three months. It takes a lot of strength to do this regularly so that she can help people in need. My mom walks in a fund-raiser for cancer research each year. I think that this makes her an everyday heroine.”

Use “Think, Pair, Share” to discuss:



Q *Who do you think of as a heroine? Why?* [Pause; click **2** to reveal the prompt.] *Turn to your partner.*

PROMPT 2: “I think [my aunt] is a heroine because . . .”

Have partners use the prompt to share their thinking. After most pairs have finished talking, signal for the students’ attention and have a few volunteers use the prompt to share their thinking with the class.

3 Discuss Famous Heroines

Explain that some heroines become famous for the brave things that they do or have done. Give one or two examples of women you admire for their bravery or something special they have done.

You might say:

“Amelia Earhart is someone I admire because she was the first woman to fly across the Atlantic Ocean alone. That took a lot of courage. And Harriet Tubman was a woman who risked her life to lead enslaved people to freedom during the Civil War. What a brave thing to do! She was truly a heroine.”

Use “Think, Pair, Share” to discuss:



Q *Who is a famous heroine that you have heard of? What did she do that took strength and courage?* [Click 3 to reveal the prompt.] Turn to your partner.

PROMPT 3: “A famous heroine that I have heard of is [Rosa Parks]. She was a heroine because . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention and have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *heroine* and ask:

Q *What’s the new word we are learning that means a “girl or woman who is admired or respected because she is brave or has done something special”?*

INTRODUCE AND USE RESIST

4 Introduce and Define Resist

Show the table on page 5 of *Great Women of the American Revolution* and read the title aloud: “Who’s Who in the Revolutionary War?” Explain that this table describes people who were on the side of the rebels and people who were on the side of the British during the Revolutionary War. Point to the box titled “Continental Army” and read the description aloud, emphasizing the word *resist*.

Tell the students that the next word they will learn today is *resist*, and explain that *resist* means “refuse to give in to someone or something.” Point out that the Continental Army resisted, or refused to give in to, the British occupation.

Display word card 26 (WA2) and have the students say the word *resist*.

Teacher Note

Support struggling students by providing a few examples of other famous heroines. Examples might include the following: Sacagawea helped Lewis and Clark explore the American West by providing translation and identifying safe plants to eat; Clara Barton founded the American Red Cross; Sally Ride was the first American woman to travel into space; Sonia Sotomayor was the first Hispanic Supreme Court Justice.

ELL Note

The Spanish cognate of *resist* is *resistir*.

5 Play “Would You Resist?”

Give a few examples of times when you resisted doing something someone asked you to do and explain why you resisted.

You might say:

“My sister tried to get me to go waterskiing with her last summer but I resisted, or refused to give in to her, because I was afraid of getting hurt. Yesterday, my wife wanted me to donate a bunch of old books. I resisted because I like to go back and read the books again and again.”

Tell the students that partners will play a game called “Would You Resist?” Explain that you will describe a situation they might find themselves in; then partners will discuss whether they would resist and explain why.

Begin by reading the following scenario aloud:

- *Your best friend wants you to try a new pizza he created with a topping of pineapples, tuna fish, and strawberry jelly.*

Ask:



Q *Would you resist your friend? Why? [Click 1 on WA2 to reveal the prompt.] Turn to your partner.*

PROMPT 1: “I [would/would not] resist my [friend] because . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention and have one or two volunteers use the prompt to share their thinking with the class. Use the same procedure to discuss one or both of the following scenarios:

- *Your cousin asks you if she can borrow a dollar.*
- *Your friend’s cat has kittens and your friend wants to give you one.*

Point to the word *resist* and ask:

Q *What’s the new word we are learning that means “refuse to give in to someone or something”?*

INTRODUCE AND USE *PROTEST*

6 Introduce and Define *Protest*

Show page 6 of *Great Women of the American Revolution*. Explain that this chapter tells how American colonists felt when they were forced by the British to pay new taxes. Point to the picture and read the caption, emphasizing the word *protested*. Tell the students that *protest* is the last

word they will learn today, and explain that *protest* means “complain about something or object to something you feel is wrong or unfair.” Explain that the colonists protested, or complained about, the tax laws because they thought that it was unfair to be taxed by the British government without having a say in the matter.

Display word card 27 (🌐 WA3) and have the students say the word *protest*.

7 Discuss Protesting

Review that when you protest, you complain about or object to something you feel is wrong or unfair. Explain that when people protest, they are usually in groups and are in public places where other people can see and hear them. Tell the students that you will describe a situation and partners will decide whether they would protest in that situation and why.

Read the following scenario aloud:

- *The city council votes to close city parks on Saturdays because the city does not have enough money in its budget to keep the parks open.*

Use “Think, Pair, Share” to discuss:



Q *Would you protest? Why or why not? [Pause; click 1 on WA3 to reveal the prompt.] Turn to your partner.*

PROMPT 1: “I [would/would not] protest because . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention. Have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss one or both of the following scenarios:

- *The school board votes to shorten the school year by two weeks to save money.*
- *The owner of the local swimming pool announces that children are no longer allowed in the pool because some children have ignored the restriction against running in the pool area.*

Point to the word *protest* and ask:

Q *What’s the new word we are learning that means “complain about something or object to something you feel is wrong or unfair”?*

Tell the students that tomorrow they will talk more about the words they learned today.

ELL Note

The Spanish cognate of *protest* is *protestar*.

Teacher Note

You might remind the students that they learned the word *restriction* earlier and that a *restriction* is a “rule or law that limits what a person can do or what is allowed to happen.”

Materials

- Computers or tablets with Internet access for each pair of students

Technology Tip

To find an appropriate online dictionary, search online using the keywords “children’s dictionary” or “online dictionary for students.”

Teacher Note

For an activity on using a print dictionary, see the more strategy practice activity “Use a Print Dictionary” on page 60.

TEKS 3.A.i
Student/Teacher Activity
More Strategy Practice

MORE STRATEGY PRACTICE

Use an Online Dictionary

Write the following words from *Great Women of the American Revolution* where everyone can see them: *frilly*, *witty*, *urge*, *outsmart*, *suspicious*, and *roam*.

Have partners sit together. Have the students navigate to the dictionary you selected. Direct their attention to the Search box. Ask them to type a familiar word, such as *bicycle* or *explore*, into the box and click the Search button or icon. Then discuss:

Q *What information is provided for the word [bicycle]?*

Have a few volunteers share their thinking with the class. As necessary, point out these key features:

- The division of the word into syllables
- The pronunciation of the word, which may include both a phonetic respelling and an audio pronunciation, accessed through an audio button or icon
- The word’s part of speech (whether the word is a noun, verb, adjective, or other part of speech)
- Definitions of the word
- A sentence or phrase that shows how the word is used

Then briefly discuss:

Q *In what ways is this online dictionary [different from/the same as] a print (book) dictionary?*

Q *Which type of dictionary do you prefer? Why?*

Direct the students’ attention to the words you have displayed and explain that the words are from *Great Women of the American Revolution*. Tell the students that partners will choose one of the words they want to know about, search for the word in the online dictionary, and share what they learned about the word with the class.

Give pairs a minute or two to choose a word, look it up in the online dictionary, and read and discuss the word entry. When most pairs have finished, signal for the students’ attention. Then discuss each word as a class by asking:

Q *Who looked up the word [frilly]? What did you find out about the word?*

Q *Who else looked up the word [frilly]? What can you add to what [Norah and Edgar] told us about the word?*

Encourage the students to continue to use an online or print dictionary to look up the meanings of words they do not know.

Review Heroine, Resist, and Protest

Day 2

In this lesson, the students:

- Review and practice using the words *heroine*, *resist*, and *protest* from Day 1
- Build their speaking and listening skills
- Explain their thinking

Words Reviewed

heroine

A *heroine* is a “girl or woman who is admired or respected because she is brave or has done something special.”

resist

Resist means “refuse to give in to someone or something.”

protest

Protest means “complain about something or object to something you feel is wrong or unfair.”

REVIEW THE WORDS

1 Briefly Review the Words

Gather the class with partners sitting together, facing you.

Display the daily review cards (WA4). Remind the students that yesterday they learned these three words from the book *Great Women of the American Revolution*. Point to each of the words as you review the pronunciation and meaning: *heroine*, *resist*, and *protest*. Explain that today they will talk more about the words.

Discuss as a class:

Q Which of the words we learned yesterday do you think was interesting to talk about? Why?

Click **1** on the daily review cards (WA4) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

Materials

- Daily review cards (WA4)

heroine
resist
protest

PROMPT 1: I think the word _____ was interesting to talk about because . . .

1
2
3

PROMPT 1: “I think the word [*resist*] was interesting to talk about because . . .”

PRACTICE USING THE WORDS

2 Think More About the Words

Tell the students that you will describe a situation and partners will use vocabulary words to discuss it. Explain that partners may not always agree about a situation and that is fine. What is important is that they explain their thinking.

Read the following scenario aloud twice:

- *Rosa Parks refused to give up her seat on a bus to protest how African Americans were being treated.*

Use “Think, Pair, Share” to discuss:

 **Q** *Do you think that Rosa Parks was a heroine for protesting? Why do you think that?* [Pause; click **2** on WA4 to reveal the prompt.] *Turn to your partner.*

PROMPT 2: “I [think/do not think] Rosa Parks was a heroine for protesting because . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention and have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss:

- *Myles is trying to get his dog into the car, but his dog is resisting.*

 **Q** *Why might Myles’s dog resist getting in the car?* [Pause; click **3** to reveal the next prompt.] *Turn to your partner.*

PROMPT 3: “Myles’s dog might resist getting in the car because . . .”

Tell the students that tomorrow they will learn and talk about three new words.

Introduce *Daring*, *Inform*, and *Establish*

Day 3

In this lesson, the students:

- Learn and use the words *daring*, *inform*, and *establish*
- Discuss words with multiple meanings
- Build their speaking and listening skills
- Explain their thinking

Words Taught

daring (p. 18)

Daring means “bold and willing to take risks.”

inform (p. 19)

Inform means “give or tell information.”

establish (p. 29)

Establish means “begin, create, or set up.” *Establish* also means “show or prove to be true.”

ABOUT RECOGNIZING WORDS WITH MULTIPLE MEANINGS

This week we introduce the students to recognizing words with multiple meanings, another strategy they can use to figure out the meanings of unfamiliar words independently. The students learn that many words have more than one meaning and that the meanings are often very different. They learn that if they encounter a word with multiple meanings as they listen to or read a text, they can usually figure out the correct meaning by thinking about how the word is used. In this lesson, the students explore the multiple meanings of *establish*. In subsequent lessons and the More Strategy Practice activities, they will discuss other multiple-meaning words, such as *stun*, *extend*, and *blunt*. For a complete list of the multiple-meaning words taught in grade 5 and the weeks in which they are introduced, see Appendix C. For more information about recognizing words with multiple meanings and other word-learning strategies, see “Independent Word-learning Strategies” in the Introduction.

INTRODUCE AND USE *DARING*

1 Introduce and Define *Daring*

Show pages 18–19 of *Great Women of the American Revolution* and review that this chapter, called “Spies in Petticoats,” tells about several women who were spies during the war. Read the first paragraph on page 18, emphasizing the word *daring*.

Materials

- *Great Women of the American Revolution*
- Word card 28 (WA5)
- Word card 29 (WA6)
- Word card 30 (WA7)

Teacher Note

You might explain that the words *daring* and *bold* are synonyms. If you started a synonym chart, add the words *daring* and *bold* to it.

Tell the students that the first word they will learn today is *daring*. Explain that *daring* means “bold and willing to take risks.” Point out that the women who worked as spies during the American Revolution had to be daring, or bold and willing to take risks, because spying was a very dangerous job.

Display word card 28 (🗨️ WA5) and have the students say the word *daring*.

2 Play “Daring or Not Daring?”

Tell the students that partners are going to play a game called “Daring or Not Daring?” Explain that you will read a few scenarios; then partners will decide whether the people in each scenario were daring or not daring and explain why. Begin by reading the following scenario aloud:

- *American colonists protested British taxes on tea by dumping tea into Boston Harbor.*

Ask:



Q *Were the colonists daring? Why?* [Click 1 on WA5 to reveal the first prompt.] *Turn to your partner.*

daring

PROMPT 1: The colonists [were/were not] **daring** because . . .

1 2 3

WA5

PROMPT 1: “The colonists [were/were not] daring because . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students’ attention and have a few volunteers use the prompt to share their thinking with the class.

Repeat the procedure to discuss the following scenarios:

- *Serena walked to the park with her children, and they had a picnic.*



Q *Was Serena daring? Why?* [Click 2 to reveal the prompt.] *Turn to your partner.*

PROMPT 2: “Serena [was/was not] daring because . . .”

- *A firefighter ran into a burning building to rescue the family trapped inside.*



Q *Was the firefighter daring? Why? [Click 3 to reveal the prompt.] Turn to your partner.*

PROMPT 3: “The firefighter [was/was not] daring because . . .”

Point to the word *daring* and ask:

Q *What’s the new word we are learning that means “bold and willing to take risks”?*

INTRODUCE AND USE *INFORM*

3 Introduce and Define *Inform*

Show pages 18–19 of the book again, and review that this part of the book tells about women who were spies during the American Revolution. Read the paragraph on page 19 aloud, stopping after the following sentence: “When the time came, Burgin informed the prisoners of the plan so they could prepare.” Emphasize the word *informed* when you come to it.

Tell the students that the next word they will learn today is *inform*. Explain that *inform* means “give or tell information.” Point out that Elizabeth Burgin informed, or told, the prisoners about the jailbreak plan.

Display word card 29 (🌐 WA6) and have the students say the word *inform*.

4 Discuss Informing People

Explain that there are many ways that you inform the students and their parents, or give them information, about classroom activities. Give the students one or two examples.

You might say:

“Every week I send home a weekly newsletter that informs you about homework assignments and special classroom events. I also send e-mails to inform your parents about important changes in our schedule.”

Use “Think, Pair, Share” to discuss:



Q *What are some ways that you inform your family and friends about what you are doing? [Pause; click 1 on WA6 to reveal the first prompt.] Turn to your partner.*

PROMPT 1: “I inform my family and friends by . . .”

ELPS 2.C.iii
Steps 3–4 and ELL Note on p. 121



ELL Note

The Spanish cognate of *inform* is *informar*.

ELPS 2.C.iii

Steps 5 and 6 and ELL Note on p. 122

 **ELL Note**

The Spanish cognate of *establish* is *establecer*.

Have partners use the prompt to share their thinking. After a few moments, signal for the students' attention and have one or two volunteers use the prompt to share their thinking with the class.

Discuss as a class:

Q *Why is it important to inform your parents about what you do before and after school?*

Click **2** to reveal the next prompt. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 2: "It's important to inform my parents because . . ."

Point to the word *inform* and ask:

Q *What's the new word we are learning that means "give or tell information"?*

INTRODUCE AND USE ESTABLISH

5 Introduce and Define *Establish*

Show pages 28–29 of *Great Women of the American Revolution* and review that this chapter, called "A New Nation," is about how America became an independent country. Read the paragraph on page 29 aloud, emphasizing the word *establish*.

Tell the students that the last word they will learn today is *establish*, and explain that *establish* means "begin, create, or set up." Explain that the daring women described in the book helped establish, or create, the United States of America.

Display word card 30 ( WA7) and have the students say the word *establish*.

6 Discuss Clubs the Students Might Establish

Explain that establishing a country, like the creation of the United States after the American Revolution, takes a long time and many courageous and daring people. Explain that people can establish—begin, create, or set up—many other things that are smaller and easier to establish than a country. Point out that people often establish groups or clubs based on hobbies or activities that they enjoy doing. Give one or two examples of groups or clubs that you or someone you know has established.

You might say:

"When I was in high school, my English teacher established a drama club that met after school. My friends and I like to run, so we established a group that runs together every Saturday morning."

Use “Think, Pair, Share” to discuss:



Q *What is a club that you would like to establish at school? Why would you establish the club?* [Pause; click ❶ on WA7 to reveal the first prompt.]
Turn to your partner.

PROMPT 1: “I would like to establish a [cooking] club because . . .”

Have partners use the prompt to share their thinking. After most pairs have finished talking, signal for the students’ attention and have a few volunteers share their thinking with the class.

7 Discuss Another Meaning of *Establish*

Tell the students that words can have more than one meaning. Explain that sometimes the meanings are similar, but sometimes they are very different. Explain that the word *establish* has two very different meanings. Review that *establish* can mean “begin, create, or set up”; then tell the students that *establish* can also mean “show or prove to be true.”

Explain that when a crime is committed, for example, police detectives investigate the crime to establish, or prove, the facts of what happened. Before people get their driver’s licenses, they must establish that they are old enough to drive. Before people get library cards, they must establish that they live in the community.

Ask:



Q *When have you had to establish your name or birth date? Why?* [Click ❷ to reveal the prompt.] *Turn to your partner.*

PROMPT 2: “I had to establish my [name] when [I came to this class for the first time] because . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention and have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *establish* and ask:

Q *What’s the new word we’re learning that means “begin, create, or set up” or “show or prove to be true”?*

Tell the students that tomorrow they will talk more about the words they learned today.



Technology Tip

To find web-based whiteboard activities that focus on recognizing words with multiple meanings, you might search online using the keywords “whiteboard multiple-meaning words activities.”

For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



MORE STRATEGY PRACTICE

Discuss the Multiple Meanings of *Establish*

Write the word *establish* where everyone can see it, and review that *establish* has two meanings. It can mean “begin, create, or set up” or “show or prove to be true.”

Explain that when the students hear or read a word like *establish* that has more than one meaning, they can usually figure out the correct meaning by thinking about how the word is used. Tell the students that you will read a scenario that includes the word *establish*; then they will decide whether *establish* means “begin, create, or set up” or “show or prove to be true.”

Read the following scenario aloud twice:

- *Ernesto wants to establish a business selling lemonade. To get started, he looks online for a lemonade recipe and then asks his mother for the ingredients and a container.*

Ask:

Q *In the story, does establish mean “begin, create, or set up” or “show or prove to be true”? Why?*

PROMPT: “*Establish* means . . .”

Have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following scenario:

- *Marita wants to establish that she is responsible enough to have a dog. She goes online to learn about how to take care of a dog. Then she makes a daily schedule that shows when she will feed and walk the dog and shows it to her parents.*

Review *Daring, Inform,* and *Establish*

Day 4

In this lesson, the students:

- Review and practice using the words *daring*, *inform*, and *establish* from Day 3
- Build their speaking and listening skills
- Explain their thinking

Words Reviewed

daring

Daring means “bold and willing to take risks.”

inform

Inform means “give or tell information.”

establish

Establish means “begin, create, or set up.” *Establish* also means “show or prove to be true.”

REVIEW THE WORDS

1 Briefly Review the Words

Gather the class with partners sitting together, facing you.

Display the daily review cards (WA8). Remind the students that yesterday they learned these three words from the book *Great Women of the American Revolution*. Point to each of these words as you review the pronunciation and meaning: *daring*, *inform*, and *establish*. Tell the students that today they will think more about these words.

Discuss as a class:

Q *Would a person have to be daring to go on an international trip? Why?*

Click **1** on the daily review cards (WA8) to reveal the first prompt.

Materials

- Daily review cards (WA8)
- Copy of this week’s family letter (BLM1) for each student

Teacher Note

You might remind the students that they learned the word *international* earlier and that *international* means “having to do with more than one country.”

daring

inform

establish

PROMPT 1: A person [would/would not] have to be **daring** to go on an international trip because . . .

1 2 3 4

Teacher Note

You might remind the students that they learned the word *dissatisfied* earlier and that *dissatisfied* means “not satisfied or happy with the way things are.” When you are dissatisfied, you want something more or something different.

PROMPT 1: “A person [would/would not] have to be daring to go on an international trip because . . .”

Have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following:

Q *Would you inform your mom if you were dissatisfied with your dinner? Why?*

Click **2** to reveal the next prompt.

PROMPT 2: “I [would/would not] inform my mom if I was dissatisfied with my dinner because . . .”

Q *What would you do or say if your friend wanted to establish a study group for math? Why?*

Click **3** to reveal the next prompt.

PROMPT 3: “If my friend wanted to establish a study group for math, I would [join it] because . . .”

PRACTICE USING THE WORDS

2 Review the Game “Does That Make Sense?”

Tell the students that partners will play the game “Does That Make Sense?” Review that you will read a scenario, or imaginary situation, that includes one of the vocabulary words. Partners will decide whether the word makes sense in the scenario and explain why they think so.

Point to the word *daring* on the daily review cards (WA8) and explain that the first scenario includes the word *daring*. Then read the following scenario aloud twice:

- *Bret was feeling very daring, so he went home and watched a movie with his dad.*

Use “Think, Pair, Share” to discuss:



Q *Does the word [daring] make sense in this scenario? Why do you think that? [Pause; click 4 on WA8 to reveal the prompt.] Turn to your partner.*

PROMPT 4: “The word [*daring*] [does/does not] make sense because . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention. Have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following stories:

[inform]

- *Portia informed her doctor that she was feeling sick to her stomach and that she had a sore throat.*

[establish]

- *The PE teacher established an after-school club where students could play various sports to blow off steam.*

Tell the students that tomorrow they will talk more about some of the words they have been learning.

Teacher Note

You might remind the students that they learned the idiom “blow off steam” earlier and that “blow off steam” means “do or say something that helps you get rid of energy or strong feelings.”

Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

Materials

- Ongoing review cards (WA9)

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Explain their thinking

Words Reviewed

blow off steam

"Blow off steam" means "do or say something that helps you get rid of energy or strong feelings."

discontinue

Discontinue means "not continue something, or stop doing, using, or making something."

establish

Establish means "begin, create, or set up." *Establish* also means "show or prove to be true."

pollute

Pollute means "poison the air, water, or soil."

protest

Protest means "complain about something or object to something you feel is wrong or unfair."

REVIEW THE WORDS

1 Briefly Review the Words

Gather the class with partners sitting together, facing you. Display the ongoing review cards (WA9) and remind the students that they learned these words earlier. Explain that today they will talk more about the words.

Point to the idiom "blow off steam," pronounce it, and ask:

Q *What do you know about the idiom "blow off steam"?*

Have one or two volunteers share their thinking with the class. Remind them to use the idiom "blow off steam" as they share their ideas.

Use the same procedure to review the remaining words.

PRACTICE USING THE WORDS

2 Discuss “Would You?” Questions

Tell the students that you will ask them questions about the vocabulary words. First, partners will talk about each question. Then you will ask a few volunteers to share their thinking with the class.

Point to the word *protest* and the idiom “blow off steam” and ask:

-  **Q** *Would you protest if I gave you extra recess to blow off steam? Why?*
[Click 1 on WA9 to reveal the first prompt.] Turn to your partner.

WA9

blow off steam discontinue establish
pollute protest

PROMPT 1: I [would/would not] **protest** if you gave us extra recess to **blow off steam** because . . .

1 2 3 4

PROMPT 1: “I [would/would not] protest if you gave us extra recess to blow off steam because . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention. Have one or two volunteers use the prompt to share their thinking with the class.

Repeat the procedure to discuss the following questions:

[protest, pollute]

-  **Q** *Would you protest if our town allowed people to pollute the [lake]? Why?*
[Click 2 to reveal the prompt.] Turn to your partner.

PROMPT 2: “I [would/would not] protest if our town allowed people to pollute the [lake] because . . .”

[protest, establish]

-  **Q** *Would you protest if our school established a music club? Why?* [Click 3 to reveal the prompt.] Turn to your partner.

PROMPT 3: “I [would/would not] protest if our school established a music club because . . .”

[protest, discontinue]



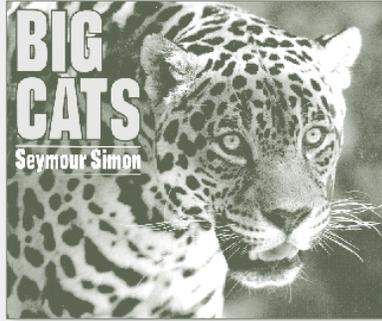
Q *Would you protest if I discontinued [free reading time]? Why? [Click 4 to reveal the prompt.] Turn to your partner.*

PROMPT 4: “I [would/would not] protest if you discontinued [free reading time] because . . .”

Tell the students that next week they will learn more new words.

Week 6

RESOURCES



Read-aloud

- *Big Cats* by Seymour Simon

More Strategy Practice

- “Play ‘Synonym Match’”
- “Discuss the Multiple Meanings of *Extend*”
- “Further Discuss the Prefix *dis-*”

Extension

- “Explore Domain-specific Words: *Carnivore*”



More ELL Support

- “Discuss *Pride* and Other Collective Nouns”

Assessment Resource Book

- Week 6 vocabulary assessment



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA12

Assessment Form

- “Class Vocabulary Assessment Record” sheet (CA1)

Reproducibles

- Week 6 family letter (BLM1)
- (Optional) “Week 6 Word Cards” (BLM2)
- (Optional) “Week 6 Crossword Puzzle” (BLM3)

Professional Development Media

- “Using Web-based Whiteboard Activities” tutorial (AV42)

OVERVIEW

Words Taught

stun
solitary
sociable
extend
advantage
disadvantage

Words Reviewed

advantage
daring
heroine
nourish
solitary

Word-learning Strategies

- Recognizing words with multiple meanings (review)
- Recognizing synonyms (review)
- Using context to determine word meanings (review)
- Using the prefix *dis-* to determine word meanings (review)
- Recognizing antonyms (review)

Vocabulary Focus

- Students learn and use six words from or about the book.
- Students review words with multiple meanings.
- Students review synonyms and antonyms.
- Students review using context and the prefix *dis-* to determine word meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students analyze why it is important to be responsible.
- Students build on one another's thinking during class discussions.

① DO AHEAD

- ✓ (Optional) Prior to Day 2, review the more strategy practice activity “Play ‘Synonym Match’” on page 144.
- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Discuss the Multiple Meanings of *Extend*” on page 150.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Prior to Day 4, review the more strategy practice activity “Further Discuss the Prefix *dis-*” on page 153.
- ✓ Prior to Day 5, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 172 of the *Assessment Resource Book*.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print “Week 6 Word Cards” (BLM2) and “Week 6 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words.

Introduce *Stun*, *Solitary*, and *Sociable*

Day 1

In this lesson, the students:

- Learn and use the words *stun*, *solitary*, and *sociable*
- Review words with multiple meanings
- Review synonyms
- Review using context to determine word meanings
- Build their speaking and listening skills
- Work in a responsible way

Words Taught

stun (p. 4)

Stun means “make unconscious or unable to think clearly.” *Stun* also means “shock or greatly surprise.”

solitary (p. 21)

Solitary means “living or being alone.”

sociable (p. 21)

Sociable means “friendly or liking to be with others.”

ABOUT ABBREVIATED LESSONS

Beginning this week, parts of the lesson that are essentially the same from week to week are abbreviated. Teacher Notes refer you to a fully written-out example of each abbreviated part, if you wish to review it. For more information about abbreviated lessons, see “Full and Abbreviated Lessons” on in the Introduction.

INTRODUCE AND USE *STUN*

1 Introduce and Define *Stun*

Briefly review *Big Cats*.

Show pages 4–5 of *Big Cats* and review that big cats like tigers and lions may look harmless while at rest, but when they hunt, they are fierce creatures with incredible strength. Read the following sentence from page 4 aloud, emphasizing the word *stunning*: “A tiger hits with stunning force and can knock down animals two or three times heavier than itself.”

Tell the students that the first word they will learn today is *stun*, and explain that *stun* means “make unconscious or unable to think clearly.” Explain that a tiger hits its prey with such tremendous force that it stuns the animal, or makes it unconscious or unable to think clearly.

Display word card 31 (🎧 WA1) and have the students say the word *stun*.

Materials

- *Big Cats*
- Word card 31 (WA1)
- “Context Sentence 1 from *Big Cats*” chart (WA2)
- Word card 32 (WA3)
- “Context Sentence 2 from *Big Cats*” chart (WA4)
- Word card 33 (WA5)

Teacher Note

For an example of how to introduce the week’s vocabulary words and review the read-aloud text, see Week 2, Day 1, Step 1.

2 Discuss Being Stunned

Explain that a person might be stunned if he hits his head or is struck on the head. Give the students some examples of times when you were stunned or saw another person who was stunned.

You might say:

"I was riding my bike once and fell and hit my head. Even though I was wearing a helmet, I was stunned for a moment. I was dizzy and couldn't think clearly. In movies you sometimes see characters who are stunned, or knocked unconscious, when they fall and hit their heads or are hit on the head."

Discuss as a class:

Q *When have you been stunned or seen someone who was stunned?*

Click **1** on word card 31 (WA1) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

WA1

stun

PROMPT 1:

I was **stunned** when . . .

and

I saw _____ who was **stunned** when . . .

1 2

PROMPT 1: "I was stunned when . . ." and "I saw [a man on TV] who was stunned when . . ."

3 Discuss Another Meaning of *Stun* and Review Synonyms

Review that many words have more than one meaning and that the meanings can be very different. Point to the word *stun* on word card 31 (WA1). Remind the students that in the book, *stun* means "make unconscious or unable to think clearly." Explain that *stun* can also mean "shock or greatly surprise"; point out that the words *stun*, *shock*, and *surprise* are synonyms.

Teacher Note

If the students struggle to answer the question, ask questions such as "When have you bumped your head and felt stunned, dizzy, or dazed afterward?" and "When have you seen a person on TV or in a movie who was stunned by a blow to the head?"

Teacher Note

For an example of how to prompt the students to use a word, see Week 1, Day 1, Step 4.

Teacher Note

If you started a synonym chart, add the words *stun*, *shock*, and *surprise* to it. Remind the students that they can use synonyms—like *stun*—in their writing to replace overused words—like *surprise*—to make their writing more interesting.

Explain that people are sometimes stunned, or shocked or greatly surprised, when unexpected things happen. Give the students some examples of times when you or someone you know was stunned.

You might say:

“A few years ago my husband threw a surprise birthday party for me. I was stunned when I walked into the room and all my friends shouted ‘Happy birthday!’ It was a complete surprise, and for a moment I was speechless. A friend of mine was stunned on a camping trip when she opened her backpack and found that a snake had crawled into it. That was a real shock!”

Use “Think, Pair, Share” to discuss:



Q *When have you been stunned, or shocked or greatly surprised?* [Pause; click 2 on WA1 to reveal the prompt.] *Turn to your partner.*

PROMPT 2: “I was stunned when . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *stun* and review the pronunciation and meanings of the word.

INTRODUCE AND USE SOLITARY

4 Introduce and Define *Solitary* and Review Using Context to Determine Word Meanings

Show pages 20–21 of *Big Cats* and review that this part of the book describes how big cats live, hunt, and raise their young. Read the first sentence on page 21, emphasizing the word *solitary*.

Tell the students that the next word they will learn today is *solitary*. Display the “Context Sentence 1 from *Big Cats*” chart (WA2) and explain that this is the sentence you just read. Point to the word *solitary* and underline it. Remind the students that they can sometimes figure out the meaning of an unfamiliar word, like *solitary*, by rereading the sentence that includes the word to look for clues.

Explain that as you reread the sentence that includes the word *solitary*, you want the students to think about what *solitary* might mean and which words in the sentence are clues to its meaning.

TEKS 3.B.i
Student/Teacher Activity
Step 4



Technology Tip

To find web-based whiteboard activities that focus on recognizing words with multiple meanings, you might search online using the keywords “whiteboard multiple-meaning words activities.”

To find web-based whiteboard activities that focus on recognizing synonyms, you might search online using the keywords “whiteboard synonyms activities.”

For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



Teacher Note

Alternatively, you might write the sentences from *Big Cats* where everyone can see them, underlining the word *solitary*.

Teacher Note

The students were introduced to using context to determine word meanings through the word *towering* in Week 1.

Teacher Note

If the students do not immediately determine the meaning of *solitary* from the context, give them the definition, rather than have them guess.

ELL Note

The Spanish cognate of *solitary* is *solitario/a*.

Technology Tip

To find web-based whiteboard activities that focus on using context to determine word meanings, you might search online using the keywords “whiteboard context clues activities.” For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



Read the sentence aloud twice, slowly and clearly. Then point to the word *solitary* and discuss as a class:

Q *Based on what you just heard, what do you think the word solitary might mean?*

Point to prompt 1 and have a few volunteers use the prompt to share their thinking with the class.

WA2

Context Sentence 1 from *Big Cats*

Most kinds of big cats are solitary—they live and hunt alone most of the time.

PROMPT 1: I think *solitary* might mean . . .

PROMPT 2: The word _____ is a clue to the meaning because . . .

PROMPT 1: “I think *solitary* might mean . . .”

If necessary, explain that *solitary* means “living or being alone.” Then ask:

Q *What clues in the sentence help us figure out that solitary means “living or being alone”?*

Point to prompt 2 and have a few volunteers use the prompt to share their thinking with the class. Circle the context clues on the chart as the students identify them.

PROMPT 2: “The word [*alone*] is a clue to the meaning because . . .”

Point out that the words “live and hunt alone” are clues that tell us what *solitary* means.

Display word card 32 (WA3) and have the students say the word *solitary*.

5 Discuss Solitary Activities

Explain that sometimes people enjoy solitary activities—activities they can do alone—and give a few examples of solitary activities that you enjoy.

You might say:

“Some solitary activities I enjoy are reading, taking walks, and painting.”

Ask:



Q *What is a solitary activity you enjoy?* [Click **1** on WA3 to reveal the prompt.] *Turn to your partner.*

PROMPT 1: “A solitary activity I enjoy is . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking.

Then briefly discuss as a class:

Q *Why do you think people enjoy having solitary time, or time by themselves?*

Click **2** to reveal the next prompt. Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 2: “People enjoy solitary time because . . .”

Point to the word *solitary* and review the pronunciation and meaning of the word.

INTRODUCE AND USE SOCIABLE

6 Introduce and Define *Sociable*, Practice Using Context to Determine Word Meanings, and Review Antonyms

Show pages 20–21 of *Big Cats* again and review that most big cats are solitary animals. Then read the second sentence on page 21 aloud, emphasizing the word *sociable*.

Tell the students that the last word they will learn today is *sociable*. Display the “Context Sentence 2 from *Big Cats*” chart ( WA4) and explain that this is the sentence you just read. Point to the word *sociable* and underline it. Explain that as you reread the sentence that includes the word *sociable*, you want them to think about what *sociable* might mean and which words in the sentence are clues to its meaning.

Read the sentence aloud twice. Discuss as a class:

Q *What do you think the word sociable might mean?*

Point to prompt 1 and have a few volunteers use the prompt to share their thinking with the class.

Context Sentence 2 from *Big Cats*

But lions are different because they are sociable—they live in groups called “prides.”

PROMPT 1: I think **sociable** might mean . . .

PROMPT 2: The words _____ are a clue to the meaning because . . .

Teacher Note

If you started an antonym chart, add the words *solitary* and *sociable* to it.

ELL Note

The Spanish cognate of *sociable* is *sociable*.

Teacher Note

You might explain that the words *sociable* and *friendly* are synonyms. If you started a synonym chart, add the words *sociable* and *friendly* to it.

Technology Tip

To find web-based whiteboard activities that focus on recognizing antonyms, you might search online using the keywords “whiteboard antonyms activities.”

For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



PROMPT 1: “I think *sociable* might mean . . .”

If necessary, explain that *sociable* means “friendly or liking to be with others.” Point out that *sociable* and *solitary* are antonyms.

Then ask:

Q Which words in the sentence are clues to the meaning of *sociable*?

Point to prompt 2 on the chart (WA4) and have a few volunteers share their thinking with the class. Circle the context clues on the chart as the students identify them.

PROMPT 2: “The words [‘but lions are different’] are a clue to the meaning because . . .”

If necessary, tell the students that the words *but lions are different* and *they live in groups* are clues to the meaning of *sociable*. Explain that the words *but lions are different* tell us that lions are different from other big cats because they are not solitary and that the words *live in groups* tell us that lions like to be around other lions. They are sociable.

Display word card 33 (WA5) and have the students say the word *sociable*.

7 Discuss Being Sociable

Explain that sociable people are friendly and enjoy being with other people. Give the students some examples of people you know who are sociable.

You might say:

“My friend Emily is sociable. She enjoys meeting people and will start a conversation with anyone, even a stranger. Our school secretary, Mrs. Usiak, is sociable. She is friendly to everyone who comes into the office, and she loves to talk with all of the students and teachers.”

Ask:



Q *Who is a sociable person you know? What does the person do that shows that he or she is sociable?* [Click 1 on WA5 to reveal the prompt.] Turn to your partner.

PROMPT 1: "I think [Brent] is sociable because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking.

Point to the word *sociable* and review the pronunciation and meaning of the word.

Review *Stun, Solitary,* and *Sociable*

Day 2

In this lesson, the students:

- Review and practice using the words *stun*, *solitary*, and *sociable* from Day 1
- Build their speaking and listening skills
- Work in a responsible way

Words Reviewed

stun

Stun means "make unconscious or unable to think clearly." *Stun* also means "shock or greatly surprise."

solitary

Solitary means "living or being alone."

sociable

Sociable means "friendly or liking to be with others."

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (WA6). Review the pronunciation and meaning of each word.

Discuss as a class:

Q *What might happen in school today that would stun you? Why?*

Click 1 on the daily review cards (WA6) to reveal the first prompt.

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

Materials

- Daily review cards (WA6)
- "Tell Me a Story" chart (WA7)

Teacher Note

For an example of how to introduce the review activities, see Week 2, Day 2, Step 1.

PROMPT 1: It would **stun** me if _____
because . . .

1 2 3

PROMPT 1: “It would stun me if [I saw an elephant on the playground] because . . .”

Use the same procedure to discuss the following questions:

Q *Where do you go when you want to be solitary? Why?*

Click **2** to reveal the next prompt.

PROMPT 2: “I go to [my room] when I want to be solitary because . . .”

Q *Are you sociable first thing in the morning? Why do you say that?*

Click **3** to reveal the next prompt.

PROMPT 3: “I [am/am not] sociable first thing in the morning because . . .”

PRACTICE USING THE WORDS

2 Do the Activity “Tell Me a Story”

Explain that partners will do the activity “Tell Me a Story.” Remind the students that you will tell the beginning of a story that includes one of the vocabulary words. Then the students will use their imaginations and what they know about the word to make up an ending for the story.

Display the “Tell Me a Story” chart (🗨️ WA7) and show story 1 and its accompanying prompt. Tell the students that story 1 uses the word *stun*. Then read the story 1 aloud, slowly and clearly.

- Story 1: *Song was playing soccer with her friends. She was stunned when . . .*

Use “Think, Pair, Share” to discuss:

 **Q** *How might you finish the story? What might have happened to Song during the soccer game that would stun her? [Pause; point to prompt 4.] Turn to your partner.*

Teacher Note

For a fully written-out example of the activity, see Week 1, Day 2, Step 2.

Teacher Note

If the students have difficulty thinking of an ending, review the definition of *stun* and think aloud about a possible ending. For example, say “During the soccer game, Song was stunned when she was hit by the soccer ball” or “During the soccer game, Song was stunned when she bumped into another player.” Then reread the beginning of the story and repeat the questions.

Tell Me a Story

Song was playing soccer with her friends. She was stunned when . . .

PROMPT 1: Song was **stunned** when . . .

PROMPT 2: _____ might **stun** Song because . . .

PROMPT 1: “Song was stunned when . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Follow up by asking:

Q *Why might [bumping into another player] stun Song?*

Point to prompt 2 and have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 2: “[Bumping into another player] might stun Song because . . .”

Use the same procedure to discuss the following stories on the chart (WA7):

- **Story 2:** *Jamal was walking on the beach. Suddenly, he stopped. Ahead of him, he was stunned to see a solitary . . .*



Q *How might you finish the story? What solitary thing did Jamal see that stunned him? [Pause; point to prompt 3.] Turn to your partner.*

PROMPT 3: “Jamal was stunned to see a solitary . . .”

Q *Why would seeing a solitary [T. rex] stun Jamal?*

Point to prompt 4.

PROMPT 4: “Seeing a solitary [T. rex] might stun Jamal because . . .”

- **Story 3:** *Helen didn’t have many friends. To be more sociable, she . . .*



Q *How might you finish the story? What did Helen do to be more sociable? [Pause; point to prompt 5.] Turn to your partner.*

PROMPT 5: “To be more sociable, Helen . . .”

Q *Why is [smiling and talking to people] sociable?*

Point to prompt 6.

PROMPT 6: “[Smiling and talking to people] is sociable because . . .”

Materials

- “Synonym Match” chart (WA8)

MORE STRATEGY PRACTICE

Play “Synonym Match”

Display the “Synonym Match” chart (WA8).

WA8

Synonym Match

1

daring

delectable

sociable

stun

2

friendly

shock

delicious

bold

PROMPT: _____ is the synonym of _____.

Tell the students that partners will play a game called “Synonym Match.” Point to the words in column 1, and explain that these are vocabulary words the students have learned. Point to the words in column 2, and explain that these are *synonyms*, or “words that mean the same thing or almost the same thing,” of the vocabulary words in column 1. Explain that partners will match each vocabulary word to its synonym.

Point to the word *daring*, pronounce it, and have the students pronounce it.

Then point to the words in column 2 and ask:

Q Which word in column 2 is the synonym of *daring*?

PROMPT: “[*Bold*] is the synonym of [*daring*].”

Have a few volunteers use the prompt to share their thinking. Then have a volunteer draw a line from the word *daring* to the word *bold*.

Repeat the procedure to have the students match the remaining words. When you get to the final two words, have the students discuss them together by asking:

Q Which word in column 2 is the synonym of *sociable* and which word is the synonym of *stun*?

EXTENSION

Explore Domain-specific Words: *Carnivore*

Tell the students that writers who write about nonfiction science topics such as animals often use scientific words to discuss their subjects. Explain that in *Big Cats*, Seymour Simon uses the scientific word *carnivore* when he tells what big cats eat. Write the word *carnivore* where everyone can see it. Tell the students that as you read the sentence from *Big Cats* that includes the word *carnivore*, you want them to listen for clues to what the word *carnivore* means. Then read the first sentence on page 8 aloud. Ask:

Q *What does the word carnivore mean? What kind of food does a carnivore eat?*

If necessary, explain that a *carnivore* is an “animal that eats meat, or the flesh of other animals.” Then discuss:

Q *In addition to big cats, what other animals are carnivores, or meat eaters?*

Write the words *herbivore* and *omnivore* where everyone can see them. Explain that *herbivore* is the scientific term for an “animal that eats plants” and an *omnivore* is an “animal that eats both plants and meat.” Discuss:

Q *What animals are herbivores? What animals are omnivores?*

Day 3

Introduce *Extend*, *Advantage*, and *Disadvantage*

Materials

- *Big Cats*
- Word card 34 (WA9)
- Word cards 35–36 (WA10)

In this lesson, the students:

- Learn and use the words *extend*, *advantage*, and *disadvantage*
- Review words with multiple meanings
- Review the prefix *dis-*
- Review antonyms
- Build their speaking and listening skills
- Listen to one another

Words Taught

extend (p. 8)

Extend means “lengthen or stretch out.” *Extend* also means “offer or give.”

advantage (p. 21)

An *advantage* is “something that is helpful or useful.” An advantage can help you do something better or succeed at something.

disadvantage

A *disadvantage* is “something that causes a problem or makes it harder to succeed.”

INTRODUCE AND USE *EXTEND*

1 Introduce and Define *Extend*

Show pages 8–9 of *Big Cats*, and review that big cats use their teeth and tongues to help them catch and eat prey. Then read the following sentences from page 8 aloud, emphasizing the word *extended*: “Cats also have razor-sharp claws that are perfect for cutting and holding. The claws are thick and hooked. They can be extended for action, or retracted at will into sheaths in the paws.”

Tell the students that *extend* is the first word they will learn today, and explain that *extend* means “lengthen (make longer) or stretch out.” Point out that big cats can extend, or stretch out, their claws when they are needed for cutting or holding prey.

Display word card 34 (WA9) and have the students say the word *extend*.

2 Discuss Extending Things

Explain that people sometimes extend, or stretch out, their arms; then model extending your arms to the sides, to the front, and over your head.

ELL Note

The Spanish cognate of *extend* is *extender*.

ELL Note

As you model extending your arms, you might have the students extend their arms with you.

Ask:



Q *Why might people extend their arms?* [Click **1** on WA9 to reveal the first prompt.] *Turn to your partner.*

extend

PROMPT 1: People might **extend** their arms to . . .

1 **2** **3**

WA9

PROMPT 1: “People might extend their arms to . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Explain that sometimes we use the word *extend* to talk about lengthening or stretching out the time it takes to do something.

Discuss as a class:

Q *Would you be pleased if our school day were extended, or lengthened, by an hour? Why?*

Click **2** on word card 34 (WA9) to reveal the next prompt. Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 2: “I [would/would not] be pleased if the school day were extended because . . .”

3 Discuss Another Meaning of *Extend*

Review that words can have more than one meaning and that the meanings are often very different. Review that *extend* can mean “lengthen or stretch out,” and tell the students that the word *extend* has another meaning. Explain that *extend* can also mean “offer or give.”

Explain that we typically use the word *extend*, meaning “offer or give,” to talk about giving advice to someone, offering someone an apology, or giving someone an invitation. Provide a few examples of times when you have extended advice, an apology, or an invitation.

You might say:

"I extended, or offered, advice to my sister when she was looking for a summer job. I extended, or offered, an apology to my mom when I spilled juice on her carpet. Last weekend, I extended an invitation to my parents to come to dinner."

Use "Think, Pair, Share" to discuss:



Q *When have you extended advice, an invitation, or an apology to someone?*
[Pause; click 3 to reveal the prompt.] *Turn to your partner.*

PROMPT 3: "I extended . . ."

Point to the word *extend* and review the pronunciation and meanings of the word.

INTRODUCE AND USE *ADVANTAGE* AND *DISADVANTAGE*

4 Introduce and Define *Advantage*

Show pages 20–21 of *Big Cats* and review that lions live in groups called *prides*. Read the last sentence on page 21 aloud, emphasizing the word *advantage*.

Tell the students that *advantage* is the next word they will learn today. Explain that an *advantage* is "something that is helpful or useful."

Display word cards 35–36 (WA10) and click to reveal word card 35. Have the students say the word *advantage*.

Tell the students that living in a pride is a great advantage for lions. Explain that as you read about life in a pride, you want them to listen for the advantages of living in a pride—or how living in a pride is helpful or useful to lions.

Read the last paragraph on page 21 aloud, emphasizing the word *advantage*.

Then discuss as a class:

Q *What are the advantages for lions of living in a pride?*

Click 1 on word cards 35–36 (WA10) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 1: "One advantage of living in a pride is . . ."

If necessary, explain that one advantage is that lionesses in a pride share all the chores. Other advantages are that the lionesses defend the pride, guard the cubs, feed each other's cubs, and care for a cub if its mother dies. All of these advantages improve a lion's chance of survival.

ELL Note

The Spanish cognate of *advantage* is *ventaja*.

5 Discuss Having an Advantage

Remind the students that an *advantage* is “something that is helpful or useful.” Explain that having an advantage can help a person do something better or succeed at something. For example, being tall can be an advantage to a basketball player, because a taller player can shoot over a shorter player and score points. Studying for a test gives students an advantage when they take the test, because they are better prepared and are more likely to do well.

Ask:



Q *How might using a calculator during a math test be an advantage?*
[Click 2 on WA10 to reveal the prompt.] Turn to your partner.

PROMPT 2: “Using a calculator during a math test might be an advantage because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Discuss as a class:

Q *How might increasing your vocabulary by learning new words be an advantage, or help you do something better or succeed at something?*

Click 3 to reveal the prompt and have one or two volunteers use it to share their thinking with the class.

PROMPT 3: “Increasing your vocabulary might be an advantage because . . .”

INTRODUCE AND USE DISADVANTAGE

6 Introduce and Define *Disadvantage* and Review the Prefix *dis-* and Antonyms

Tell the students that the last word they will learn today is *disadvantage*. Click to reveal word card 36 on word cards 35–36 (WA10) and have the students say the word *disadvantage*.

Point to the prefix *dis-* in the word *disadvantage* and review that *dis-* is a prefix that means “not” or “the opposite of.” Explain that when the prefix *dis-* is added to the word *advantage*, it makes a new word—*disadvantage*. Point out that the words *advantage* and *disadvantage* are *antonyms*, or “words with opposite meanings.”

Discuss as a class:

Q *An advantage is “something that is useful or helpful and helps you succeed.” What do you think a disadvantage is?*

Click 4 to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

Teacher Note

If the students struggle to answer the question, ask questions such as “How might learning new words be an advantage when you are reading, writing, or speaking?” or “How might learning new words give you an advantage in school?”

ELL Note

The Spanish cognate of *disadvantage* is *desventaja*.

Teacher Note

If you started an antonym chart, add the words *advantage* and *disadvantage* to it.

If you started a chart of words with the prefix *dis-*, add the word *disadvantage* to it.

Technology Tip

To find web-based activities that focus on using prefixes to determine word meanings, you might search online using the keywords “whiteboard prefixes activities.” For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



PROMPT 4: “A *disadvantage* is . . .”

If necessary, explain that a *disadvantage* is “something that causes a problem or makes it harder to succeed.”

7 Play “Advantage or Disadvantage?”

Tell the students that partners will play a game called “Advantage or Disadvantage?” Explain that you will describe a situation; then partners will decide whether what you described is an advantage or a disadvantage and explain why they think so. Ask:

 **Q** *If you are playing tag, is being a fast runner an advantage or a disadvantage? Why?* [Click 5 to reveal the prompt.] Turn to your partner.

PROMPT 5: “If I’m playing tag, being a fast runner is [an advantage/a disadvantage] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following questions:

 **Q** *If you want to sing in a chorus, is knowing the leader an advantage or a disadvantage? Why?* [Click 6 to reveal the prompt.] Turn to your partner.

PROMPT 6: “If I want to sing in a chorus, knowing the leader is [an advantage/a disadvantage] because . . .”

 **Q** *If you are running a race, is wearing new running shoes an advantage or a disadvantage? Why?* [Click 7 to reveal the prompt.] Turn to your partner.

PROMPT 7: “If I’m running a race, wearing new running shoes is [an advantage/a disadvantage] because . . .”

Point to the words *advantage* and *disadvantage* and review the pronunciations and meanings of the words.

MORE STRATEGY PRACTICE

Discuss the Multiple Meanings of *Extend*

Review that *extend* has two meanings; it can mean “lengthen or stretch out” or it can mean “offer or give.”

Tell the students that when they hear or read a word like *extend* that has more than one meaning, they can usually figure out the correct meaning by thinking about how the word is used. Explain that you will read a scenario that includes the word *extend*. Then the students will decide whether *extend* means “lengthen or stretch out” or “offer or give.”

Read the following scenario aloud twice:

- *After the terrible flood, international charities extended help to the flood victims in the form of food, tents, and medicine.*

Ask:

- Q** *In the sentence, does extend mean “lengthen or stretch out” or “offer or give”? Why?*

PROMPT: “I think *extend* means [‘offer or give’] because . . .”

Have one or two volunteers use the prompt to share their thinking.

Use the same procedure to discuss one or both of the following scenarios:

- *Conner was helping his dad build a shed in the backyard. His dad asked him to extend the tape measure 15 feet and then mark the spot with a stick.*
- *When Mischa broke her neighbor’s favorite coffee cup, she immediately extended an apology and offered to replace the cup.*

MORE ELL SUPPORT

Discuss *Pride* and Other Collective Nouns

Show pages 20–21 of *Big Cats* and review that lions live in groups called *prides*. Tell the students that the word *pride* is a collective noun. Explain that a *collective noun* is a “word used to name or identify a group of people, animals, or objects.” For example, we call a group of sheep a *flock*; we call a group of bees a *swarm*; and we call a group of cows a *herd*. Discuss as a class:

- Q** *What do we call a group of wolves or dogs? (pack)*
- Q** *What do we call a group of chickens? (flock)*
- Q** *What do we call a group of horses? (herd)*
- Q** *What do we call a group of fish? (school)*

Remind the students that collective nouns can also name groups of people and objects. Examples include a *crowd* of people, a *bunch* of bananas, a *deck* of cards, a *fleet* of ships, a *ream* of paper, a *pair* of shoes, and a *flight* of stairs. Ask:

- Q** *What other collective nouns do you know of for people, objects, or animals?*

Teacher Note

You might review that *international* means “having to do with more than one country.”

Teacher Note

You might collect some nature magazines and ask the students to find photographs of animal groups, and then discuss the collective noun that names each group.

Teacher Note

Other examples of collective nouns that name people or objects are a *bunch* of grapes, *bundle* of sticks, *clump* of grass, *range* of mountains, and *troop* or *squad* of soldiers. Other examples of collective nouns that name groups of animals are a *gaggle* of geese, *flight* of doves, *colony* of ants, *bed* of clams, *cluster* of spiders, and *pack* of hyenas.

Day 4

Review *Extend*, *Advantage*, and *Disadvantage*

Materials

- Daily review cards (WA11)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of the "Week 6 Crossword Puzzle" (BLM3) for each student

Teacher Note

For an example of how to introduce the review activities, see Week 2, Day 2, Step 1.

In this lesson, the students:

- Review and practice using the words *extend*, *advantage*, and *disadvantage* from Day 3
- Build their speaking and listening skills
- Listen to one another
- Work in a responsible way

Words Reviewed

extend

Extend means "lengthen or stretch out." *Extend* also means "offer or give."

advantage

An *advantage* is "something that is helpful or useful." An advantage can help you do something better or succeed at something.

disadvantage

A *disadvantage* is "something that causes a problem or makes it harder to succeed."

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (WA11) and review the pronunciation and meaning of each word.

Discuss as a class:

Q *Which of yesterday's words might you use when you are talking with your friends or family? How might you use the word or words?*

Click **1** on the daily review cards (WA11) to reveal the first prompt.

extendadvantagedisadvantage

PROMPT 1: I might use the word _____ when I talk with _____. I might say . . .

1234

WA11

PROMPT 1: “I might use the word [*disadvantage*] when I talk with [my big sister]. I might say . . .”

PRACTICE USING THE WORDS

2 Discuss “Would You?” Questions

Tell the students that you will ask them questions that use yesterday’s vocabulary words as well as vocabulary words that they learned earlier in the year.

Point to the word *extend* on the daily review cards (WA11) and ask:

 **Q** *If your grandparents were to extend you the chance to live with them all summer, would you take it? [Click 2 on WA11 to reveal the prompt.] Turn to your partner.*

PROMPT 2: “If my grandparents were to extend me the chance to live with them all summer, I [would/would not] take it because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking.

Using the same procedure, discuss the following:

[**advantage**]

 **Q** *If you have stamina, will you have an advantage during a long race? Why? [Click 3 to reveal the prompt.] Turn to your partner.*

PROMPT 3: “If I have stamina, I [will/will not] have an advantage during a long race because . . .”

[**disadvantage**]

 **Q** *If your team lost a game because your best player was sick and couldn’t play, would you say that your team had a disadvantage? Why? [Click 4 to reveal the prompt.] Turn to your partner.*

PROMPT 4: “I [would/would not] say that my team had a disadvantage because . . .”

MORE STRATEGY PRACTICE

Further Discuss the Prefix *dis-*

Point to the word *dissatisfied* on the “Words with the Prefix *dis-*” chart that you began in Week 4, or write the word where everyone can see it. Review that *dis-* is a *prefix*, or a “letter or group of letters that is added to the beginning of a word to make a new word.” Remind the students that the prefix *dis-* means “not” or “the opposite of.” Review that *dissatisfied* means “not satisfied or happy with the way things are.” When you are

Teacher Note

You might review that *stamina* is the “energy and strength to keep doing something for a long time.”

Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

Teacher Note

To provide students with additional review of words taught during Weeks 5 and 6, you might distribute a copy of the “Week 6 Crossword Puzzle” (BLM3) to each student.

Teacher Note

Before you do this activity, we recommend that you do the more strategy practice activity “Discuss Words with the Prefix *dis-*” on page 87.

Teacher Note

For a list of common prefixes, visit the CCC Learning Hub (ccclearninghub.org) to view the "Prefixes" list in the General Resources section.

dissatisfied, you want something more or something different. Give an example of a time when you were dissatisfied with something and explain why you were dissatisfied. For example, say "I was dissatisfied with the last pair of shoes that I bought because they hurt my feet after I walked in them for a while." Then ask:

Q *What is something that you have been dissatisfied with? Why were you dissatisfied?*

Have a few volunteers use the prompt to share their thinking with the class.

PROMPT: "I was dissatisfied with [the cereal choices at my house this morning] because [my mom forgot to buy my favorite one]."

Discuss the word *dissimilar* using the same procedure. Explain that if two people or things are dissimilar, they are not the same or not alike. Give an example of two people or things that are dissimilar and explain why they are dissimilar. For example, say "My brother and my dad are dissimilar because my brother is sociable and my dad is more solitary."

Then ask:

Q *What are two things that are dissimilar? Or who are two people you know who are dissimilar? Why are they dissimilar?*

PROMPT: "[Lemons and watermelons] are dissimilar because [lemons taste sour and watermelons taste sweet]."

Have a few volunteers use the prompt to share their thinking with the class.

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Listen to one another
- Work in a responsible way

Words Reviewed

advantage

An *advantage* is “something that is helpful or useful.” An advantage can help you do something better or succeed at something.

daring

Daring means “bold and willing to take risks.”

heroine

A *heroine* is a “girl or woman who is admired or respected because she is brave or has done something special.”

nourish

Nourish means “provide what is needed for life and growth.”

solitary

Solitary means “living or being alone.”

ABOUT ABBREVIATED ONGOING REVIEW ACTIVITIES

Beginning this week, parts of the Ongoing Review activity have been abbreviated. A Teacher Note refers you to a fully written-out example of the activity, if you wish to review it.

REVIEW THE WORDS

1 Briefly Review the Words

Display the ongoing review cards (WA12) and review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Review the Game “Make a Choice”

Tell the students that partners will play the game “Make a Choice.” Point to the word *advantage* on the ongoing review cards (WA12) and

Materials

- Ongoing review cards (WA12)
- “Class Vocabulary Assessment Record” sheet (CA1)

Teacher Note

For an example of how to review the words, see Week 1, Day 5, Step 1.

Teacher Note

For a fully written-out example of this game, see Week 4, Day 2, Step 2.

ELL Note

Rather than having the students choose between two scenarios, you might have them discuss each one individually by first asking, “Would you be able to paint well with dried-out paint? Why?” and then asking, “Would you be able to paint well with a new set of paints? Why?”

Teacher Note

You might remind the students that they learned the word *resist* earlier and that *resist* means “refuse to give in to someone or something.”

explain that partners will play the first round of the game with the word *advantage*. Then ask:

-  **Q** Which of these are an advantage during a painting class: dried-out paints or a new set of paints? Why? [Click **1** on WA12 to reveal the first prompt.] Turn to your partner.

advantage

daring

heroine

nourish

solitary

PROMPT 1: I think _____ is an **advantage** during a painting class because . . .

12345

WA12

PROMPT 1: “I think [a new set of paints] is an advantage during a painting class because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to continue playing the game using the following questions:

[daring]

-  **Q** Which of these people is daring: a boy who resists going on a rollercoaster or a boy who races to be first in line for a rollercoaster? Why? [Click **2** to reveal the prompt.] Turn to your partner.

PROMPT 2: “I think [a boy who races to be first in line for a rollercoaster] is daring because . . .”

[heroine]

-  **Q** Which of these people is a heroine: a woman who steals money from an animal shelter or a girl who walks through the snow to carry her hurt brother home? Why? [Click **3** to reveal the prompt.] Turn to your partner.

PROMPT 3: “I think [a girl who walks through the snow to carry her hurt brother home] is a heroine because . . .”

[nourish]



Q Which of these would nourish a puppy: a bowl of ice cream or a bowl of puppy food? Why? [Click 4 to reveal the prompt.] Turn to your partner.

PROMPT 4: “I think [a bowl of puppy food] would nourish a puppy because . . .”

[solitary]



Q Which of these people is solitary: a woman who lives in a cottage in the woods or a man who lives with his family in the city? Why? [Click 5 to reveal the prompt.] Turn to your partner.

PROMPT 5: “I think [a woman who lives in a cottage in the woods] is solitary because . . .”



CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students’ choices show that they understand the words’ meanings?
- Do they use the vocabulary words to explain their thinking?
- Are they using the words spontaneously and accurately in conversations outside of the vocabulary lessons?

Record your observations on the “Class Vocabulary Assessment Record” sheet (CA1); see page 172 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

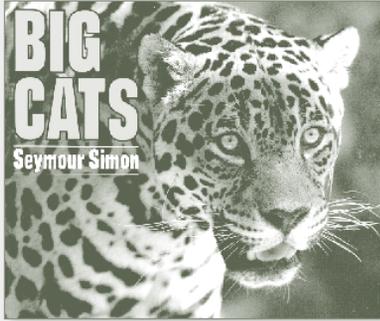
- If **only a few students** understand a word’s meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word’s meaning, provide further practice by having the students play “Find Another Word” (see Week 2, Day 2, Step 2).

Teacher Note

For more information about whole-class assessment, see “Class Vocabulary Assessment” in the Assessment Overview of the *Assessment Resource Book*.

Week 7

RESOURCES



Read-aloud

- *Big Cats* by Seymour Simon

More Strategy Practice

- “Explore Shades of Meaning with *Devour* and *Eat*”

Extension

- “Explore the Suffix *-ous*”



More ELL Support

- “Learn About Big Cats”



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA11

Reproducibles

- Week 7 family letter (BLM1)
- (Optional) “Week 7 Word Cards” (BLM2)

Professional Development Media

- “Using Web-based Whiteboard Activities” tutorial (AV42)

OVERVIEW

Words Taught

devour
dignified
thunderous
scarce
blunt
widespread

Words Reviewed

disadvantage
extend
sociable
stun
vary

Word-learning Strategies

- Using context to determine word meanings (review)
- Recognizing synonyms (review)
- Recognizing shades of meaning
- Recognizing words with multiple meanings (review)

Vocabulary Focus

- Students learn and use six words from the book.
- Students review using context to determine word meanings.
- Students review synonyms and words with multiple meanings.
- Students discuss shades of meaning.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students analyze why it is important to be responsible.
- Students build on one another's thinking during class discussions.

① DO AHEAD

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Explore Shades of Meaning with *Devour* and *Eat*” on page 166.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the “Week 7 Word Cards” (BLM2). These cards can be used to provide your students with more opportunities to review the words.

Introduce *Devour, Dignified, and Thunderous*

Day 1

In this lesson, the students:

- Learn and use the words *devour*, *dignified*, and *thunderous*
- Review using context to determine word meanings
- Review synonyms
- Discuss shades of meaning
- Build their speaking and listening skills
- Work in a responsible way

Words Taught

devour (p. 17)

Devour means “eat something quickly and hungrily.”

dignified (p. 19)

Dignified means “confident, calm, and in control.”

thunderous (p. 19)

Thunderous means “making a loud, rumbling noise like thunder.”

ABOUT ABBREVIATED LESSONS

Beginning in Week 6, parts of the lesson that are essentially the same from week to week are abbreviated. Teacher Notes refer you to a fully written-out example of each abbreviated part, if you wish to review it. For more information about abbreviated lessons, see “Full and Abbreviated Lessons” in the Introduction.

ABOUT RECOGNIZING SHADES OF MEANING

This week the students begin an exploration of shades of meaning that continues throughout the program. In this lesson, they are introduced to recognizing shades of meaning among verbs that differ in manner through a discussion of the words *devour* and *eat*. In later lessons, they will discuss shades of meaning among other verbs that differ in manner and among adjectives that differ in intensity (for example, *stroll* and *walk*). Recognizing differences among words helps the students remember the words and enables them to use more precise and interesting words in conversation and in their writing. For a complete table of the words with shades of meaning discussed in the program, see Appendix C. For more information about recognizing shades of meaning and other word-learning strategies, see “Independent Word-learning Strategies” in the Introduction.

Materials

- *Big Cats*
- “Sentence from *Big Cats*” chart (WA1)
- Word card 37 (WA2)
- Word card 38 (WA3)
- Word card 39 (WA4)

INTRODUCE AND USE *DEVOUR*

1 Introduce *Devour* and Review Synonyms and Using Context to Determine Word Meanings

Briefly review *Big Cats*.

Show pages 16–17 of the book and remind the students that tigers have big appetites. Read the following sentence from page 17 aloud, emphasizing the word *devour*: “In a single day, eating at several meals until it is full, an adult tiger can devour almost half its own weight in meat.”

Tell the students that the first word they will learn today is *devour*. Display the “Sentence from *Big Cats*” chart (🌐 WA1) and explain that this is the sentence you just read. Point to the word *devour* and underline it. Remind the students that they can sometimes figure out the meaning of an unfamiliar word like *devour* by rereading the sentence that includes the word to look for clues. Explain that as you read the sentence again, you want the students to think about what the word *devour* might mean and which words in the sentence are clues to its meaning.

Read the sentence aloud twice. Ask:

-  **Q** *Based on what you just heard, what do you think the word devour might mean? [Point to prompt 1.] Turn to your partner.*

Sentence from *Big Cats*

In a single day, eating at several meals until it is full, an adult tiger can devour almost half its own weight in meat.

PROMPT 1: I think *devour* means _____.

PROMPT 2: The word _____ is a clue to the meaning of *devour* because . . .

WA1

PROMPT 1: “I think *devour* means [‘eat’].”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Then ask:

-  **Q** *Which words in the sentence are clues to the meaning of devour? [Point to prompt 2.] Turn to your partner.*

PROMPT 2: “The word [eating] is a clue to the meaning of *devour* because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Circle the context clues on the chart as the students identify them.

Teacher Note

For an example of how to introduce the week’s vocabulary words and review the read-aloud text, see Week 2, Day 1, Step 1.

ELL Note

The Spanish cognate of *devour* is *devorar*.

Teacher Note

For an example of how to prompt the students to use a word, see Week 1, Day 1, Step 4.

If necessary, explain that *devour* means “eat something quickly and hungrily” and that *devour* and *eat* are synonyms. Point out that the words “eating at several meals until it is full” are clues to the meaning of *devour*.

Display word card 37 (🗉 WA2) and have the students say the word *devour*.

2 Discuss Devouring Food and Introduce Shades of Meaning

Review that *devour* means about the same thing as *eat* and point out that there is one important difference: if an animal devours its food, it does not eat slowly or in small bits. It eats quickly and hungrily. Explain that animals like big cats devour their prey, or eat their prey quickly and hungrily, because they are hungry and because they do not want other animals to steal their food. Point out that people sometimes devour food as well, especially if they are very hungry. Ask:



Q Why is it not a good idea to devour your food? [Click 1 on WA2 to reveal the prompt.] Turn to your partner.

devour

PROMPT 1: It is not a good idea to **devour** your food because . . .

1

WA2

PROMPT 1: “It is not a good idea to devour your food because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Explain that Seymour Simon could have written that a tiger can *eat* almost half its own weight in meat, but he chose to use the word *devour* because he wanted readers to clearly picture in their minds how quickly and hungrily a tiger can eat. Tell the students that now that they know the word *devour*, they have just the right word to use in their own writing when they want to write about someone or something eating quickly and hungrily.

Point to the word *devour* and review the pronunciation and meaning of the word.

Teacher Note

If you started a synonym chart, add the words *devour* and *eat* to it.

Technology Tip

To find web-based activities that focus on recognizing shades of meaning, you might search online using the keywords “whiteboard shades of meaning activities.” For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



INTRODUCE AND USE *DIGNIFIED*

3 Introduce and Define *Dignified*

Show pages 18–19 of *Big Cats* and review that the male lion is sometimes referred to as the “King of Beasts.” Read the second sentence on page 19 aloud, emphasizing the word *dignified*.

Tell the students that the next word they will learn today is *dignified*, and explain that *dignified* means “confident, calm, and in control.” Point out that lions appear to have a dignified manner, or way of behaving. They seem calm and in control.

Display word card 38 (🇺🇸 WA3) and have the students say the word *dignified*.

4 Describe Dignified People

Explain that a person who is dignified has self-confidence and self-control. A dignified person does not lose his temper and stays calm even in a stressful situation. Tell the students about someone who you think is dignified, and describe the dignified way the person behaves.

You might say:

“I think my mother is dignified. Even when she is upset or angry, she never raises her voice. She stays calm and in control of herself.”

Discuss as a class:

Q *Who do you know who is dignified? Why would you describe the person as dignified?*

Click ❶ on word card 38 (WA3) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 1: “[My dad] is dignified because . . .”

5 Discuss Whether Tulip Is Dignified

Explain that you are going to describe something that our fifth-grade friend Tulip is doing; then partners will discuss whether Tulip is being dignified and explain why they think so.

Begin by reading the following scenario aloud:

- *Tulip is giving a report to her class. Some of her classmates are being noisy, so Tulip waits patiently for them to settle down. When the class is quiet, Tulip begins to talk.*

Ask:

 **Q** *Is Tulip being dignified? Why?* [Click ❷ on WA3 to reveal the prompt.]
Turn to your partner.

PROMPT 2: “Tulip [is/is not] being dignified because . . .”

Teacher Note

If the students struggle to answer the questions, ask questions such as “Who do you know who always seems calm, confident, and in control? When have you seen that person act in a dignified way?”

Teacher Note

You might explain that the opposite of *dignified* is *undignified* and that *un-* is a prefix that means “not.”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Repeat the procedure to discuss the following scenarios:

- *Tulip is standing in the lunch line. She is hungry and the line is moving slowly. She grabs her stomach, makes loud groaning noises, and shouts, "I'm starving! Feed me! Feed me!"*
- *Tulip trips over a tree root on the playground. She stands up, calmly brushes herself off, and continues to play.*

Point to the word *dignified* and review the pronunciation and meaning of the word.

INTRODUCE AND USE THUNDEROUS

6 Introduce and Define *Thunderous*

Show pages 18–19 of *Big Cats* again, and remind the students that the male lion is sometimes referred to as the “King of Beasts” because of his dignified and majestic, or king-like, manner. Explain that the lion also has a majestic roar. Then read the second paragraph on page 19 aloud, emphasizing the word *thunderous* and stopping after the sentence “A loud roar can be heard from a distance of five miles.”

Tell the students that the last word they will learn today is *thunderous*, and explain that *thunderous* means “making a loud, rumbling noise like thunder.” Review that the lion’s thunderous, or loud and rumbling, roar can be heard from five miles away.

Display word card 39 (🗨️ WA4) and have the students say the word *thunderous*.

7 Discuss Thunderous Noises

Remind the students that a thunderous noise is a loud, rumbling noise like thunder.

Use “Think, Pair, Share” to discuss:



Q *What things might make a thunderous noise?* [Pause; click 1 on WA4 to reveal the prompt. *Turn to your partner.*

PROMPT 1: “[A semitruck] might make thunderous noise [on the highway].”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *thunderous* and review the pronunciation and meaning of the word.

Teacher Note

You might ask the students how Tulip would behave in the lunch line if she were being dignified.

Teacher Note

Support struggling students by asking questions such as “What vehicles, animals, or musical instruments might make thunderous noises?” Alternatively, name a few things that make thunderous noise (garbage trucks, trains, tractors, jet engines, drums, elephants, stampeding herds of horses, crowds of people) and then ask, “What else might make a thunderous noise?”

MORE STRATEGY PRACTICE

Explore Shades of Meaning with *Devour* and *Eat*

Write the words *devour* and *eat* where everyone can see them. Discuss as a class:

Q *How are the words devour and eat alike? How are they different?*

If necessary, review that *devour* and *eat* mean about the same thing, but that when an animal devours its food, it does not eat slowly or in small bits. It eats quickly and hungrily. Tell the students that you are going to describe a scenario in which an animal is eating. Then they will discuss whether it is devouring its food and explain why they think so.

Begin by reading the following scenario aloud:

- *A pig sees the farmer pouring slop into his trough. He races over to the trough and begins to eat. Slop is flying everywhere as the pig noisily finishes off the whole trough of food.*

Ask:

Q *Is the pig devouring his food, or eating it slowly in small bits? Why?*

PROMPT: “The pig is [devouring/slowly eating] his food because . . .”

Use the same procedure to discuss the following scenario:

- *A cat walks up to her food dish and sniffs her meal. She takes a bite and chews it thoroughly before taking another bite.*

Tell the students that now that they know the word *devour*, they have just the right word to use in their writing when they want to describe a person or animal who is eating very quickly and hungrily.

EXTENSION

Explore the Suffix *-ous*

Remind the students that a *suffix* is a “letter or group of letters that is added to the end of a word to make a new word.” Write the word *thunderous* where everyone can see it, and underline the suffix *-ous*. Explain that the suffix *-ous* means “having” or “full of.” Point out that when *-ous* is added to the word *thunder*, it makes the word *thunderous*. Review that *thunderous* means “making a loud, rumbling noise like thunder.”

Teacher Note

You might post a chart of words with shades of meaning titled “Just the Right Word” to use throughout the year. Write the word *devour* on the chart, along with its definition, “eat something quickly and hungrily.”

Write the word *danger* where everyone can see it. Ask:

Q *What word do you make when you add the suffix -ous to the word danger?*

Q *What does dangerous mean?*

Use the same procedure to have the students discuss the meaning of other words that use the suffix *-ous*, such as *humorous*, *joyous*, *adventurous*, *poisonous*, *courageous*, or *mountainous*.

Teacher Note

For a list of common suffixes, visit the CCC Learning Hub (ccclearninghub.org) to view the "Suffixes" list in the General Resources section.

Review *Devour*, *Dignified*, and *Thunderous*

Day 2

In this lesson, the students:

- Review and practice using the words *devour*, *dignified*, and *thunderous* from Day 1
- Build their speaking and listening skills
- Work in a responsible way
- Use discussion prompts to build on one another's thinking

Materials

- Daily review cards (WA5)

Words Reviewed

devour

Devour means "eat something quickly and hungrily."

dignified

Dignified means "confident, calm, and in control."

thunderous

Thunderous means "making a loud, rumbling noise like thunder."

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (WA5). Review the pronunciation and meaning of each word.

Discuss as a class:

Q *Would it be dignified to devour your food? Why?*

Click 1 on the daily review cards (WA5) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

Teacher Note

For an example of how to introduce the review activities, see Week 2, Day 2, Step 1.

devour

dignified

thunderous

PROMPT 1: It [would/would not] be **dignified** to **devour** your food because . . .

1 2 3 4 5

Teacher Note

You might remind the students that they learned the word *stun* earlier and that *stun* means “shock or greatly surprise.”

Teacher Note

For a fully written-out example of the activity, see Week 1, Day 3, Step 6.

PROMPT 1: “It [would/would not] be dignified to devour your food because . . .”

Then ask:

Q *Would you be stunned if the person next to you let out a thunderous roar? Why?*

Click **2** to reveal the next prompt. Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 2: “I [would/would not] be stunned if the person sitting next to me let out a thunderous roar because . . .”

PRACTICE USING THE WORDS

2 Do the Activity “What Might You Say or Do?”

Tell the students that partners will do the activity “What Might You Say or Do?” Remind the students that you will describe a situation; then partners will use the vocabulary words to talk about what they might say or do in that situation.

Begin by reading the following situation aloud:

- *You and a friend go to your house after school. Your friend spots a plate of muffins on the counter. Your friend says, “I’m starving! I am going to devour those muffins!”*

Then ask:

 **Q** *What might you say or do if your friend said he was going to devour the muffins? Why? [Click **3** on WA5 to reveal the prompt.] Turn to your partner.*

PROMPT 3: “If my friend said he was going to devour the muffins, I might [tell him he couldn’t] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following situations:

- *It is your first day at a new school. You want to behave in a dignified manner to make a good impression on your teacher and classmates.*



Q *What might you say or do during your first day at the new school to be dignified?* [Click 4 to reveal the prompt.] Turn to your partner.

PROMPT 4: “To be dignified, I might . . .”

- *You are sound asleep. Suddenly you are awakened by a thunderous noise outside your bedroom window.*



Q *What might you say or do when you hear the thunderous noise outside your window?* [Click 5 to reveal the prompt.] Turn to your partner.

PROMPT 5: “If I were awakened by a thunderous noise, I might . . .”

Introduce Scarce, Blunt, and Widespread

Day 3

In this lesson, the students:

- Learn and use the words *scarce*, *blunt*, and *widespread*
- Review words with multiple meanings
- Build their speaking and listening skills
- Work in a responsible way
- Use discussion prompts to build on one another’s thinking

Words Taught

scarce (p. 17)

Scarce means “difficult to get or find.” If something is scarce, there is very little of it.

blunt (p. 35)

Blunt means “not sharp or pointed.” *Blunt* also means “straightforward and honest in what you say.”

widespread (p. 38)

Widespread means “spread, scattered, or happening over a large area.”

Materials

- *Big Cats*
- Word card 40 (WA6)
- Word card 41 (WA7)
- Word card 42 (WA8)

ELL Note

The Spanish cognate of *scarce* is *escaso/a*.

Teacher Note

You might explain that the words *scarce* and *plentiful* are antonyms. If you started an antonym chart, add the words *scarce* and *plentiful* to it.

INTRODUCE AND USE SCARCE

1 Introduce and Define *Scarce*

Show pages 16–17 of *Big Cats*, and review that tigers are carnivores (meat eaters) that eat other wild animals such as elephants, deer, bears, wild pigs, and frogs. Read the following sentence from page 17 aloud, emphasizing the word *scarce*: “In places where wild animals are becoming scarce, tigers prey heavily on cattle and sheep.”

Tell the students that *scarce* is the first word they will learn today, and explain that *scarce* means “difficult to get or find.” Point out that if something is scarce, there is very little of it. Explain that when wild animals become scarce, or difficult to find, tigers prey on farm animals such as cattle and sheep.

Display word card 40 ( WA6) and have the students say the word *scarce*.

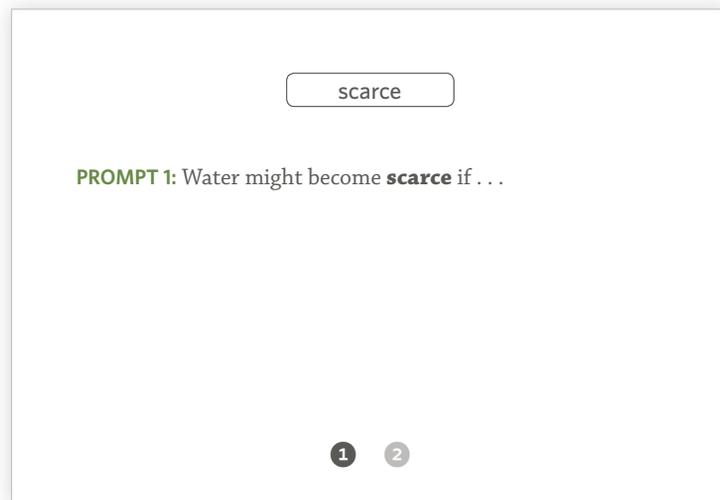
2 Discuss Things That Can Become Scarce

Tell the students that sometimes water becomes scarce in an area. When water becomes scarce, there is very little of it.

Discuss as a class:

Q *Why might water become scarce?*

Click **1** on word card 40 (WA6) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.



WA6

PROMPT 1: “Water might become scarce if . . .”

Ask the students to imagine that paper has become scarce in the classroom, so we have to conserve, or save, the paper we have. Ask:

 **Q** *If paper became scarce, what might we do to conserve paper?* [Click **2** on WA6 to reveal the prompt.] *Turn to your partner.*

PROMPT 2: “If paper became scarce, we might conserve it by . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *scarce* and review the pronunciation and meaning of the word.

INTRODUCE AND USE *BLUNT*

3 Introduce and Define *Blunt*

Show pages 34–35 of *Big Cats* and review that this section of the book is about cheetahs. Read the first two sentences on page 35 aloud, emphasizing the word *blunted*.

Tell the students that *blunt* is the next word they will learn today, and explain that *blunt* means “not sharp or pointed.” Tell the students that, unlike the sharp claws of tigers and lions, the cheetah’s claws are blunt, or not sharp or pointed.

Display word card 41 ( WA7) and have the students say the word *blunt*.

4 Discuss Blunt Pencils and Crayons

Explain that utensils and tools, like knives, axes, and scissors, can become blunt, or not sharp or pointed. Pencils and crayons can also become blunt.

Discuss as a class:

Q *Why might a pencil or crayon become blunt?*

Click **1** on word card 41 (WA7) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 1: “A pencil or crayon might become blunt because . . .”

5 Discuss Another Meaning of *Blunt* and Play “Was Tulip Blunt?”

Explain that, like other words they have learned, the word *blunt* has more than one meaning. Review that in *Big Cats*, *blunt* means “not sharp or pointed.” Explain that *blunt* can also mean “straightforward and honest in what you say.” Explain that when you are blunt, you say what you honestly think, even though it may hurt another person’s feelings.

Tell the students that partners will play a game called “Was Tulip Blunt?” Explain that you will describe something that our friend Tulip said; then partners will discuss whether Tulip was blunt and explain why they think so.

Teacher Note

You might explain that the words *sharp* and *pointed* are antonyms of the word *blunt*. If you started an antonym chart, add the word *blunt* and its antonyms to it.

ELL Note

Show the students a blunt crayon or pencil and compare it to one that is sharp or pointed.

Teacher Note

You might remind the students that they learned the word *moocher* earlier and that a *moocher* is a “person who tries to get something without paying or working for it.”

Teacher Note

You might point out that the word *widespread* is a compound word that is made up of the smaller words *wide* and *spread*.

Begin by reading the following scenario aloud:

- Tulip’s friend Daphne asked Tulip if she liked her new haircut. Tulip said, “I like the front, but the back is too short.”

Ask:



Q Was Tulip blunt? Why? [Click 2 on WA7 to reveal the prompt.]
Turn to your partner.

PROMPT 2: “I [do/do not] think Tulip was blunt because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Repeat the procedure to discuss the following scenarios:

- Tulip’s brother Greg asked Tulip if she would help him clean his room. Tulip didn’t really want to, but she said, “Sure, Greg, I’ll help you.”
- Tulip’s friend Sherry was always asking people for food at lunchtime. When she asked Tulip if she could have her apple, Tulip said, “No, Sherry, you cannot. And I think you should stop being a moocher.”

Point to the word *blunt* and review the pronunciation and meaning of the word.

INTRODUCE AND USE WIDESPREAD

6 Introduce and Define *Widespread*

Show pages 38–39 of *Big Cats* and review that big cats have been hunted and trapped for sport and for their fur for many years. Read the following sentence from page 38 aloud, emphasizing the word *widespread*: “In the 1960’s and 1970’s, the demand for fur coats made from the skins of spotted cats led to widespread killing of the leopard, cheetah, and jaguar, along with smaller spotted cats such as the snow leopard and clouded leopard.”

Tell the students that the last word they will learn today is *widespread*. Explain that *widespread* means “spread, scattered, or happening over a large area.” Explain that the killing of spotted cats was widespread, or scattered over many countries, during the 1960s and 1970s. It was not limited to one place.

Display word card 42 (WA8) and have the students say the word *widespread*.

7 Discuss Sports and Games with Widespread Popularity

Tell the students that baseball is a sport that has widespread popularity. Point out that people all over the world play and watch baseball.

Ask:



Q *What other sports or games have widespread popularity? Why do you think that?* [Click 1 on WA8 to reveal the first prompt.] Turn to your partner.

PROMPT 1: “I think [soccer] has widespread popularity because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Discuss as a class:

Q *If scientists discovered that a giant space rock was hurtling toward Earth, do you think it would cause widespread fear? Why?*

Click 2 on word card 42 (WA8) to reveal the prompt and have a few volunteers use the prompt to share their thinking with the class.

PROMPT 2: “I [do/do not] think a space rock would cause widespread fear because . . .”

Point to the word *widespread* and review the pronunciation and meaning of the word.

MORE ELL SUPPORT

Learn About Big Cats

Review that *Big Cats* tells what cats such as lions, tigers, and leopards look like and how they live. Give the students a few moments to recall what they heard about big cats. Then ask:

Q *What is one interesting thing you learned about big cats?*

PROMPT: “One interesting thing I learned is that . . .”

Have a few volunteers use the prompt to share their thinking with the class.

Day 4

Review Scarce, Blunt, and Widespread

Materials

- Daily review cards (WA9)
- Copy of this week's family letter (BLM1) for each student

Teacher Note

For an example of how to introduce the review activities, see Week 2, Day 2, Step 1.

In this lesson, the students:

- Review and practice using the words *scarce*, *blunt*, and *widespread* from Day 3
- Build their speaking and listening skills
- Work in a responsible way
- Use discussion prompts to build on one another's thinking

Words Reviewed

scarce

Scarce means "difficult to get or find." If something is scarce, there is very little of it.

blunt

Blunt means "not sharp or pointed." *Blunt* also means "straightforward and honest in what you say."

widespread

Widespread means "spread, scattered, or happening over a large area."

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (WA9). Review the pronunciation and meaning of each word.

Use "Think, Pair, Share" to discuss:



Q Which of yesterday's words might you use in your writing? How might you use the word? [Pause; click 1 on WA9 to reveal the first prompt.] Turn to your partner.

scarce

blunt

widespread

PROMPT 1: I might use the word _____. I might write . . .

1 2

WA9

PROMPT 1: “I might use the word [*scarce*]. I might write . . .”

After partners have talked, have a few volunteers share their thinking with the class.

PRACTICE USING THE WORDS

2 Review the Game “Which Word Am I?”

Tell the students that partners will play the game “Which Word Am I?” Point to the words on the daily review cards (WA9) and review that you will describe one of the words and then partners will discuss which word you are describing. Then you will ask a few pairs to share their thinking with the class.

Begin by reading the following description aloud:

- *I’m how you would describe the end of a spoon.*

Give the students a few moments to think about the clue. Then ask:



Q *Which word am I? Why do you think that?* [Click 2 to reveal the prompt.] *Turn to your partner.*

PROMPT 2: “I think the word is [*blunt*] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Repeat the procedure to discuss the following clues:

- *I’m how you would describe storm damage that covers a large area.* (widespread)
- *I’m how you would describe water in a desert.* (*scarce*)
- *I’m how you would describe a person who says exactly what she means.* (*blunt*)
- *I’m an antonym of pointed and sharp.* (*blunt*)
- *I’m an antonym of plentiful and numerous.* (*scarce*)
- *I’m how you would describe rain that is falling across several counties.* (widespread)

Teacher Note

For a fully written-out example of the game, see Week 2, Day 5, Step 2.

Teacher Note

You might continue the activity by having each pair of students choose a word, develop a “Which Word Am I?” clue for it, and then share the clue with the class.

Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

Materials

- Ongoing review cards (WA10)
- Ongoing review activity (WA11)

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Work in a responsible way
- Use discussion prompts to build on one another's thinking

Words Reviewed

disadvantage

A *disadvantage* is "something that causes a problem or makes it harder to succeed."

extend

Extend means "lengthen or stretch out." *Extend* also means "offer or give."

sociable

Sociable means "friendly or liking to be with others."

stun

Stun means "make unconscious or unable to think clearly." *Stun* also means "shock or greatly surprise."

vary

Vary means "are different."

ABOUT ABBREVIATED ONGOING REVIEW ACTIVITIES

Parts of the Ongoing Review activity have been abbreviated. A Teacher Note refers you to a fully written-out example of the activity, if you wish to review it.

REVIEW THE WORDS

1 Briefly Review the Words

Display the ongoing review cards (WA10) and review the pronunciation and meaning of each word.

Teacher Note

For an example of how to review the words, see Week 1, Day 5, Step 1.

PRACTICE USING THE WORDS

2 Review the Game “Find Another Word”

Tell the students that partners will play the game “Find Another Word.” Remind the students that you will show several stories with one or more words underlined. You will read each story aloud, and partners will decide which of the vocabulary words could replace the underlined part of the story.

Display the ongoing review activity (🎧 WA11) and begin playing the game:

1. Click ❶ to reveal the first story. Point to the story and read it aloud, emphasizing the underlined word.
 - Story 1: *Alan is in a cooking contest. He has never cooked anything before, so he has a problem that will make it harder for him to succeed.*
2. Give the students a few moments to think about the story and the underlined words. Then point to the five word choices and ask:



Q Which vocabulary word could replace the underlined words? Why? [Click ❶ again to reveal the prompt.] Turn to your partner.

PROMPT 1: “I think the word [*disadvantage*] could replace *problem that will make it harder for him to succeed* because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking ❶ a third time to highlight the correct vocabulary word and reveal the story with the correct word in place.

disadvantage	extend	sociable	stun	vary
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STORY 1: Alan is in a cooking contest. He has never cooked anything before, so he has a disadvantage.

❶ ❷ ❸ ❹ ❺ ❻

4. Click ❶ to clear the screen.

WA11

Teacher Note

For a fully written-out example of the game, see Week 2, Day 2, Step 2.

Teacher Note

You might explain that the students may need to change the form of the word to complete the story by adding an ending such as *-s*, *-ing*, or *-ed*.

Teacher Note

Each sentence on the ongoing review activity (WA11) has a corresponding number: the first story is ❶; the second story is ❷; the third story is ❸; and so on. To play the game, click the corresponding number four times:

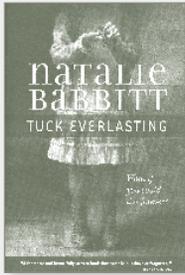
- The first click reveals the story.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the story with the answer in place.
- The fourth click clears the screen.

Use the same procedure to discuss the following stories:

- Story 2: Bianca is on a weeklong ski vacation. On the last day of her trip, so much snow falls that she cannot leave her cabin. The storm lengthens her vacation by two days. (extends)
- Story 3: Meerkats are friendly animals. They live and work together to protect and feed the clan. They also take turns teaching and babysitting the youngest members of the clan. (sociable)
- Story 4: The hockey player was not able to think clearly when the puck hit his helmet. He skated slowly around the rink, trying to clear his head. (stunned)
- Story 5: The kinds of books Ana likes to read are different. She tries to pick out a book from a new genre each time she goes to the library. (vary)
- Story 6: Omar wants everyone in his class to attend his birthday party, so he gives an invitation to each of his classmates. (extends)

Week 8

RESOURCES



Read-aloud

- *Tuck Everlasting* by Natalie Babbitt

Extensions

- “Discuss Vivid Language”
- “Explore Similes in *Tuck Everlasting*”



More ELL Support

- “Draw and Discuss a Tranquil Place”

Assessment Resource Book

- Week 8 vocabulary assessments



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA9

Assessment Forms

- “Class Vocabulary Assessment Record” sheet (CA1)
- “Individual Vocabulary Assessment: Word Check 2” answer sheet (IA1)
- “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) “Student Self-assessment” response sheet (SA1)

Reproducibles

- Week 8 family letter (BLM1)
- (Optional) “Week 8 Word Cards” (BLM2)
- (Optional) “Week 8 Crossword Puzzle” (BLM3)

Professional Development Media

- “Using Web-based Whiteboard Activities” tutorial (AV42)

OVERVIEW

Words Taught

tranquil
contemplate
meager
grimace
stroll
battered

Words Reviewed

blunt
devour
dignified
grimace
meager

Word-learning Strategies

- Recognizing synonyms (review)
- Recognizing shades of meaning (review)

Vocabulary Focus

- Students learn and use six words from the story.
- Students review synonyms.
- Students review shades of meaning.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students analyze why it is important to be respectful.
- Students build on one another's thinking during class and partner discussions.

DO AHEAD

- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 5, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 173 of the *Assessment Resource Book*.

(continues)

① DO AHEAD *(continued)*

- ✓ Prior to Day 5, make a class set of the “Individual Vocabulary Assessment: Word Check 2” answer sheet (IA1); see page 177 of the *Assessment Resource Book*. Make enough copies for each student to have one; set aside a reference copy for yourself.
- ✓ (Optional) Prior to Day 5, make a master copy of the “Student Self-assessment” response sheet (SA1); see page 180 of the *Assessment Resource Book*. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: “Week 8 Word Cards” (BLM2) and “Week 8 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words.

Introduce *Tranquil*, *Contemplate*, and *Meager*

Day 1

In this lesson, the students:

- Learn and use the words *tranquil*, *contemplate*, and *meager*
- Review synonyms
- Build their speaking and listening skills
- Use discussion prompts to build on one another's thinking

Words Taught

tranquil (p. 5)

Tranquil means “calm or peaceful.”

contemplate (p. 5)

Contemplate means “think about something seriously or look at something carefully.”

meager (p. 6)

Meager means “very small in amount or hardly enough.”

INTRODUCE AND USE *TRANQUIL*

1 Introduce and Define *Tranquil* and Review Synonyms

Briefly review pages 3–45 of *Tuck Everlasting*.

Remind the students that at the beginning of chapter 1 the author, Natalie Babbitt, describes the road that leads to Treegap. Read the following sentence from page 5 aloud, emphasizing the word *tranquil*: “It widened and seemed to pause, suggesting tranquil bovine picnics: slow chewing and thoughtful contemplation of the infinite.”

Tell the students that the first word they will learn today is *tranquil*, and explain that *tranquil* means “calm or peaceful.” Point out that *tranquil*, *calm*, and *peaceful* are synonyms. Explain that the author tells us that the road to Treegap winds through tranquil, or calm and peaceful, countryside—countryside that would be a good place for a quiet picnic.

Display word card 43 (🌐 WA1) and have the students say the word *tranquil*.

2 Imagine a Tranquil Place

Explain that spending time in a tranquil, or calm and peaceful, place can be restful and relaxing, especially if you are feeling anxious or stressed. Give one or two examples of places that you think are tranquil.

Materials

- *Tuck Everlasting*
- Word card 43 (WA1)
- Word card 44 (WA2)
- Word card 45 (WA3)

ELL Note

The Spanish cognate of *tranquil* is *tranquilo/a*.

Teacher Note

If you started a synonym chart, add the words *tranquil*, *calm*, and *peaceful* to it.

You might say:

"I like to visit the pond near my house because it is tranquil. Walking by the tranquil pond after a stressful day always makes me feel better. In the winter, I like to spend weekends in the mountains. I think that being surrounded by snow and the peace and quiet of the mountains is tranquil."

Ask the students to close their eyes and visualize a tranquil place. It might be a familiar place, such as a room at home, a place they have visited, or an imaginary place. Ask them to picture what the place looks like and what they are doing there. After a few moments, have them open their eyes.

Use "Think, Pair, Share" to discuss the following questions.



Q *What tranquil place did you picture? Why do you think it is tranquil?*
[Pause; click 1 on WA1 to reveal the prompt.] Turn to your partner.

tranquil

PROMPT 1: The **tranquil** place I pictured is _____ . I think _____ is **tranquil** because . . .

1

WA1

PROMPT 1: "The tranquil place I pictured is [my bedroom]. I think [my bedroom] is tranquil because . . ."

Point to the word *tranquil* and review the pronunciation and meaning of the word.

INTRODUCE AND USE CONTEMPLATE

3 Introduce and Define *Contemplate*

Reread the following sentence on page 5 aloud, this time emphasizing the word *contemplation*: "It widened and seemed to pause, suggesting tranquil bovine picnics: slow chewing and thoughtful contemplation of the infinite."

Tell the students that *contemplation* is a form of the word *contemplate*, and that *contemplate* is the next word they will learn today. Explain

that *contemplate* means “think about something seriously or look at something carefully.” Point out that tranquil places, like the calm and peaceful countryside around the road to Treegap, are good places to contemplate, or think seriously about something.

Display word card 44 (🌐 WA2) and have the students say the word *contemplate*.

4 Discuss Contemplating, or Thinking Seriously About, Things

Review that one meaning of *contemplate* is “think about something seriously.” Give examples of times when you have contemplated something, or thought seriously about what to do or say.

You might say:

“Before I bought a present for my best friend, I contemplated what to get for her—I thought seriously about it. My sister was upset with me for forgetting to water her plants. I contemplated what to say to her to let her know I was sorry.”

Ask:



Q *When have you contemplated something? When have you thought seriously about what to do or say?* [Click 1 on WA2 to reveal the first prompt.]
Turn to your partner.

PROMPT 1: “I contemplated . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

5 Discuss Contemplating, or Looking At, Things

Remind the students that *contemplate* can also mean “look at something carefully.” Explain that people sometimes contemplate, or look carefully at, something they think is especially beautiful, such as a painting, photograph, or view of the ocean. People also contemplate something they need to understand or remember, such as a map or a set of directions or instructions.

Show the cover of *Tuck Everlasting*. Tell the students that they will spend a few moments quietly contemplating the cover. Explain that as they contemplate the cover, you want them to pay attention not only to what they see on the cover but also to what they are thinking about as they look at the cover.

Show the front cover to the students for a few moments. Then ask:



Q *What did you see as you contemplated the cover, or what did you think about?* [Click 2 to reveal the prompt.] Turn to your partner.

PROMPT 2: “As I contemplated the book cover, I [saw/thought about] . . .”



ELL Note

The Spanish cognate of *contemplate* is *contemplar*.

After partners have finished talking, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *contemplate* and review the pronunciation and meaning of the word.

INTRODUCE AND USE MEAGER

6 Introduce and Define *Meager*

Tell the students that you will read more of the author’s description of the road leading to Treegap. Then read aloud from pages 5–6, beginning with “On the other side of the wood, the sense of easiness dissolved” on page 5 and ending with “And all at once the sun was uncomfortably hot, the dust oppressive, and the meager grass along its edges somewhat ragged and forlorn” on page 6. Emphasize the word *meager* when you come to it.

Tell the students that the last word they will learn today is *meager*, and explain that *meager* means “very small in amount or hardly enough.” Explain that the grass along the side of the road becomes meager, or very small in amount, as the road approaches the Fosters’ house. There is not much grass there at all.

Display word card 45 (🗨️ WA3) and have the students say the word *meager*.

7 Play “Is It Meager?”

Tell the students that partners will play a game called “Is It Meager?” Explain that you will read a scenario; then partners will discuss whether or not the scenario describes a meager amount of something and explain why they think that. Remind the students that partners may not always agree and that is fine. What is important is that they explain their thinking.

Begin by reading the following scenario aloud:

- *Juan uses a bucket of water to water his garden.*

Use “Think, Pair, Share” to discuss:



Q *Is a bucket of water a meager amount of water? Why?* [Pause; click **1** on WA3 to reveal the first prompt.] *Turn to your partner.*

PROMPT 1: “A bucket of water [is/is not] a meager amount of water because . . .”

Use the same procedure to discuss the following scenarios:

- *Bernadette ate a piece of toast for breakfast.*



Q *Is a piece of toast a meager amount of food? Why?* [Pause; click **2** to reveal the next prompt.] *Turn to your partner.*

PROMPT 2: “A piece of toast [is/is not] a meager amount of food because . . .”

- The students set a goal of collecting 100 pounds of cans for recycling, but they collected only 25 pounds.



Q Is 25 pounds a meager amount of cans? Why? [Pause; click **3** to reveal the next prompt.] Turn to your partner.

PROMPT 3: “Twenty-five pounds [is/is not] a meager amount of cans because . . .”

Point to the word *meager* and review the pronunciation and meaning of the word.



MORE ELL SUPPORT

Draw and Discuss a Tranquil Place

Remind the students that at the beginning of *Tuck Everlasting*, Natalie Babbitt describes a tranquil, or calm and peaceful, part of the road that leads to Treegap. Review that the students imagined and discussed some tranquil places.

Ask:

Q What is a tranquil place that you or your partner imagined?

Ask the students to draw a picture of a tranquil place. Explain that the picture can be based on one of the places that they have discussed or a different place. Have the students share their pictures in pairs. Encourage them to use the following prompt as they talk to one another:

PROMPT: “In my tranquil place . . .”

Ask one or two volunteers to share their drawings and what they talked about with the group.

Day 2

Review *Tranquil*, *Contemplate*, and *Meager*

Materials

- Daily review cards (WA4)

In this lesson, the students:

- Review and practice using the words *tranquil*, *contemplate*, and *meager* from Day 1
- Build their speaking and listening skills
- Use discussion prompts to build on one another's thinking

Words Reviewed

tranquil

Tranquil means "calm or peaceful."

contemplate

Contemplate means "think about something seriously or look at something carefully."

meager

Meager means "very small in amount or hardly enough."

ABOUT USING VOCABULARY WORDS IN SENTENCES

Using a vocabulary word in a sentence is an excellent way for the students to demonstrate their understanding of the word. However, creating a sentence that conveys a word's meaning—a sentence that goes beyond "He contemplates" or "It was meager"—can be challenging. In this lesson, the students are introduced to using words in sentences through an activity called "Create a Sentence." The students begin by completing sentences that you start. In subsequent lessons, these sentence starters will gradually disappear, and the students will develop their own sentences, supported by teacher questions as needed. For more information about "Create a Sentence" and other activities, see "Questions and Activities" in the Introduction.

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (WA4). Review the pronunciation and meaning of each word.

Then use "Think, Pair, Share" to discuss:



Q *If you were writing a story about a peaceful grove of trees, which of these words might you use? Why?* [Pause; click 1 on WA4 to reveal the first prompt.] *Turn to your partner.*

tranquil

contemplate

meager

PROMPT 1: If I were writing a story about a peaceful grove of trees, I might use the word _____ because . . .

1 2 3 4

PROMPT 1: “If I were writing a story about a peaceful grove of trees, I might use the word [*tranquil*] because . . .”

PRACTICE USING THE WORDS

2 Introduce the Activity “Create a Sentence”

Tell the students that partners will do an activity called “Create a Sentence.” Explain that you will read aloud the beginning of a sentence that uses one of yesterday’s vocabulary words. Then they will use their imaginations and what they know about the word to finish the sentence. Explain that before partners do the activity together, they will practice as a class.

Point to the word *tranquil* on the daily review cards and review that *tranquil* means “calm or peaceful.” Then read the following sentence starter aloud twice, slowly and clearly:

- *After school each day, Michael walks to the tranquil . . .*

Discuss as a class:

Q *How might you complete the sentence? What tranquil, or calm and peaceful, place might Michael walk to after school each day?*

Click **2** on the daily review cards (WA4) to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 2: “After school each day, Michael walks to the tranquil . . .”

Follow up by asking:

Q *Does it make sense to say “After school each day, Michael walks to the tranquil [beach to watch the sunset]”? Why?*

Teacher Note

If the students struggle to complete the sentence, remind them that a tranquil place is somewhere that a person might go to relax if she is feeling stressed or anxious. Then repeat the questions. If they continue to struggle, provide examples of ways the sentence might be completed. For example, say “After school each day, Michael walks to the tranquil garden to relax” or “After school each day, Michael walks to the tranquil hillside to read his book.” Then reread the sentence starter and repeat the questions.

Teacher Note

The purpose of the follow-up question is to encourage the students to think more deeply about the word and whether the volunteer’s sentence conveys the word’s meaning.

Teacher Note

Support struggling students by reminding them that people contemplate, or think seriously about, something when it is very important to them. Then repeat the questions. If they continue to struggle, provide examples of ways the sentence might be completed. For example, say “Before writing in her grandmother’s birthday card, Sophia contemplated all of the reasons her grandmother is special” or “Before writing in her grandmother’s birthday card, Sophia contemplated all of the fun things they had done together.” Then reread the sentence starter and repeat the questions.

Teacher Note

Support struggling students by reminding them that *meager* means “very small in amount or hardly enough.” Then repeat the questions. If they continue to struggle, provide examples of ways the sentence might be completed. For example, say “Rico was disappointed to see the meager amount of coins in his coin jar” or “Rico was disappointed to see the meager amount of watermelon left in the cafeteria.” Then reread the sentence starter and repeat the questions.

3 Do the Activity in Pairs

Point to the word *contemplate* and explain that the next sentence uses the word *contemplate*. Review that *contemplate* means “think about something seriously or look at something carefully.” Then read the following sentence starter aloud twice, slowly and clearly:

- *Before writing in her grandmother’s birthday card, Sophia contemplated . . .*

Use “Think, Pair, Share” to discuss:



- Q** *How might you complete the sentence? What might Sophia contemplate? Why might she contemplate that?* [Pause; click 3 to reveal the prompt.]
Turn to your partner.

Have partners use the prompt to discuss how they might complete the sentence.

PROMPT 3: “Before writing in her grandmother’s birthday card, Sophia contemplated [the best way to say how special her grandmother is] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Follow up by asking:

- Q** *Does it make sense to say “Before writing in her grandmother’s birthday card, Sophia contemplated [all of her grandmother’s wonderful qualities]”? Why?*

Point to the word *meager* and explain that the last sentence uses this word. Review that *meager* means “very small in amount or hardly enough.” Then read the following sentence starter aloud twice, slowly and clearly:

- *Rico was disappointed to see the meager amount of . . .*

Use “Think, Pair, Share” to discuss:



- Q** *How might you complete the sentence? What did Rico see that was meager?* [Pause; click 4 to reveal the prompt.] *Turn to your partner.*

Have partners discuss how they might complete the sentence.

PROMPT 4: “Rico was disappointed to see the meager amount of . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Follow up by asking:

- Q** *Does it make sense to say “Rico was disappointed to see the meager amount of [lemons on his lemon tree]”? Why?*

Introduce *Grimace*, *Stroll*, and *Battered*

Day 3

In this lesson, the students:

- Learn and use the words *grimace*, *stroll*, and *battered*
- Review shades of meaning
- Review words with multiple meanings
- Build their speaking and listening skills
- Act respectfully toward their partners

Words Taught

grimace (p. 14)

Grimace means “twist your face.” People usually grimace because they are in pain or because they do not like something.

stroll (p. 17)

Stroll means “walk in a slow, relaxed way.”

battered (p. 25)

When something is battered, it is worn down and damaged from age and use.

Materials

- *Tuck Everlasting*
- Word card 46 (WA5)
- Word card 47 (WA6)
- Word card 48 (WA7)

INTRODUCE AND USE GRIMACE

1 Introduce and Define *Grimace*

Turn to page 14 of *Tuck Everlasting* and remind the students that, in this part of the story, Winnie is tossing pebbles through a cloud of gnats toward a toad. Read the following sentence from the top of page 14 aloud, emphasizing the word *grimace*: “The gnats were too frantic to notice these intrusions, however, and since every pebble missed its final mark, the toad continued to squat and grimace without so much as a twitch.”

Tell the students that *grimace* is the first word they will learn today, and explain that *grimace* means “twist your face.” Explain that in the story a toad seems to grimace, or twist its face, but that we usually use the word *grimace* to talk about something a person might do. Explain that people usually grimace, or twist their faces, because they are in pain or because they do not like something.

Display word card 46 (WA5) and have the students say the word *grimace*.

Ask the students to watch as you act out grimacing because you are in pain. Then grimace as if you are in pain. Discuss as a class:

Q *What did you see me do when I grimaced?*

Click ❶ on word card 46 (WA5) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

grimace

PROMPT 1: When you **grimaced**, you . . .

❶ ❷

WA5

PROMPT 1: “When you grimaced, you . . .”

Ask the students to act out grimacing.

❷ Play “Would You Grimace?”

Review that *grimace* means “twist your face,” and that people usually grimace because they are in pain or because they do not like something. Tell the students that partners are going to play a game called “Would You Grimace?” Explain that you are going to describe an imaginary situation; then partners will discuss whether they would grimace in that situation and explain why.

Begin by reading the following scenario aloud:

- *Your dad picks you up from school in a shiny new car.*

Ask:

 **Q** *Would you grimace if your dad picked you up from school in a shiny new car? Why?* [Click ❷ on WA5 to reveal the prompt.] *Turn to your partner.*

PROMPT 2: “I [would/would not] grimace because . . .”

Repeat the procedure to discuss one or more of the remaining scenarios.

- *Your dog runs into the house. She smells like she was sprayed by a skunk.*
- *While you are helping your neighbor move a heavy wooden desk, you accidentally set it down on your foot.*
- *Your sister surprises you by making you pancakes for breakfast.*

Point to the word *grimace* and review the pronunciation and meaning of the word.

INTRODUCE AND USE *STROLL*

3 Introduce and Define *Stroll* and Review Shades of Meaning

Turn to page 17 of *Tuck Everlasting* and review that in this part of the story, Winnie meets the man in the yellow suit for the first time. Read the first sentence on page 17 aloud, emphasizing the word *strolling*.

Tell the students that *stroll* is the next word they will learn today. Explain that *stroll* means about the same thing as *walk*, with this important difference—if you are strolling, you are not walking at a normal speed. You are walking in a slow, relaxed way.

Display word card 47 (🗉 WA6) and have the students say the word *stroll*. Ask the students to watch as you stroll. Then act out strolling. (You might pretend to be window-shopping as you stroll or casually enjoying the scenery—humming to yourself or whistling as you walk.) Then discuss as a class:

Q *What did you see me doing when I strolled?*

Click ❶ on word card 47 (WA6) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 1: “When you strolled, you . . .”

4 Play “Is Tulip Strolling?”

Remind the students that Tulip is an imaginary girl in fifth grade. Tell the students that partners will play a game called “Is Tulip Strolling?” Explain that you will read a scenario that describes something Tulip is doing; then partners will decide whether Tulip is strolling or not strolling and explain why they think that.

Begin by reading the following scenario aloud:

- *Tulip is late for school, so she races to the bus stop.*

Ask:



Q *Is Tulip strolling? Why do you think that?* [Click ❶ on WA6 to reveal the prompt.] *Turn to your partner.*

PROMPT 2: “Tulip [is/is not] strolling because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Repeat the procedure to have partners discuss one or both of the following scenarios:

- *Tulip and her dad are taking a slow walk in their favorite park. They love walking here because it is so tranquil.*
- *Tulip notices that her friends are playing her favorite game on the other side of the field. She cannot wait to join them, so she hurries over.*



Technology Tip

To find web-based activities that focus on recognizing shades of meaning, you might search online using the keywords “whiteboard shades of meaning activities.” For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



Teacher Note

If you started a “Just the Right Word” chart, add the word *stroll* with its definition: “walk in a slow, relaxed way.”

Point to the word *stroll* and review the pronunciation and meaning of the word.

INTRODUCE AND USE *BATTERED*

5 Introduce and Define *Battered*

Turn to page 25 of *Tuck Everlasting* and review that in this part of the story, Winnie first notices Jesse Tuck sitting by the spring. Read the following sentence from page 25 aloud, emphasizing the word *battered*: “He was thin and sunburned, this wonderful boy, with a thick mop of curly brown hair, and he wore his battered trousers and loose, grubby shirt with as much self-assurance as if they were silk and satin.”

Tell the students that the last word they will learn today is *battered*. Explain that when something is battered, it is worn down and damaged from age and use. Point out that Jesse’s trousers might look battered, or worn down and damaged, because he has worn them very often for a long time.

Display word card 48 (🗨️ WA7) and have the students say the word *battered*.

6 Imagine Things That Look Battered

Review that when something looks battered, it looks worn down and damaged because it is old and has been used a lot. Give an example of something that you have seen that looked battered.

You might say:

“My mother has a rocking chair that is battered. She has had the rocking chair since I was a baby, and she also used it while my younger brother and sister were babies. She still uses it now when she watches my nephew. The fabric of the chair looks battered because it is faded, and there are rips here and there. The fabric on the back and seat of the chair is very thin.”

Have the students close their eyes and imagine the following scenario as you read it aloud:

- *You are in your front yard. A battered car drives by.*

Use “Think, Pair, Share” to discuss:

 **Q** *What does the battered car look like? [Pause.] Open your eyes. [Click 1 on WA7 to reveal the prompt.] Turn to your partner.*

PROMPT 1: “The battered [car] . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss one or both of the following scenarios:

- *Your grandfather shows you a battered stuffed animal from his childhood.*



Q *What does the battered stuffed animal look like? [Pause.] Open your eyes. [Point to prompt 1.] Turn to your partner.*

- *Your cousin's lucky basketball shoes are quite battered.*



Q *What do the battered shoes look like? [Pause.] Open your eyes. [Point to prompt 1.] Turn to your partner.*

Point to the word *battered* and review the pronunciation and meaning of the word.

EXTENSION

Discuss Vivid Language

Explain that when an author uses words that help readers create pictures in their minds, we say the author is using “vivid language.” Explain that *vivid* means “sharp and clear” and that vivid language “paints” a sharp, clear mental picture for the reader. Tell the students that you will read a paragraph from *Tuck Everlasting* in which the author describes the wood near Winnie’s home. Explain that you want them to close their eyes and listen for vivid language that helps them create pictures of the wood in their minds. Then read the following paragraph aloud twice:

p. 24 “For the wood was full of light, entirely different from the light she was used to. It was green and amber and alive, quivering in splotches on the padded ground, fanning into sturdy stripes between the tree trunks. There were little flowers she did not recognize, white and palest blue; and endless, tangled vines; and here and there a fallen log, half rotted but soft with patches of sweet green-velvet moss.”

Discuss as a class:

Q *What vivid language did you hear? What language helped you create a picture of the scene in your mind?*

If necessary, tell the students that vivid language such as “full of light,” “green and amber and alive,” “quivering in splotches,” “white and palest blue,” and “endless, tangled vines,” helps readers picture the scene.

Day 4

Review *Grimace*, *Stroll*, and *Battered*

Materials

- Daily review cards (WA8)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of the "Week 8 Crossword Puzzle" (BLM3) for each student

In this lesson, the students:

- Review and practice using the words *grimace*, *stroll*, and *battered* from Day 3
- Build their speaking and listening skills
- Act respectfully toward their partners

Words Reviewed

grimace

Grimace means "twist your face." People usually grimace because they are in pain or because they do not like something.

stroll

Stroll means "walk in a slow, relaxed way."

battered

When something is battered, it is worn down and damaged from age and use.

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (WA8). Review the pronunciation and meaning of each word.

Discuss as a class:

Q *Which of these words might you use when you are talking with a friend or family member? How might you use the word or words?*

Click **1** on the daily review cards (WA8) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

WA8

grimace stroll battered

PROMPT 1: I might use the word _____ when I am talking with _____. I might say . . .

1 2 3 4

PROMPT 1: “I might use the word [*stroll*] when I am talking with [my sister]. I might say . . .”

PRACTICE USING THE WORDS

2 Do the Activity “Create a Sentence”

Tell the students that partners will do the activity “Create a Sentence.” Review that you will tell the students the beginning of a sentence that uses one of the words. Then they will use their imaginations and what they know about the word to finish the sentence. Explain that before partners do the activity together, they will practice as a class.

Point to the word *grimace* on the daily review cards. Review that *grimace* means “twist your face,” and that people usually grimace because they are in pain or because they do not like something. Then read the following sentence starter aloud twice, slowly and clearly:

- *Kira grimaced because . . .*

Discuss as a class:

Q *How might you complete the sentence? Why might Kira grimace?*

Click 2 to reveal the prompt and have a few volunteers use it to share their thinking with the class.

PROMPT 2: “Kira grimaced because . . .”

Follow up by asking:

Q *Does it make sense to say “Kira grimaced because [she bumped her head on the car door]”? Why?*

3 Do the Activity in Pairs

Point to the word *stroll* on the daily review cards, and explain that the next sentence uses the word *stroll*. Review that *stroll* means “walk in a slow, relaxed way.” Then read the following sentence starter aloud twice, slowly and clearly:

- *On a warm summer evening, Jaylon strolled . . .*

Use “Think, Pair, Share” to discuss:



Q *How would you complete the sentence? Where might Jaylon stroll on a warm summer evening? [Pause; click 3 on WA8 to reveal the prompt.] Turn to your partner.*

PROMPT 3: “On a warm summer evening, Jaylon strolled . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Teacher Note

If the students are struggling, remind them that people grimace when they are in pain or because they do not like something. Then repeat the questions. If they continue to struggle, provide examples of ways the sentence might be completed. (For example, say “Kira grimaced because the soup tasted horrible” or “Kira grimaced because she stubbed her toe on the sidewalk.”) Then reread the sentence starter and repeat the questions.

Teacher Note

The purpose of the follow-up question is to encourage the students to think more deeply about the word and whether the volunteer’s sentence conveys the word’s meaning.

Teacher Note

Support struggling students by reminding them that when people stroll, they walk slowly because they are relaxed. Then repeat the questions. If they continue to struggle, provide examples of ways the sentence might be completed. For example, say “On a warm summer evening, Jaylon strolled along the beach” or “On a warm summer evening, Jaylon strolled down a path in the community garden.” Then reread the sentence starter and repeat the questions.

Teacher Note

Support struggling students by reminding them that things that are battered are worn down and damaged from age and use. Then repeat the questions. If they continue to struggle, provide examples of ways the sentence might be completed. For example, say “Randi exclaimed, ‘Wow, that battered jacket is really old!’” or “Randi exclaimed, ‘Wow, that battered jacket has a lot of holes in it!’” Then reread the sentence starter and repeat the questions.

Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

Teacher Note

To provide students with additional review of words taught during Weeks 7 and 8, you might distribute a copy of the “Week 8 Crossword Puzzle” (BLM3) to each student.

Follow up by asking:

Q Does it make sense to say “On a warm summer evening, Jaylon strolled [to the park]”? Why?

Point to the word *battered* and explain that the last sentence uses this word. Review that when something is battered, it is worn down and damaged from age and use. Then read the following sentence starter aloud twice, slowly and clearly:

- *Randi exclaimed, “Wow, that battered jacket . . .”*

Use “Think, Pair, Share” to discuss:



Q How might you complete the sentence? What might Randi say about the battered jacket? [Pause; click 4 to reveal the prompt.] Turn to your partner.

PROMPT 4: “Randi exclaimed, ‘Wow, that battered jacket . . .’”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Follow up by asking:

Q Does it make sense to say “Randi exclaimed, ‘Wow, that battered jacket [needs to be replaced!]’”? Why?

EXTENSION

Explore Similes in *Tuck Everlasting*

Turn to page 29 in *Tuck Everlasting*. Remind the students that, in this part of the story, Winnie is trying to convince Jesse to let her drink from the spring. Tell the students that Winnie tells Jesse that she is “about dry as dust.” Explain that by writing that Winnie is as dry as dust, the author—Natalie Babbitt—helps us imagine how thirsty Winnie must be.

Tell the students that “dry as dust” is a simile. Explain that a *simile* is a “comparison of one thing to another, using the word *like*, *as*, or *than*.” Tell the students that good writers like Natalie Babbitt use similes to help readers imagine what they are describing.

Turn to page 32. Review that in this part of the story, Winnie is on a horse, being led away by the Tucks. Explain that the author describes how Winnie feels as she rides, and she compares Winnie’s backbone to something. Tell the students that as you read from this part of the book, you want the students to listen for what Winnie’s backbone is compared to. Then read the following sentence from page 32 aloud twice: “She clung to the saddle and gave herself up to the astonishing fact that, though her heart was pounding and her backbone felt like a pipe full of cold running water, her head was fiercely calm.” Ask:

Q What is Winnie’s backbone compared to in the sentence you just heard?

Q How does comparing Winnie’s backbone to a pipe full of cold running water help you imagine how Winnie feels?

Read and discuss the following simile, using the same procedure:

p. 44 “Jesse sang funny old songs in a loud voice and swung like a monkey from the branches of trees, showing off shamelessly for Winnie, calling to her, ‘Hey, Winnie Foster, watch me!’ and ‘Look what I can do!’”

Ongoing Review

Day 5

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Act respectfully toward their partners

Words Reviewed

blunt

Blunt means “not sharp or pointed.” *Blunt* also means “straightforward and honest in what you say.”

devour

Devour means “eat something quickly and hungrily.”

dignified

Dignified means “confident, calm, and in control.”

grimace

Grimace means “twist your face.” People usually grimace because they are in pain or because they do not like something.

meager

Meager means “very small in amount or hardly enough.”

REVIEW THE WORDS

1 Briefly Review the Words

Display the ongoing review cards (WA9) and review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Introduce the Activity “What Do You Think About?”

Tell the students that partners will do an activity called “What Do You Think About?” Point to the ongoing review cards (WA9) and explain that

Materials

- Ongoing review cards (WA9)
- “Class Vocabulary Assessment Record” sheet (CA1)
- Class set of the “Individual Vocabulary Assessment: Word Check 2” answer sheet (IA1)
- Class set of the “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) Class set of the “Student Self-assessment” response sheet (SA1)

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Steps 2–3 and Teacher Notes on
page 200

Teacher Note

If the students struggle to make associations, support them by asking questions such as “Who do you know who speaks bluntly?” “When have you been blunt?” “What things can be blunt?” and “What do you see in our classroom or have at home that is blunt?”

Teacher Note

If the students struggle to make associations, call for the students’ attention and think aloud about what comes into your mind when you hear the word *devour*. For example, close your eyes and say “When I hear the word *devour*, I picture my dog devouring his food. It seems like the bowl is empty within seconds. I also think about a trip I took to the zoo. I saw a whale devour a whole bucket of fish.”

If the students continue to struggle, support them by asking questions such as “When have you seen an animal or person devour something?” “When might you feel like you could devour a meal?” and “How might you feel after devouring a meal?”

you want the students to notice what they think about, or what pictures come into their minds, when they hear each of the words.

Tell the students that before they do the activity in pairs, they will practice as a class. Point to and pronounce the word *blunt*, and explain that they will think about the word *blunt* first.

Model the activity by closing your eyes and thinking aloud about what comes into your mind when you hear the word *blunt*.

You might say:

“When I hear the word *blunt*, I think of my dad because he says what he thinks even if it hurts other people’s feelings. I also think of my coffee table because the edge is blunt, or not sharp.”

Have the students close their eyes; then ask:

Q *What do you think about when you hear the word blunt? Why?*

Give the students a few moments to think about the questions; then have them open their eyes. Click **1** to reveal the prompt. Have two or three volunteers use the prompt to share their thinking with the class.

blunt devour dignified
grimace meager

PROMPT 1: When I hear the word _____, I think of _____ because . . .

1

WA9

PROMPT 1: “When I hear the word [*blunt*], I think of [my pencil] because . . .”

3 Do the Activity in Pairs

Tell the students that they will now do the activity in pairs. Point to and pronounce the word *devour*. Explain that the students will notice what they think about when they hear the word *devour*; then partners will share their thinking with each other.

Have the students close their eyes. Then use “Think, Pair, Share” to discuss:

 **Q** *What do you think about when you hear the word devour? Why? [Pause.] Open your eyes. [Point to prompt 1 on WA9.] Turn to your partner.*

PROMPT 1: “When I hear the word [*devour*], I think of [a pie-eating contest] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the remaining words. If the students struggle with a word, model thinking aloud about associations you make to the word, or ask supporting questions like those in the notes.



Assessment Notes

CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the associations the students are making show that they understand the words' meanings?
- Are they showing a growing interest in learning and using new words?

Record your observations on the “Class Vocabulary Assessment Record” sheet (CA1); see page 173 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If **only a few students** understand word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice through an activity modeled on “Does That Make Sense?” (see Week 1, Day 5, Step 2). For example, if the students are struggling with the word *grimace*, play “Does That Make Sense?” by using the word (correctly or incorrectly) and asking the students if the word *grimace* makes sense in the sentence. (You might use the sentence “Sigmund grimaced when his favorite song came on the radio.”)

INDIVIDUAL VOCABULARY ASSESSMENT NOTE

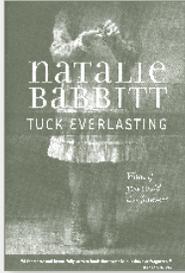
Before continuing with the week 9 lesson, take this opportunity to assess individual students' understanding of words taught in Weeks 5–8 by using the “Individual Vocabulary Assessment: Word Check 2” answer sheet (IA1) on page 177 of the *Assessment Resource Book*. For instructions on administering this assessment, see “Completing the Individual Vocabulary Assessment” on page 174 of the *Assessment Resource Book*.

STUDENT SELF-ASSESSMENT NOTE

In addition to or in place of the Individual Vocabulary Assessment, you might have each student evaluate her understanding of words taught in Weeks 5–8 using the “Student Self-assessment” response sheet (SA1). For instructions on administering this assessment, see “Completing the Student Self-assessment” on page 178 of the *Assessment Resource Book*.

Week 9

RESOURCES



Read-aloud

- *Tuck Everlasting* by Natalie Babbitt

More Strategy Practice

- “Discuss the Multiple Meanings of *Scour*”



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA10

Reproducibles

- Week 9 family letter (BLM1)
- (Optional) “Week 9 Word Cards” (BLM2)

OVERVIEW

Words Taught

scour
helter-skelter
loll
luxurious
thrust
hunch

Words Reviewed

battered
helter-skelter
luxurious
scarce
thunderous

Word-learning Strategy

- Recognizing words with multiple meanings (review)

Vocabulary Focus

- Students learn and use six words from the story.
- Students review words with multiple meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students analyze why it is important to be respectful.
- Students build on one another's thinking during class and partner discussions.

DO AHEAD

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Discuss the Multiple Meanings of *Scour*” on page 208.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print “Week 9 Word Cards” (BLM2). These cards can be used to provide your students with more opportunities to review the words.

Day 1

Introduce *Scour*, *Helter-skelter*, and *Loll*

Materials

- *Tuck Everlasting*
- Word card 49 (WA1)
- Word card 50 (WA2)
- Word card 51 (WA3)

In this lesson, the students:

- Learn and use the words *scour*, *helter-skelter*, and *loll*
- Review words with multiple meanings
- Build their speaking and listening skills
- Use discussion prompts to build on one another's thinking

Words Taught

scour (p. 50)

Scour means “clean something thoroughly by rubbing it with a rough material.” *Scour* also means “search an area very carefully in order to find something.”

helter-skelter (p. 51)

If things are *helter-skelter*, they are lying about in a disorganized, confusing, or careless way.

loll (p. 51)

Loll means “sit or stand in a relaxed or lazy way.”

INTRODUCE AND USE SCOUR

1 Introduce and Define *Scour*

Briefly review pages 46–75 of *Tuck Everlasting*.

Turn to page 50 and review that in this part of the story, the author describes how orderly Winnie's life was at home. Read the following sentence from page 50 aloud, emphasizing the word *scoured*: “Under the pitiless double assaults of her mother and grandmother, the cottage where she lived was always squeaking clean, mopped and swept and scoured into limp submission.”

Tell the students that *scour* is the first word they will learn today, and explain that *scour* means “clean something thoroughly by rubbing it with a rough material.” Explain that Winnie's mother and grandmother scoured, or thoroughly cleaned, their cottage, so that there was not a speck of dirt anywhere.

Display word card 49 (WA1) and have the students say the word *scour*.

2 Discuss Things the Students Might Scour

Explain that when people scour something, they usually scrub it or rub it because it is very dirty or badly stained. People often use a strong soap or cleanser and something such as steel wool or a stiff brush when they scour. Give one or two examples of things you scour and act out what you look like as you scour.

You might say:

"I sometimes have to scour my muffin pan after I've baked muffins to remove the baked-on batter. I scour the kitchen sink after I've cooked a meal, to make sure it is clean."

Use "Think, Pair, Share" to discuss:



Q *What is something you have scoured or have seen someone scour? Why were you or the person scouring it?* [Pause; click 1 on WA1 to reveal the first prompt.] *Turn to your partner.*

scour

PROMPT 1: I scoured _____ because . . .

1 2 3 4

WA1

PROMPT 1: "I scoured [my dog's bowl] because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class. Follow up by asking:

Q *What did you use to scour [your dog's bowl]?*

Click 2 on word card 49 (WA1) to reveal the next prompt.

PROMPT 2: "To scour [my dog's bowl], I used . . ."

3 Discuss Another Meaning of *Scour*

Remind the students that some words have more than one meaning and that those meanings are often very different. Explain that *scour* can also mean “search an area very carefully in order to find something.” Give a few examples of times when you have scoured a place to find something.

You might say:

“I lost my keys this morning and scoured my entire house—I looked everywhere—before I found them buried in the couch. When my son’s hamster escaped from its cage, we scoured his room, or carefully searched every nook and cranny, until we found the hamster.”

Use “Think, Pair, Share” to discuss the questions that follow. Ask the students to be ready to share their partners’ thinking with the class.



Q *When have you scoured your house, your room, or another place to look for something? Why?* [Pause; click 3 to reveal the prompt.] *Turn to your partner.*

PROMPT 3: “I scoured [the library] because . . .”

After partners have talked, click 4 to reveal the next prompt. Have one or two volunteers use the prompt to share their partners’ thinking with the class.

PROMPT 4: “[Isabel] said she scoured [the library] because . . .”

Point to the word *scour* and review the pronunciation and meanings of the word.

INTRODUCE AND USE *HELTER-SKELTER*

4 Introduce and Define *Helter-skelter*

Turn to page 51 of *Tuck Everlasting* and remind the students that in this part of the story, the author describes the inside of the Tucks’ house. Read the first full paragraph on page 51 aloud, beginning with “The parlor came next . . .,” and emphasizing the word *helter-skelter* when you come to it.

Tell the students that the next word they will learn is *helter-skelter*. Explain that if things are *helter-skelter*, they are lying about in a disorganized, confusing, or careless way. Explain that the furniture in the Tucks’ parlor was *helter-skelter*—it had been placed here, there, and everywhere in a disorganized, confusing, or careless way. Review that the sofa was alone in the middle of the room, the table was off in one corner, and three armchairs and a rocking chair were placed aimlessly around the room.

Display word card 50 (WA2) and have the students say the word *helter-skelter*.

5 Do the Activity “Imagine That!”

Tell the students that partners will do the activity “Imagine That!” Remind them that you will describe a scene and ask them to picture the scene in their minds. Then partners will use the word *helter-skelter* to talk about what they pictured.

Have the students close their eyes and imagine the following scenario as you read it aloud:

- *You walk into your friend’s bedroom and notice that things are helter-skelter.*

Use “Think, Pair, Share” to discuss:



Q *What is helter-skelter in your friend’s room? What does the room look like? [Pause.] Open your eyes. [Click 1 on WA2 to reveal the prompt.] Turn to your partner.*

PROMPT 1: “[Clothes] are helter-skelter in the room. The [clothes] are . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following scene:

- *After a busy day, Mr. Umland’s classroom has been left with everything helter-skelter.*



Q *What is helter-skelter in Mr. Umland’s classroom? What does the classroom look like? [Pause.] Open your eyes. [Point to the prompt.] Turn to your partner.*

Point to the word *helter-skelter* and review the pronunciation and meaning of the word.

INTRODUCE AND USE LOLL

6 Introduce and Define *Loll*

Return to page 51 of *Tuck Everlasting* and tell the students that you are going to reread one of the sentences from the paragraph that describes the furniture in the Tucks’ parlor. Then read the following sentence from page 51 aloud, emphasizing the word *loll*: “An ancient green-plush sofa lolled alone in the center, like yet another mossy fallen log, facing a soot-streaked fireplace still deep in last winter’s ashes.”

Tell the students that *loll* is the last word they will learn today, and explain that *loll* means “sit or stand in a relaxed or lazy way.” Explain that the Tucks’ old green sofa appeared to loll, or sit in a relaxed or lazy way, in the middle of the parlor.

Display word card 51 (WA3) and have the students say the word *loll*.

Teacher Note

For a fully written-out example of the activity, see Week 1, Day 1, Step 10.

7 Act Out and Discuss Lolling

Explain that we usually use the word *loll* to talk about the way a person—not an object—sits or stands. Ask the students to watch as you model lolling in a chair. Then ask:

Q *What did you see me do when I lolled in the chair?*

Click **1** on word card 51 (WA3) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 1: “When you lolled in the chair, you . . .”

Ask a volunteer to act out lolling against the wall of the classroom. Then ask:

 **Q** *What did you see [Sheila] do when she lolled against the wall?* [Click **2** on WA3 to reveal the next prompt.] *Turn to your partner.*

PROMPT 2: “When [Sheila] lolled against the wall, she . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Explain that we often loll when we are feeling very relaxed or tired. Ask:

 **Q** *Where at home do you like to loll? What do you do when you loll?* [Click **3** to reveal the prompt.] *Turn to your partner.*

PROMPT 3: “At home, I like to loll [on my bed]. When I loll, I . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *loll* and review the pronunciation and meaning of the word.

MORE STRATEGY PRACTICE

Discuss the Multiple Meanings of *Scour*

Review that *scour* can mean “clean something thoroughly by rubbing it with a rough material” or “search an area very carefully in order to find something.”

Tell the students that when they hear or read a word like *scour* that has more than one meaning, they can usually figure out the correct meaning by thinking about how the word is used. Explain that you will read a sentence that includes the word *scour*; then the students will decide whether *scour* means “clean something thoroughly by rubbing it with a rough material” or “search an area very carefully in order to find something.” Read the following sentence aloud twice:

- *When Paolo’s cat ran away, Paolo and his family scoured the neighborhood until they found him.*

Ask:

Q *In the sentence, does scour mean “clean something thoroughly by rubbing it with a rough material” or “search an area very carefully in order to find something”? Why?*

PROMPT: “I think *scour* means [‘search an area very carefully in order to find something’] because . . .”

Use the same procedure to discuss the following sentences:

- *Ellen scoured the lasagna dish until all of the burned cheese was gone.*
- *When Jordan lost his wedding ring, he scoured every room in his house to find it.*

Review Scour, Helter-skelter, and Loll

Day 2

In this lesson, the students:

- Review and practice using the words *scour*, *helter-skelter*, and *loll* from Day 1
- Build their speaking and listening skills
- Use discussion prompts to build on one another’s thinking

Words Reviewed

scour

Scour means “clean something thoroughly by rubbing it with a rough material.” *Scour* also means “search an area very carefully in order to find something.”

helter-skelter

If things are *helter-skelter*, they are lying about in a disorganized, confusing, or careless way.

loll

Loll means “sit or stand in a relaxed or lazy way.”

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (WA4) and review the pronunciation and meaning of each word.

Discuss as a class:

Q *If a friend asked you to help her scour her kitchen floor, would you grimace? Why?*

Materials

- Daily review cards (WA4)

Teacher Note

You might remind the students that they learned the word *grimace* earlier and that *grimace* means “twist your face.” Review that people usually grimace because they are in pain or because they do not like something.

Click **1** on the daily review cards (WA4) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

WA4

scour helter-skelter loll

PROMPT 1: If a friend asked me to help her **scour** her kitchen floor, I [would/would not] grimace because . . .

1 2 3 4

Teacher Note

You might remind the students that they learned the word *contemplate* earlier and that *contemplate* means “think about something seriously or look at something carefully.”

Teacher Note

You might remind the students that they learned the word *pandemonium* earlier and that *pandemonium* is “chaos or confusion.”

PROMPT 1: “If a friend asked me to help her scour her kitchen floor, I [would/would not] grimace because . . .”

Using the same procedure, discuss the following question:

Q *If the books and papers inside your desk were helter-skelter, would you contemplate straightening up your desk? Why?*

Click **2** to reveal the next prompt.

PROMPT 2: “If the books and papers inside my desk were helter-skelter, I [would/would not] contemplate straightening up my desk because . . .”

Q *If there were pandemonium on your street, would you loll in your front yard? Why?*

Click **3** to reveal the next prompt.

PROMPT 3: “If there were pandemonium on my street, I [would/would not] loll in my front yard because . . .”

PRACTICE USING THE WORDS

2 Review the Activity “Create a Sentence”

Explain that partners will do the activity “Create a Sentence.” Review that you will tell the students the beginning of a sentence that uses one of the words. Then they will use their imaginations and what they know about the word to finish the sentence.

Point to the word *scour* on the daily review cards (WA4) and review that *scour* means “clean something thoroughly by rubbing it with a rough material.” Review that *scour* also means “search an area very carefully in order to find something.” Then read the following sentence starter aloud twice, slowly and clearly:

- *Gloria scoured her bicycle after . . .*

Use “Think, Pair, Share” to discuss:



Q *How might you complete the sentence? Why might Gloria have to scour her bicycle?* [Pause; click 4 on WA4 to reveal the prompt.] *Turn to your partner.*

PROMPT 4: “Gloria scoured her bicycle after . . .”

After partners have talked, have a few volunteers use the prompt to share their sentences.

Follow up by asking:

Q *Does it make sense to say “Gloria scoured her bicycle after [she rode it through a big mud puddle]”? Why?*

3 Have the Students Create Their Own Sentences

Point to the word *helter-skelter* on the daily review cards (WA4), and explain that the next sentence will use the word *helter-skelter*. Tell the students that, instead of finishing a sentence you start, you want partners to work together to make up a sentence of their own that uses the word *helter-skelter*.

Review that if things are *helter-skelter* they are lying about in a disorganized, confusing, or careless way. Then use “Think, Pair, Share” to discuss:



Q *How might you use the word *helter-skelter* in a sentence? For example, what things in a kitchen or living room might be *helter-skelter*, or why might a person leave his home looking *helter-skelter*?* [Pause.] *Turn to your partner.*

After partners have talked, have a few volunteers share their sentences with the class.

Follow up by asking:

Q *Does it make sense to say [“The woman left her home looking *helter-skelter* when she got a call from her daughter’s school”]? Why?*

Teacher Note

Support struggling students by reviewing that *scour* means “clean something thoroughly by rubbing it with a rough material.” Then ask questions such as “Why might a person have to thoroughly clean her bicycle? What might have happened that made the bicycle so dirty that it needed to be scoured?” Then reread the sentence starter and repeat the questions.

Teacher Note

Support struggling students by asking questions such as “What items in a desk drawer, cabinet, or closet or on a bookshelf might be *helter-skelter*?” and “Why might someone have to hurry out of her home, leaving it looking *helter-skelter*?” If they continue to struggle, provide a sentence starter such as “The markers were thrown back into the container *helter-skelter* because . . .” or “The woman left her home looking *helter-skelter* when she got a call from . . .” Then repeat the questions.

Teacher Note

If a pair’s sentence does not convey the meaning of *helter-skelter*, help the students develop the sentence further by asking follow-up questions.

Teacher Note

Support struggling students by using *loll* in a sentence or by asking questions such as “Where might a person loll [at home/at a friend’s house/at school]?” If they continue to struggle, provide sentence starters such as “After recess, Chau was exhausted, so he lolled . . .” or “It was too hot to play outside, so Sofia lolled . . .”



Point to the word *loll* and explain that the last sentence will use this word. Review that *loll* means “sit or stand in a relaxed or lazy way.” Then use “Think, Pair, Share” to discuss:

Q *How might you use the word loll in a sentence? For example, where might someone feel comfortable lolling, or when might someone want to loll? [Pause.] Turn to your partner.*

After partners have talked, have two or three pairs share their sentences with the class.

Follow up by asking:

Q *Does it make sense to say [“The parents lolled on the beach while their children played”]? Why?*

Day 3

Introduce *Luxurious*, *Thrust*, and *Hunch*

Materials

- *Tuck Everlasting*
- Word card 52 (WA5)
- Word card 53 (WA6)
- Word card 54 (WA7)

In this lesson, the students:

- Learn and use the words *luxurious*, *thrust*, and *hunch*
- Review words with multiple meanings
- Build their speaking and listening skills
- Use discussion prompts to build on one another’s thinking

Words Taught

luxurious (p. 56)

Luxurious means “very comfortable or pleasurable.”

thrust (p. 62)

Thrust means “push or shove suddenly or with force.”

hunch (p. 65)

Hunch means “bend your body into an arch or hump.” A *hunch* is a “feeling, not based on facts, that something will happen or is true.”

INTRODUCE AND USE *LUXURIOUS*

1 Introduce and Define *Luxurious*

Turn to page 56 of *Tuck Everlasting* and review that in this part of the story, Winnie is eating a meal at the Tucks’ home for the first time. Read the following sentences on page 56 aloud, emphasizing the word *luxurious*: “There were no napkins. It was all right, then, to lick the maple syrup from your fingers. Winnie was never allowed to do such a thing

at home, but she had always thought it would be the easiest way. And suddenly the meal seemed luxurious.”

Tell the students that the first word they will learn today is *luxurious*, and explain that *luxurious* means “very comfortable or pleasurable.” Explain that Winnie feels that eating with the Tucks is luxurious, or very comfortable or pleasurable, because she is allowed to behave in ways that she is not able to at home. For example, she can lick maple syrup from her fingers.

Display word card 52 (🗉 WA5) and have the students say the word *luxurious*.

2 Imagine a Luxurious Game Room

Review that in the story the author, Natalie Babbitt, uses the word *luxurious* to describe an experience that Winnie is having that is very comfortable or pleasurable. Explain that we more often use the word *luxurious* to describe things—like furniture or clothing or places like houses or rooms—that are very comfortable or pleasurable. Give one or two examples of objects or places that you think are luxurious.

You might say:

“I have a pair of gloves that are luxurious. They are extremely soft, warm, and comfortable. I saw a house on TV that seemed luxurious. The couches and beds looked cozy, the backyard appeared to be very tranquil, and there were beautiful decorations on the wall.”

Ask the students to close their eyes and imagine that they are visiting a house that has a luxurious game room. Use “Think, Pair, Share” to discuss:



Q *What do you see in the luxurious game room?* [Pause.] *Open your eyes.* [Click 1 on WA5 to reveal the first prompt.] *Turn to your partner.*

luxurious

PROMPT 1: In the **luxurious** game room, I see . . .

1 2

WA5

PROMPT 1: “In the luxurious game room, I see . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Then ask the students to close their eyes and imagine that they are lolling in a luxurious chair. Use “Think, Pair, Share” to discuss:



Q *What does the luxurious chair look like? What does it feel like?* [Pause.]
Open your eyes. [Click 2 to reveal the next prompt.] Turn to your partner.

PROMPT 2: “The luxurious chair [looks/feels] . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *luxurious* and review the pronunciation and meaning of the word.

INTRODUCE AND USE *THRUST*

3 Introduce and Define *Thrust*

Turn to page 62 of *Tuck Everlasting*. Review that in this part of the story, Tuck and Winnie are in a rowboat on the pond, and Tuck is explaining to Winnie why she must not drink from the spring. Read the following sentence from the last paragraph on page 62 aloud, emphasizing the word *thrust*: “The rowboat had drifted at last to the end of the pond, but now its bow bumped into the rotting branches of a fallen tree that thrust thick fingers into the water.”

Tell the students that the next word they will learn today is *thrust*, and explain that *thrust* means “push or shove suddenly or with force.” Explain that the author is “painting a picture” with words when she writes that it seemed as if the fallen tree had thrust, or shoved with sudden force, its branches like fingers into the water. Ask the students to imagine how the branches might have looked thrust, or pushed, like fingers through the surface of the pond.

Display word card 53 (WA6) and have the students say the word *thrust*.

4 Discuss Thrusting Things

Review that when you thrust something, you push or shove it suddenly or with force. For example, if you want to dig into hard ground with a shovel, you do not gently push the shovel into the ground. Instead, you thrust the shovel into the ground, or push it with force. Ask a volunteer to act out thrusting a shovel into the ground.

Teacher Note

You might explain that the past tense of *thrust* is *thrust*.

Explain that sometimes people thrust open doors, or open doors suddenly or with force. Act out thrusting open a door, or invite a volunteer to act it out. Then use “Think, Pair, Share” to discuss:



Q *Why might someone thrust open a door?* [Pause; click ① on WA6 to reveal the first prompt.] *Turn to your partner.*

PROMPT 1: “Someone might thrust open a door because . . .”

Explain that people sometimes thrust, or suddenly shove, things like notes or slips of paper into their pockets. Act out thrusting a note into your pocket or invite a volunteer to act it out. Then discuss as a class:

Q *Why might a person thrust a note or a slip of paper into his or her pocket?*

Click ② on word card 53 (WA6) to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 2: “A person might thrust a note or a slip of paper into his or her pocket because . . .”

Point to the word *thrust* and review the pronunciation and meaning of the word.

INTRODUCE AND USE *HUNCH*

5 Introduce and Define *Hunch*

Turn to pages 64–65 of *Tuck Everlasting*. Remind the students that in this part of the story, Tuck has explained to Winnie what might happen if anyone else found out about the spring. Read the following sentence from pages 64–65 aloud, emphasizing the word *hunched*: “Winnie, struggling with the anguish of all these things, could only sit hunched and numb, the sound of the water rolling in her ears.”

Tell the students that the last word they will learn today is *hunch*, and explain that *hunch* means “bend your body into an arch or hump.” Explain that people often hunch when they are tired or upset. Tell the students that Winnie hunches, or bends her body into an arch or hump, because she is upset about what Tuck has told her. Act out how Winnie might have looked hunched in the rowboat.

Display word card 54 (WA7) and have the students say the word *hunch*.

6 Act Out and Discuss Hunching

Ask the students to close their eyes. Tell them to imagine that it is the end of the day and that they are very tired. Explain that they are so tired that they are hunching, or bending their bodies into arches or humps. Have them open their eyes; then have a volunteer act out hunching. Discuss as a class:

Q *What did you notice [Blake] doing when he hunched?*

Teacher Note

Support struggling students by asking questions such as “Why might a firefighter or police officer thrust open a door?” “Why might someone thrust open our classroom door?” and “Why might you thrust open a door at home?”

Click ❶ on word card 54 (WA7) to reveal the first prompt and have one or two volunteers use the prompt to share their thinking.

PROMPT 1: “When [Blake] hunched, he . . .”

Use “Think, Pair, Share” to discuss:



Q *When have you hunched or seen someone hunch?* [Pause; click ❷ on WA7 to reveal the next prompt.] *Turn to your partner.*

PROMPT 2: “I hunched when . . .” or “I saw [my mom] hunch when . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

7 Discuss Another Meaning of *Hunch*

Review that many words have more than one meaning and that the meanings are often very different. Point to the word *hunch* and remind the students that in the story *hunch* means “bend your body into an arch or hump.” Tell the students that the word *hunch* has another meaning. Explain that a *hunch* is a “feeling, not based on facts, that something will happen or is true.” Give examples of times when you or someone you know has had a hunch about something.

You might say:

“I have a hunch that my daughter’s soccer team will win their big game this weekend. I’m not sure why, but it is a feeling that I have. The other day, my dad called because he had a hunch that I might need to talk. He did not have a reason to think that, but he was right—I had had a bad day and I was so happy he called.”

Use “Think, Pair, Share” to discuss:



Q *When have you had a hunch, or a feeling, about something?* [Pause; click ❸ to reveal the prompt.] *Turn to your partner.*

PROMPT 3: “I had a hunch that . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *hunch* and review the pronunciation and meanings of the word.

Teacher Note

Support struggling students by asking questions such as “When have you had a feeling that a friend or family member had something important to tell you?” or “When have you had a hunch, or feeling, that something exciting might happen?”

Review *Luxurious, Thrust,* and *Hunch*

Day 4

In this lesson, the students:

- Review and practice using the words *luxurious*, *thrust*, and *hunch* from Day 3
- Build their speaking and listening skills
- Act respectfully toward their partners

Words Reviewed

luxurious

Luxurious means “very comfortable or pleasurable.”

thrust

Thrust means “push or shove suddenly or with force.”

hunch

Hunch means “bend your body into an arch or hump.” A *hunch* is a “feeling, not based on facts, that something will happen or is true.”

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (WA8) and review the pronunciation and meaning of each word.

Use “Think, Pair, Share” to discuss:



Q Which of yesterday’s words do you think was interesting to talk about? Why? [Pause; click 1 on WA8 to reveal the first prompt.] Turn to your partner.

luxurious thrust hunch

PROMPT 1: I think the word _____ was interesting to talk about because . . .

1 2

WA8

PROMPT 1: “I think the word [*luxurious*] was interesting to talk about because . . .”

Materials

- Daily review cards (WA8)
- Copy of this week’s family letter (BLM1) for each student

PRACTICE USING THE WORDS

2 Do the Activity “Create a Sentence”

Tell the students that partners will do the activity “Create a Sentence.” Remind them that you will tell the students the beginning of a sentence that uses one of the vocabulary words. Then they will use their imaginations and what they know about the word to finish the sentence.

Point to the word *luxurious* and review that *luxurious* means “very comfortable or pleasurable.” Then read the following sentence starter aloud twice, slowly and clearly:

- *Sally felt lucky to be wearing such a luxurious . . .*

Use “Think, Pair, Share” to discuss:



Q *How might you complete the sentence? What might a person wear that is luxurious?* [Pause; click 2 to reveal the prompt.] *Turn to your partner.*

PROMPT 2: “Sally felt lucky to be wearing such a luxurious . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Follow up by asking:

Q *Does it make sense to say “Sally felt lucky to be wearing such a luxurious [pair of boots]”? Why?*

3 Have the Students Create Their Own Sentences

Point to the word *thrust* on the daily review cards (WA8), and explain that the next sentence will use the word *thrust*. Tell the students that instead of finishing a sentence you start, you want partners to work together to make up a sentence of their own that uses the word *thrust*.

Review that *thrust* means “push or shove suddenly or with force.” Then use “Think, Pair, Share” to discuss:



Q *How might you use the word thrust in a sentence? For example, what is an object that a person might thrust? Why would they thrust it?* [Pause.] *Turn to your partner.*

When most pairs have finished talking, have a few volunteers share their sentences with the class.

Follow up by asking:

Q *Does it make sense to say [“I had to thrust the spoon into the ice cream”]? Why?*

Teacher Note

Support struggling students by reviewing the meaning of *luxurious* and then asking questions such as “What type of clothing might be luxurious?” “What jewelry might Sally consider luxurious?” and “What might you wear that you consider luxurious?”

ELPS 1.A.ii
Step 3 and second Teacher Note
on p. 218

Teacher Note

Support struggling students by asking questions such as “When have you thrust a door open?” If they continue to struggle, provide sentence starters such as “Gordon had to thrust his fork . . .” or “I thrust my hands into my pockets when . . .”

Teacher Note

If a pair’s sentence does not convey the meaning of *thrust* (for example, “I had to thrust” or “She thrusts”), point out that the sentence does not make the meaning of *thrust* clear, and help the students develop the sentence further by asking follow-up questions such as “What did you have to thrust? Why?” or “What did she thrust?”

Point to the word *hunch* and explain that the last sentence will use this word. Review that *hunch* means “bend your body into an arch or hump” or a “feeling, not based on facts, that something will happen or is true.” Then use “Think, Pair, Share” to discuss:



Q *How might you use the word hunch in a sentence? For example, when do people hunch their bodies, or when might someone have a hunch? [Pause.] Turn to your partner.*

When most pairs have finished talking, have a few volunteers use the prompt to share their sentences with the class.

Follow up by asking:

Q *Does it make sense to say [“I hunched my body when my baseball team lost the game”]? Why?*

Teacher Note

Support struggling students by asking questions such as “When have you hunched your body because you were tired or upset?” and “What might you do if you have a hunch that your friend has a surprise for you?” If they continue to struggle, provide a sentence starter such as “I hunched my body when . . .” or “Peter had a hunch that . . .” Then repeat the questions.

Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

Ongoing Review

Day 5

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Act respectfully toward their partners

Words Reviewed

battered

When something is battered, it is worn down and damaged from age and use.

helter-skelter

If things are helter-skelter, they are lying about in a disorganized, confusing, or careless way.

luxurious

Luxurious means “very comfortable or pleasurable.”

scarce

Scarce means “difficult to get or find.” If something is scarce, there is very little of it.

thunderous

Thunderous means “making a loud, rumbling noise like thunder.”

Materials

- Ongoing review cards (WA9)
- Ongoing review activity (WA10)

Teacher Note

For a fully written-out example of the game, see Week 3, Day 2, Step 2.

Teacher Note

Each story on the ongoing review activity (WA10) has a corresponding number: the first story is ①; the second story is ②; the third story is ③; and so on. To play the game, click the corresponding number four times:

- The first click reveals the story.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the story with the answer in place.
- The fourth click clears the screen.

REVIEW THE WORDS

1 Briefly Review the Words

Display the ongoing review cards (🗨️ WA9) and review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Play “Finish the Story”

Tell the students that partners will play the game “Finish the Story.” Remind them that you will tell them a story, leaving off the last word; partners will then decide which vocabulary word will make the best ending for the story and explain why they think so.

Display the ongoing review activity (🗨️ WA10) and begin playing the game:

1. Click ① to reveal the first story. Point to the story and read it aloud twice, slowly and clearly.
 - Story 1: *Julius had to cut his fishing trip short because he was not catching anything. The fish were _____.*
2. Give the students a few moments to think about the story. Then point to the five word choices and ask:



Q *Which of these words makes the best ending for the story? Why do you think that?* [Click ① again to reveal the prompt.] *Turn to your partner.*

PROMPT: “I think [*scarce*] makes the best ending because . . .”

After partners have talked, have one or two pairs use the prompt to share their thinking with the class.

3. Conclude the discussion of the story by clicking ① a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place. Then reread the story with the word *scarce* at the end.

battered	helter-skelter	luxurious	scarce	thunderous
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STORY 1: Julius had to cut his fishing trip short because he was not catching anything. The fish were scarce.

1 2 3 4 5

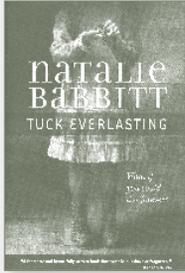
4. Click 1 to clear the screen.

Repeat the procedure to discuss the following stories:

- Story 2: *Thelma's daughter Violet carried a blanket with her everywhere she went. By the time Violet was three years old, the blanket looked _____.* (battered)
- Story 3: *The people in the park were frightened when they saw a flash and heard a noise that was _____.* (thunderous)
- Story 4: *Dirty dishes, napkins and paper towels, and half-eaten food were scattered about the kitchen. Things in the kitchen were _____.* (helter-skelter)
- Story 5: *Monica could not stop touching her new coat. She had never owned anything so _____.* (luxurious)

Week 10

RESOURCES



Read-aloud

- *Tuck Everlasting* by Natalie Babbitt

More Strategy Practice

- “Play ‘Synonym Match’”

Extensions

- “Explore the Suffix *-ly* and Discuss the Word *Contentedly*”
- “Explore Metaphors in *Tuck Everlasting*”

Assessment Resource Book

- Week 10 vocabulary assessment



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA12

Assessment Form

- “Class Vocabulary Assessment Record” sheet (CA1)

Reproducibles

- Week 10 family letter (BLM1)
- (Optional) “Week 10 Word Cards” (BLM2)
- (Optional) “Week 10 Crossword Puzzle” (BLM3)

OVERVIEW

Words Taught

contented
uneasy
soothe
envious
emerge
reliable

Words Reviewed

contemplate
inform
loll
scour
soothe

Word-learning Strategy

- Recognizing synonyms (review)

Vocabulary Focus

- Students learn and use six words from the story.
- Students review synonyms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students analyze why it is important to be respectful.
- Students build on one another's thinking during class and partner discussions.

DO AHEAD

- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Prior to Day 4, review the more strategy practice activity "Play 'Synonym Match'" on page 236.
- ✓ Prior to Day 5, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 181 of the *Assessment Resource Book*.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 10 Word Cards" (BLM2) and "Week 10 Crossword Puzzle" (BLM3). These materials can be used to provide your students with more opportunities to review the words.

Day 1

Introduce *Contented*, *Uneasy*, and *Soothe*

Materials

- *Tuck Everlasting*
- Word card 55 (WA1)
- Word card 56 (WA2)
- Word card 57 (WA3)

In this lesson, the students:

- Learn and use the words *contented*, *uneasy*, and *soothe*
- Review synonyms
- Build their speaking and listening skills
- Use discussion prompts to build on one another's thinking

Words Taught

contented (p. 90)

Contented means "satisfied or happy."

uneasy (p. 94)

Uneasy means "nervous, worried, or anxious."

soothe (p. 95)

Soothe means "make someone or something calmer or less upset."

INTRODUCE AND USE *CONTENTED*

1 Introduce and Define *Contented* and Review Synonyms

Briefly review pages 76–110 of *Tuck Everlasting*. Turn to page 90 and review that in this part of the story, Winnie and the Tucks are sitting in the parlor; they are about to have breakfast together. Read the following sentence from page 90 aloud, emphasizing the word *contentedly*: "Mae surveyed it all and sighed contentedly."

Tell the students that the first word they will learn today is *contented*, and explain that *contented* means "satisfied or happy." Point out that *contented*, *satisfied*, and *happy* are synonyms. Explain that Mae is contented, or satisfied or happy, because her whole family and Winnie are together in the parlor for breakfast.

Display word card 55 (WA1) and have the students say the word *contented*.

2 Discuss Times the Students Have Felt Contented

Review that when people are contented, they feel satisfied or happy. Give examples of times when you have felt contented.

ELL Note

The Spanish cognate of *contented* is *contento/a*.

Teacher Note

If you started a synonym chart, add the words *contented*, *satisfied*, and *happy* to it.

You might say:

"I felt contented after Open House last month. I was happy to meet your families and I think the night went very well. I was contented at Thanksgiving dinner this year. We ate a lot of good food and spent a wonderful afternoon as a family."

Use "Think, Pair, Share" to discuss:



Q *When have you felt contented? Why?* [Pause; click 1 on WA1 to reveal the prompt.] *Turn to your partner.*

contented

PROMPT 1: I felt **contented** when _____
because . . .

1

WA1

PROMPT 1: "I felt contented when [I finished a great book] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *contented* and review the pronunciation and meaning of the word.

INTRODUCE AND USE *UNEASY*

3 Introduce and Define *Uneasy* and Review Synonyms

Turn to page 94 of *Tuck Everlasting* and review that in this part of the story, the man in the yellow suit has come to the Tucks' house to get Winnie. Read the following sentences from page 94 aloud, emphasizing the word *uneasily*: "Mae sat down on the edge of the rocker, and Tuck sat, too, but his eyes were narrowed. Jesse said, *uneasily*, 'Who in tarnation do you think you—' But Tuck interrupted. 'Hush, boy. Let him speak his piece.'"

Teacher Note

If you started a synonym chart, add the words *uneasy*, *nervous*, *worried*, and *anxious* to it.

Tell the students that the next word they will learn today is *uneasy*, and explain that *uneasy* means “nervous, worried, or anxious.” Point out that *uneasy*, *nervous*, *worried*, and *anxious* are synonyms. Explain that Jesse felt *uneasy*, or *anxious*, because he was not sure what the man in the yellow suit wanted from the Tucks.

Display word card 56 (🗉 WA2) and have the students say the word *uneasy*.

4 Discuss Feeling Uneasy

Explain that all of us feel uneasy at times, and give some examples of times when you or someone you know felt uneasy.

You might say:

“When I was younger, I always felt uneasy when I had to speak in front of the class. I was always a little nervous, and I worried that I would say something silly. The first time I went skiing and used the chairlift, I was uneasy because the chair went high into the sky and swayed back and forth.”

Ask:



Q *When have you felt uneasy? Why were you uneasy?* [Click 1 on WA2 to reveal the prompt.] *Turn to your partner.*

PROMPT 1: “I was uneasy when [I forgot to study for a spelling test] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *uneasy* and review the pronunciation and meaning of the word.

INTRODUCE AND USE SOOTHE

5 Introduce and Define Soothe

Turn to page 95 of *Tuck Everlasting* and review that in this part of the story, the man in the yellow suit is explaining to the Tucks that he knows who they are and that they live forever. Read the following sentence from page 95 aloud, emphasizing the word *soothing*: “He spread his long, white fingers in a soothing gesture.”

Tell the students that the last word they will learn today is *soothe*, and explain that *soothe* means “make someone or something calmer or less upset.” Explain that the man in the yellow suit made a soothing gesture with his hands because the Tucks were beginning to get upset, and he wanted them to calm down so that he could finish his story. Act out how the man in the yellow suit might have looked as he gestured soothingly. (For example, you might raise your hands to waist level,

open your palms, spread your fingers, and move your hands back and forth gently.)

Reveal word card 57 (🔊 WA3) and have the students say the word *soothe*.

6 Discuss What Might Soothe Someone

Remind the students that when you soothe someone, you make the person feel calmer or less upset. Give examples of times when you have soothed someone or someone has soothed you.

You might say:

"Recently a friend of mine was upset because she got a parking ticket. To soothe her, or make her feel calmer and less upset, I made her a cup of tea and told her a funny story about a time I got a ticket. When I was in fourth grade, I had an argument with my best friend. I came home from school crying. My mother soothed me by hugging me and listening while I explained what had happened."

Use "Think, Pair, Share" to discuss the questions that follow. Ask the students to be ready to share their partners' thinking with the class.



Q *When have you soothed someone or when has someone soothed you? What did you or the person do that was soothing?* [Pause; click 1 on WA3 to reveal the first prompt.] *Turn to your partner.*

PROMPT 1: "[My friend April] soothed [me] when . . ." and "[She] soothed [me] by . . ."

After partners have talked, click 2 on word card 57 (WA3) to reveal the next prompt. Have one or two volunteers use the prompt to share their partners' thinking with the class:

PROMPT 2: "[Neil] said that [his friend April] soothed [him] when . . ." and "[She] soothed [him] by . . ."

Point to the word *soothe* and review the pronunciation and meaning of the word.

EXTENSION

Explore the Suffix *-ly* and Discuss the Word *Contentedly*

Write the word *contentedly* where everyone can see it. Explain that the word *contentedly* is made by adding the suffix *-ly* to the word *contented*. Tell the students that one meaning of the suffix *-ly* is "in a certain way." Explain that *contentedly* means "in a contented way, or in a satisfied or

TEKS 3.C.i
Student/Teacher Activity
Extension

Teacher Note

You might remind the students that they learned the word *hospitable* earlier and that *hospitable* means “friendly, welcoming, and generous to visitors.”

You might also point out that when you add *-ly* to the word *hospitable*, you drop the *e* to spell *hospitably*.

happy way.” Point out that in *Tuck Everlasting*, Mae sighs contentedly—she sighs in a contented way—when her family and Winnie sit down to eat breakfast together. Ask:

Q *When might you sigh contentedly, or in a contented way?*

PROMPT: “I might sigh contentedly if . . .”

Have a few volunteers use the prompt to share their thinking with the class.

Write the word *hospitably* where everyone can see it. Point out that *hospitably* is made up of the word *hospitable* and the suffix *-ly*. Ask:

Q *Based on what you know about the word hospitable and the suffix -ly, what do you think the word hospitably means? What do we mean when we say that someone acts hospitably?*

If necessary, explain that *hospitably* means “in a hospitable way, or in a friendly, welcoming, and generous way.” Explain that if you greet a class visitor hospitably, you greet the visitor in a friendly, welcoming way. Repeat the procedure to discuss the words *sociably* and *tranquilly*.

Day 2

Review Contented, Uneasy, and Soothe

Materials

- Daily review cards (WA4)

In this lesson, the students:

- Review and practice using the words *contented*, *uneasy*, and *soothe* from Day 1
- Build their speaking and listening skills
- Use discussion prompts to build on one another’s thinking

Words Reviewed

contented

Contented means “satisfied or happy.”

uneasy

Uneasy means “nervous, worried, or anxious.”

soothe

Soothe means “make someone or something calmer or less upset.”

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (WA4) and review the pronunciation and meaning of each word.

Ask:

-  **Q** Which of yesterday's words do you think was especially fun or interesting to talk about? Why? [Click 1 on WA4 to reveal the prompt.] Turn to your partner.

WA4

contented uneasy soothe

PROMPT 1: I think the word _____ was especially [fun/interesting] to talk about because . . .

1

PROMPT 1: "I think the word [contented] was especially [fun/interesting] to talk about because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

PRACTICE USING THE WORDS

2 Do the Activity "Create a Sentence"

Tell the students that partners will do the activity "Create a Sentence." Review that partners will work together to create sentences that use the vocabulary words. Point to the word *contented* on the daily review cards (WA4) and review that *contented* means "satisfied or happy."

Then use "Think, Pair, Share" to discuss:

-  **Q** How might you use the word *contented* in a sentence? [Pause.] Turn to your partner.

After partners have talked, have a few volunteers share their sentences with the class.

Teacher Note

Support struggling students by asking questions such as "Why might someone feel contented, or satisfied or happy?" If the students continue to struggle, provide a sentence starter such as "Michelle was contented after her birthday party because . . ." or "Zeke was contented during the science fair because . . ."

Teacher Note

For the word *uneasy*, support struggling students by asking questions such as “What might make you feel uneasy at school? At home? At the dentist?” If they continue to struggle, provide a sentence starter such as “Araceli felt uneasy as she talked with her mother because . . .” or “When Arun opened the door, he felt uneasy because . . .”

For the word *soothe*, support struggling students by asking questions such as “When have you soothed a friend or a family member?” and “When has someone soothed you?” If they continue to struggle, provide a sentence starter such as “My sister needed me to soothe her after . . .” or “My dog soothed me by . . .”

Teacher Note

Prior to doing this extension, you might do the extension activity “Explore Similes in *Tuck Everlasting*” in Week 8, Day 4.

Follow up by asking:

Q *Does it make sense to say [“I was contented when I finally trained my parrot to say my name”]? Why?*

Use the same procedure to have partners work together to create sentences that use the words *uneasy* and *soothe*.

EXTENSION

Explore Metaphors in *Tuck Everlasting*

Turn to page 60 of *Tuck Everlasting* and review that in this part of the story, Winnie and Tuck are getting into the rowboat on the pond so that Tuck can speak to Winnie about the spring. Ask the students to listen carefully as you read how the author describes the sun as it begins to set. Then read the following sentence from page 60 aloud twice: “The sun was dropping fast now, a soft red sliding egg yolk, and already to the east there was a darkening to purple.”

Explain that the author, Natalie Babbitt, wants us to visualize how the sun looks as it is setting, so she says that the setting sun is a “soft red sliding egg yolk.” Tell the students that when the author writes that the sun is a “soft red sliding egg yolk” she has created a metaphor. Explain that a *metaphor* is a “comparison of one thing to another without using the words *like*, *as*, or *than*.”

Turn to page 85 and explain that in this part of the story, Winnie is fishing with Miles. Tell the students that the author compares a dragonfly to something. Tell the students that as you read from this part of the story, you want them to listen for what the dragonfly that Winnie sees is compared to. Then read the following sentence from the first paragraph on page 85 aloud: “A dragonfly, a brilliant blue jewel, darted up and paused over the lily pads, then swung up and away.” Ask:

Q *What is the dragonfly that Winnie sees compared to in the sentence you just heard?*

If necessary, explain that the author compares the dragonfly to a brilliant blue jewel.

Q *How does comparing the dragonfly to a brilliant blue jewel help you picture what the dragonfly looks like?*

Tell the students that good writers like Natalie Babbitt use metaphors to help readers visualize what they are describing.

Introduce *Envious*, *Emerge*, and *Reliable*

Day 3

In this lesson, the students:

- Learn and use the words *envious*, *emerge*, and *reliable*
- Review synonyms
- Build their speaking and listening skills
- Use discussion prompts to build on one another's thinking

Words Taught

envious (p. 103)

If you are envious, you feel jealous of someone because that person has something you would like to have.

emerge (p. 105)

Emerge means “appear.” When something emerges, it comes out so that it can be seen.

reliable (p. 108)

Someone or something that is reliable can be trusted or depended on.

INTRODUCE AND USE *ENVOUS*

1 Introduce and Define *Envious*

Turn to page 103 of *Tuck Everlasting*. Review that, in this part of the story, Mae has just struck the man in the yellow suit in the head with Tuck's shotgun, and Tuck is staring at the man lying motionless on the ground. Read the following sentence from page 103 aloud, emphasizing the word *envious*: “It was as if he were entranced and—yes, envious—like a starving man looking through a window at a banquet.”

Tell the students that *envious* is the first word they will learn today. Explain that if you are envious, you feel jealous of someone because that person has something you would like to have. Explain that Tuck is envious of the man in the yellow suit because he has the ability to die, to move on—something that Tuck would like to have.

Display word card 58 (WA5) and have the students say the word *envious*.

Materials

- *Tuck Everlasting*
- Word card 58 (WA5)
- Word card 59 (WA6)
- “Tell Me a Story” chart (WA7)
- Word card 60 (WA8)

Teacher Note

You might point out that in this sentence, the author uses a simile to compare Tuck to a starving man looking at a banquet. Explain that this comparison helps us imagine what Tuck looks and feels like as he stares at the man in the yellow suit.

ELL Note

The Spanish cognate of *envious* is *envidioso/a*.

2 Play “Is Tulip Envious?”

Remind the students that an envious person is jealous because another person has something that the envious person wants. Tell the students that partners will play a game called “Is Tulip Envious?” Explain that you will describe a situation that Tulip is in; then partners will decide whether Tulip is envious or not envious and explain why they think so.

Begin by reading the following scenario aloud twice, slowly and clearly:

- *Tulip watches a TV show about beautiful Hawaii. “People in Hawaii are lucky to live in such a beautiful place,” she thinks. “But I’m happy where I am,” she decides. “I live in a beautiful state, too.”*

Ask:



Q *Is Tulip envious of the people who live in Hawaii? Why do you think that?* [Click 1 on WA5 to reveal the prompt.] *Turn to your partner.*

envious

PROMPT 1: Tulip [is/is not] **envious** because . . .

1

WA5

PROMPT 1: “Tulip [is/is not] envious because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss one or both of the following scenarios:

- *Tulip’s friend gets a very popular book for her birthday. Tulip thinks, “Wow, that is such a good book! I wish I had it.”*
- *Tulip tries out for the lead role in the school play, but her classmate Tina gets the part instead. Tulip is upset and angry. “That part should be mine,” she thinks. “It’s so unfair.”*

Point to the word *envious* and review the pronunciation and meaning of the word.

INTRODUCE AND USE EMERGE

3 Introduce and Define *Emerge* and Review Synonyms

Turn to page 105 of *Tuck Everlasting* and remind the students that, in this part of the story, the constable is taking Mae to jail and bringing Winnie back home. Read the following sentence from page 105 aloud, emphasizing the word *emerging*: “Up through the dim pine trees they went, the constable’s breath wheezing in her ears, and emerging from the coolness and the green, Winnie saw again the wide world spread before her, shimmering with light and possibility.”

Tell the students that *emerge* is the next word they will learn today, and explain that *emerge* means “appear.” Explain that when something emerges, it comes out so that it can be seen. Point out that *emerge* and *appear* are synonyms. Explain that Winnie, the constable, and Mae emerged, or appeared, from within the cool, green wood as they made their way into town.

Display word card 59 (🌍 WA6) and have the students say the word *emerge*.

Discuss as a class:

Q *What might Winnie have seen as she emerged from the wood?*

Click ❶ on word card 59 (WA6) to reveal the prompt. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 1: “As Winnie emerged from the wood, she might have seen . . .”

4 Do the Activity “Tell Me a Story”

Remind the students that when something emerges, it appears, or comes out so that it can be seen. Tell the students that partners will do the activity “Tell Me a Story.” Review that you will tell the beginning of a story that includes the word *emerge*. Then students will use their imaginations and what they know about the word to make up an ending for the story.

Display the “Tell Me a Story” chart (🌍 WA7) and show story 1 and its accompanying prompts. Read the story aloud, slowly and clearly:

- Story 1: *Glenn is sitting on the beach admiring the moonlight sparkling on the water. He hears a noise behind him and turns around. Emerging from the shadows is . . .*

Use “Think, Pair, Share” to discuss:

 **Q** *How might you finish the story? What might be emerging from the shadows behind Glenn? What might happen next? [Pause; point to prompt 1.] Turn to your partner.*

Teacher Note

If you started a synonym chart, add the words *emerge* and *appear* to it.

ELL Note

The Spanish cognate of *emerge* is *emerger*.

Tell Me a Story

Glenn is sitting on the beach admiring the moonlight sparkling on the water. He hears a noise behind him and turns around. Emerging from the shadows is . . .

PROMPT 1:

Emerging from the shadows is . . .

and

After _____ **emerges** . . .

PROMPT 1: “Emerging from the shadows is . . .” and “After [the raccoon] emerges . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *emerge* and review the pronunciation and meaning of the word.

INTRODUCE AND USE RELIABLE

5 Introduce and Define *Reliable*

Turn to page 108 in *Tuck Everlasting*. Review that in this part of the story, Winnie has come home and is sitting alone in her room thinking about everything that has happened. Remind the students that she is upset and that she sits in her old rocking chair because it usually soothes, or calms, her. Then read the following sentence aloud, emphasizing the word *reliably*: “She rocked, gazing out at the twilight, and the soothing feeling came reliably into her bones.”

Tell the students that *reliable*, a form of the word *reliably*, is the last word they will learn today. Explain that someone or something that is reliable can be trusted or depended on. Point out that Winnie expects a soothing feeling to come to her when she rocks in her chair, and that she is able to depend on that feeling—it is reliable.

Display word card 60 (🗨️ WA8) and have the students say the word *reliable*.

ELPS 3.D.i

Steps 5–6 and Teacher Note on page 235

6 Discuss Reliable People

Explain that we often use the word *reliable* to describe the people in our lives who we can depend on and trust. Give a few examples of people in your life who are reliable.

You might say:

"Our principal is reliable. We can trust that she will be there for us when we need her. My son's babysitter is reliable. I can depend on her to be at my house right on time when she is babysitting. My car mechanic is reliable. Anytime my car has a problem, I trust him to repair it."

Use "Think, Pair, Share" to discuss:



Q *Who is a reliable person that you know? Why is that person reliable?*
[Pause; click ❶ on WA8 to reveal the first prompt.] *Turn to your partner.*

PROMPT 1: "[My doctor] is reliable because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following:



Q *In what ways might you be a reliable person?* [Pause; click ❷ to reveal the prompt.] *Turn to your partner.*

PROMPT 2: "I might be a reliable person by . . ."

Ask:

Q *Why is it important to be a reliable person?*

Click ❸ on word card 60 (WA8) to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 3: "It is important to be a reliable person because . . ."

Point to the word *reliable* and review the pronunciation and meaning of the word.

Teacher Note

Support struggling students by asking questions such as "What is something that your family might trust you to do?" "What is something that your friends might depend on you for?" and "What is something that you might do each day/week/month for people you care about?"

Materials

- “Synonym Match” chart (WA9)

MORE STRATEGY PRACTICE

Play “Synonym Match”

Display the “Synonym Match” chart (WA9).

WA9

Synonym Match

1	2
contented	appear
devour	satisfied
emerge	peaceful
tranquil	worried
uneasy	eat

PROMPT: _____ is the synonym of
_____.

Tell the students that partners will play “Synonym Match.” Point to the words in column 1, and explain that these are vocabulary words that the students have learned. Point to the words in column 2 and explain that these are synonyms of the words in column 1. Explain that partners will match each vocabulary word to its synonym.

Point to the word *contented*, pronounce it, and have the students pronounce it.

Then point to the words in column 2 and ask:

Q Which word in column 2 is the synonym of *contented*? Turn to your partner.

PROMPT: “[*Satisfied*] is the synonym of [*contented*].”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Then have a volunteer draw a line from the word *contented* to the word *satisfied*.

Repeat the procedure to discuss the remaining words. When you get to the final two words, have the students discuss them together by asking:

Q Which word in column 2 is the synonym of *tranquil*, and which word is the synonym of *uneasy*?

Review *Envious*, *Emerge*, and *Reliable*

Day 4

In this lesson, the students:

- Review and practice using the words *envious*, *emerge*, and *reliable* from Day 3
- Build their speaking and listening skills
- Act respectfully toward their partners

Words Reviewed

envious

If you are envious, you feel jealous of someone because that person has something you would like to have.

emerge

Emerge means “appear.” When something emerges, it comes out so that it can be seen.

reliable

Someone or something that is reliable can be trusted or depended on.

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (WA10) and review the pronunciation and meaning of each word.

Discuss as a class:

Q *If your neighbor got a new puppy, would you be envious? Why?*

Click **1** on the daily review cards (WA10) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

envious emerge reliable

PROMPT 1: If my neighbor got a new puppy, I [would/would not] be **envious** because . . .

1 2 3

WA10

Materials

- Daily review cards (WA10)
- Copy of this week’s family letter (BLM1) for each student
- (Optional) Copy of the “Week 10 Crossword Puzzle” (BLM3) for each student

Teacher Note

You might remind the students that they learned the word *uneasy* earlier and that *uneasy* means “nervous, worried, or anxious.”

Teacher Note

Support struggling students by asking questions such as “Why might a person feel envious?” and “When have you felt envious?” If they continue to struggle, provide a sentence starter.

Teacher Note

For *emerge*, support struggling students by asking “What might emerge from a pond?” If they continue to struggle, provide a sentence starter.

For *reliable*, support struggling students by asking “Why might a police officer/firefighter/doctor be reliable?” If they continue to struggle, provide a sentence starter.

Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

Teacher Note

To provide students with additional review of words taught during Weeks 9 and 10, you might distribute a copy of the “Week 10 Crossword Puzzle” (BLM3) to each student.

PROMPT 1: “If my neighbor got a new puppy, I [would/would not] be envious because . . .”

Repeat the procedure to discuss the following questions:

Q *Would you feel uneasy if you saw a snake emerge from the bushes? Why?*

PROMPT 2: “I [would/would not] feel uneasy if I saw a snake emerge from the bushes because . . .”

Q *If your friend forgot to return a pencil that she borrowed from you, would you call her reliable? Why?*

PROMPT 3: “If my friend forgot to return my pencil, I [would/would not] call her reliable because . . .”

PRACTICE USING THE WORDS

2 Do the Activity “Create a Sentence”

Tell the students that partners will do the activity “Create a Sentence.” Review that partners will work together to create sentences that use the vocabulary words.

Point to the word *envious* and review that if you are envious, you feel jealous of someone because that person has something you would like to have. Then use “Think, Pair, Share” to discuss:



Q *How might you use the word envious in a sentence? [Pause.] Turn to your partner.*

After partners have talked, have a few volunteers share their sentences with the class.

Follow up by asking:

Q *Does it make sense to say [“Kate felt envious when her older sister got to drive a car”]? Why?*

Use the same procedure to have partners work together to make up sentences that use the words *emerge* and *reliable*.

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Act respectfully toward their partners

Words Reviewed

contemplate

Contemplate means “think about something seriously or look at something carefully.”

inform

Inform means “give or tell information.”

loll

Loll means “sit or stand in a relaxed or lazy way.”

scour

Scour means “clean something thoroughly by rubbing it with a rough material.” *Scour* also means “search an area very carefully in order to find something.”

soothe

Soothe means “make someone or something calmer or less upset.”

REVIEW THE WORDS

1 Briefly Review the Words

Display the ongoing review cards (🗉 WA11) and review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Review the Game “What’s the Missing Word?”

Tell the students that partners will play the game “What’s the Missing Word?” Remind them that you will read a sentence that has a word missing. Partners must decide which of the vocabulary words is the missing word and explain why they think so.

ELPS 4.C.i

Steps 1–2 and Teacher Notes on page 240

Materials

- Ongoing review cards (WA11)
- Ongoing review activity (WA12)
- “Class Vocabulary Assessment Record” sheet (CA1)

Teacher Note

For a fully written-out example of the game, see Week 3, Day 5, Step 2.

Teacher Note

Each sentence on the ongoing review activity (WA12) has a corresponding number: the first sentence is ①; the second sentence is ②; the third sentence is ③; and so on. To play the game, click the corresponding number four times:

- The first click reveals the sentence.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the sentence with the answer in place.
- The fourth click clears the screen.

Teacher Note

You might explain that the students may need to change the form of the word to complete the sentence by adding an ending such as *-s*, *-ing*, or *-ed*.

Teacher Note

You might remind the students that they learned the word *sociable* earlier and that *sociable* means “friendly or liking to be with others.”

Teacher Note

You might remind the students that they learned the word *scarce* earlier and that *scarce* means “difficult to get or find.” If something is scarce, there is very little of it.

Display the ongoing review activity (WA12) and begin playing the game:

1. Click ① to reveal the first sentence. Point to the sentence and read it aloud.
 - Sentence 1: *Petra had to _____ the floor after her dog tracked in mud from outside.*
2. Give the students a few moments to think about the sentence. Then point to the five word choices and ask:



Q *What's the missing word? Why do you think so?* [Click ① again to reveal the prompt.] *Turn to your partner.*

PROMPT: “I think [*scour*] is the missing word because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking ① a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place.

contemplate inform loll **scour** soothe

SENTENCE 1: Petra had to scour the floor after her dog tracked in mud from outside.

① ② ③ ④ ⑤

WA12

4. Click ① to clear the screen.

Use the same procedure to discuss the following sentences:

- Sentence 2: *Evan wanted to be more sociable, so he _____ ways to be friendly to his classmates.* (contemplated)
- Sentence 3: *When her little sister fell and skinned her knee, Lorrianna _____ her by giving her a hug and bandaging her knee.* (soothed)
- Sentence 4: *When Alvin _____ in his chair at the wedding, his mom asked him to sit up straight.* (lollod)
- Sentence 5: *The mayor _____ the people that water was getting scarce and that they would have to conserve it for a while.* (informed)



CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Can the students identify the word that completes each sentence?
- Do their explanations show that they understand the vocabulary words' meanings?
- Are they using the words they are learning in their writing?

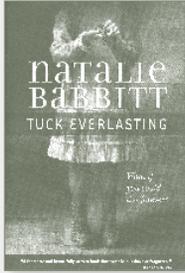
Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 181 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice by having the students each create a picture card of the word with a definition in her own words on the back of the card. Explain that the picture card should illustrate what the word means. You might model the process by drawing a picture that illustrates the meaning of one of this week's review words.

Week 11

RESOURCES



Read-aloud

- *Tuck Everlasting* by Natalie Babbitt

Extension

- “Explore Onomatopoeia”



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA9

Reproducibles

- Week 11 family letter (BLM1)
- (Optional) “Week 11 Word Cards” (BLM2)

OVERVIEW

Words Taught

exert
dab
rustle
clank
heave
budge

Words Reviewed

budge
emerge
stroll
tranquil
widespread

Vocabulary Focus

- Students learn and use six words from the story.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students analyze the effect of their behavior on others and on the group work.
- Students develop the skill of confirming that they understand another person's thinking by repeating back what they heard and using clarifying questions and statements.

DO AHEAD

- ✓ Prior to Day 1, collect a handkerchief or a tissue to introduce the word *dab*. (See Step 3.)
- ✓ Prior to Day 1, collect one or two sheets of paper to introduce the word *rustle*. (See Step 5.)
- ✓ Prior to Day 3, collect two metal objects (for example, a small trash can and a pair of scissors, or a metal water bottle and a spoon) to introduce the word *clank*. (See Step 1.)
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 11 Word Cards" (BLM2). These cards can be used to provide your students with more opportunities to review the words.

Day 1

Introduce *Exert*, *Dab*, and *Rustle*

Materials

- *Tuck Everlasting*
- Word card 61 (WA1)
- Word card 62 (WA2)
- Handkerchief, collected ahead
- One or two sheets of paper, collected ahead
- Word card 63 (WA3)

In this lesson, the students:

- Learn and use the words *exert*, *dab*, and *rustle*
- Build their speaking and listening skills

Words Taught

exert (p. 111)

When you exert yourself, you work hard to do something.

dab (p. 113)

Dab means “touch something lightly and gently, usually with something soft.”

rustle (p. 118)

Rustle means “make a soft brushing sound.” Things like paper, leaves, and stiff cloth rustle.

INTRODUCE AND USE *EXERT*

1 Introduce and Define *Exert*

Briefly review pages 111–139 of *Tuck Everlasting*.

Turn to page 111 and review that in this part of the story, Winnie has returned home from her stay with the Tucks. One very hot morning, she steps outside her cottage. Read the following sentence from the first paragraph on page 111 aloud, emphasizing the word *exertion*: “It was the hottest day yet, so heavy that the slightest exertion brought on a flood of perspiration, an exhaustion in the joints.”

Tell the students that the first word they will learn today is *exert*, which is a form of the word *exertion*. Explain that when you exert yourself, you work hard to do something. Explain that the weather in Tregap is so hot that if Winnie exerts herself—or works hard to do anything—at all, she will start sweating and feel exhausted, or very tired.

Display word card 61 (WA1) and have the students say the word *exert*.

2 Discuss Times When the Students Exerted Themselves

Review that when you exert yourself, you work hard to do something. Give the students examples of times when you have exerted yourself.

You might say:

"I exerted myself when I helped my dad put up a fence in his backyard. It was hard work! I had to exert myself when I earned my teaching credential. It took a lot of effort to do my very best work and learn how to be a good teacher."

Use "Think, Pair, Share" to discuss:



Q *When have you exerted yourself?* [Pause; click 1 on WA1 to reveal the prompt.] Turn to your partner.

exert

PROMPT 1: I **exerted** myself when . . .

1

WA1

Teacher Note

Support struggling students by asking questions such as "When have you exerted yourself, or worked hard, when you were playing outside?" "When have you exerted yourself when you were helping with chores around the house?" and "When have you exerted yourself to do classwork/homework?"

PROMPT 1: "I exerted myself when . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *exert* and review the pronunciation and meaning of the word.

INTRODUCE AND USE *DAB*

3 Introduce and Define *Dab*

Turn to page 113 of *Tuck Everlasting* and review that in this part of the story, Winnie's grandmother has come outside with her to bring a bowl of water to the toad. Read the following sentence from page 113 aloud, emphasizing the word *dabbing*: "I never saw such heat in my life," said Winnie's grandmother, dabbing uselessly at her neck with a handkerchief."

Tell the students that the next word they will learn today is *dab*, and explain that *dab* means "touch something lightly and gently, usually with something soft."

Display word card 62 (WA2) and have the students say the word *dab*.

Explain that in the story Winnie’s grandmother is sweating in the heat, so she is dabbing her neck, or touching it lightly and gently, with a handkerchief. Ask the students to watch carefully. Then act out what the grandmother did by dabbing your neck with the handkerchief or tissue that you collected ahead.

Ask:

Q *What did you see me doing when I dabbed my neck?*

Click **1** on word card 62 (WA2) to reveal the first prompt and have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 1: “When you dabbed your neck, you . . .”

4 Play “Is Tulip Dabbing?”

Tell the students that partners will play a game called “Is Tulip Dabbing?” Explain that you will describe something that Tulip is doing, and partners will discuss whether Tulip is dabbing or not dabbing and explain why they think so. Begin by reading the following scenario aloud:

- *Tulip gently cleans her little brother’s scraped knee with a cotton ball.*

Ask:

 **Q** *Is Tulip dabbing her brother’s knee? Why?* [Click **2** on WA2 to reveal the prompt.] *Turn to your partner.*

PROMPT 2: “Tulip [is/is not] dabbing her [brother’s knee] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Use the same procedure to discuss the following scenarios:

- *Tulip scours her muddy boots with a rough brush until they are clean.*
- *Tulip lightly touches a soft cloth to the lenses of her glasses to clean them.*

Point to the word *dab* and review the pronunciation and meaning of the word.

INTRODUCE AND USE *RUSTLE*

5 Introduce and Define *Rustle*

Turn to page 117 of *Tuck Everlasting* and review that in this part of the story, Winnie is waiting inside her cottage for midnight, when she will help the Tucks free Mae from jail. Explain that Winnie can tell a storm is coming because of the way the air feels and the things that she sees, smells, and hears around her. Read the following sentences from pages 117–118 aloud, emphasizing the word *rustling*: “For outside, though it was almost dark, shreds of the hard brown-yellow light lingered on the rims of things, and there was a wind beginning, small gusts that rattled the fence gate and set the trees to rustling. The smell of rain hung sweet in the air.”

Teacher Note

You might remind the students that they learned the word *scour* earlier, and that *scour* means “clean something thoroughly by rubbing it with a rough material.”

Teacher Note

You might point out that the author, Natalie Babbitt, uses sensory details—details that describe the way things feel, look, smell, and sound—to help the reader imagine what it is like outside Winnie’s cottage as the storm approaches.

Tell the students that the last word they will learn today is *rustle*, and explain that *rustle* means “make a soft brushing sound.” Point out that Winnie hears the leaves on the trees near her house rustle—make a soft brushing sound—as small gusts of wind blow outside.

Explain that things like paper, leaves, and stiff cloth rustle when they brush against something. Demonstrate a rustling sound by brushing two sheets of paper against each other or brushing a sheet of paper on the table or the floor.

Display word card 63 (🗉 WA3) and have the students say the word *rustle*.

6 Imagine Something Rustling

Have the students close their eyes and imagine that they are in their beds, sleeping peacefully when they are awakened by rustling, or soft brushing, sounds outside their window.

Use “Think, Pair, Share” to discuss:



Q *What is causing a rustling sound outside your window?* [Pause.] *Open your eyes.* [Click 1 on WA3 to reveal the first prompt.] *Turn to your partner.*

PROMPT 1: “[A raccoon sifting through the trash] is causing a rustling sound outside my window.”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Discuss as a class:

Q *What might you do if you heard a rustling sound outside your window?*

Click 2 on word card 63 (WA3) to reveal the next prompt. Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 2: “If I heard a rustling sound outside my window, I might . . .”

Point to the word *rustle* and review the pronunciation and meaning of the word.

Day 2

Review *Exert*, *Dab*, and *Rustle*

Materials

- Daily review cards (WA4)

In this lesson, the students:

- Review and practice using the words *exert*, *dab*, and *rustle* from Day 1
- Build their speaking and listening skills

Words Reviewed

exert

When you exert yourself, you work hard to do something.

dab

Dab means “touch something lightly and gently, usually with something soft.”

rustle

Rustle means “make a soft brushing sound.” Things like paper, leaves, and stiff cloth rustle.”

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (WA4). Review the pronunciation and meaning of each word.

Ask:



Q *If you were writing a story about a camping trip, which of these words might you use? How might you use the word? [Click 1 on WA4 to reveal the first prompt.] Turn to your partner.*

Teacher Note

If the word *exert* is the students' only response, encourage the use of other words by asking “How might you use the word [*dab/rustle*] in a story about a camping trip?”

WA4

exertdabrustle

PROMPT 1: I might use the word _____. I might write . . .

1 2 3 4

PROMPT 1: “I might use the word [*exert*]. I might write . . .”

PRACTICE USING THE WORDS

2 Discuss “Would You?” Questions

Tell the students that you will ask them some questions. Explain that each question will include one of yesterday’s vocabulary words and a vocabulary word that they learned earlier in the year.

Point to the word *exert* on the daily review cards (WA4).

Use “Think, Pair, Share” to discuss:



Q *Would you exert yourself to gather a meager amount of berries from a prickly bush? Why?* [Pause; click 2 to reveal the prompt.] *Turn to your partner.*

PROMPT 2: “I [would/would not] exert myself to gather a meager amount of berries because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following questions:

[dab]



Q *Would you dab your face with a napkin after devouring your dinner? Why?* [Pause; click 3 to reveal the next prompt.] *Turn to your partner.*

PROMPT 3: “I [would/would not] dab my face with a napkin after devouring my dinner because . . .”

[rustle]



Q *Would you feel uneasy if you heard something rustle in the bushes beside you? Why?* [Pause; click 4 to reveal the next prompt.] *Turn to your partner.*

PROMPT 4: “I [would/would not] feel uneasy if I heard something rustle in the bushes beside me because . . .”

Teacher Note

You might remind the students that they learned the word *meager* earlier and that *meager* means “very small in amount or hardly enough.”

Teacher Note

You might remind the students that they learned the word *devour* earlier and that *devour* means “eat something quickly and hungrily.”

Teacher Note

You might remind the students that they learned the word *uneasy* earlier and that *uneasy* means “nervous, worried, or anxious.”

Day 3

Introduce *Clank*, *Heave*, and *Budge*

Materials

- *Tuck Everlasting*
- Two metal objects, collected ahead
- Word card 64 (WA5)
- Word card 65 (WA6)
- Word card 66 (WA7)

In this lesson, the students:

- Learn and use the words *clank*, *heave*, and *budge*
- Build their speaking and listening skills

Words Taught

clank (p. 123)

When something clanks, it makes a short, loud sound like metal being hit.

heave (p. 124)

Heave means “pull, throw, or lift with a lot of effort.”

budge (p. 124)

Budge means “move just a little.”

INTRODUCE AND USE CLANK

1 Introduce and Define *Clank*

Turn to page 123 of *Tuck Everlasting* and review that in this part of the story, Winnie is helping the Tucks get Mae out of her jail cell. Read the following sentences from page 123 aloud, emphasizing the word *clanked*: “They heard the constable’s footsteps coming up to Mae’s cell. The barred door clanked.”

Tell the students that the first word they will learn today is *clank*. Explain that when something clanks, it makes a short, loud sound like metal being hit. Demonstrate a clanking sound by striking together the two metal objects you collected. Explain that when the constable closes the cell door, it clanks, or makes the short, loud sound of metal being hit.

Display word card 64 (WA5) and have the students say the word *clank*.

2 Play “Would It Clank?”

Tell the students that partners will play a game called “Would It Clank?” Explain that you will describe two objects striking together; then partners will decide whether the objects would clank or not clank, and explain why they think so. Begin with:

- *A spoon hitting the side of a metal bowl*

Ask:



Q *Would a spoon hitting the side of a metal bowl clank? Why?* [Click **1** on WA5 to reveal the prompt.] *Turn to your partner.*

clank

PROMPT 1: It [would/would not] **clank** because . . .

1

WA5

PROMPT 1: “It [would/would not] clank because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss one or more of the following:

- *A rubber mallet hitting a drum*
- *An axe chopping through a piece of wood*
- *Coins being dropped into a metal can*

Point to the word *clank* and review the pronunciation and meaning of the word.

INTRODUCE AND USE HEAVE

3 Introduce and Define *Heave*

Turn to page 124 of *Tuck Everlasting*. Remind the students that in this part of the story, Miles is trying to take the barred window of Mae’s jail cell out of the wall so that Mae can escape. Review that Miles has taken all of the nails out of the frame and is waiting for thunder to crack so that he can pull the frame out without being heard. Read the following sentence from page 124 aloud, emphasizing the word *heave*: “In the midst of the noise, Miles gave a mighty heave.”

Tell the students that *heave* is the next word they will learn today, and explain that *heave* means “pull, throw, or lift with a lot of effort.” Explain that Miles heaves the window, or pulls it with a lot of effort, when the thunder cracks.

Display word card 65 (🔊 WA6) and have the students say the word *heave*.

4 Act Out and Discuss the Word *Heave*

Explain that we usually use the word *heave* to talk about pulling, throwing, or lifting things that are very heavy. For example, to place a heavy sack of dirt onto the back of a truck, you would have to heave the sack, or lift it with a lot of effort. Act out heaving a heavy sack onto a truck.

Ask:

 **Q** *What did you see me do when I acted out heaving a heavy sack onto a truck?* [Click ❶ on WA6 to reveal the first prompt.] *Turn to your partner.*

PROMPT 1: “When you acted out heaving a heavy sack onto a truck, you . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Have a volunteer act out heaving, or pulling, a heavy canoe out of the water. Then ask:

 **Q** *What did you see [Matthias] do when he acted out heaving a heavy canoe out of the water?* [Click ❷ to reveal the prompt.] *Turn to your partner.*

PROMPT 2: “When [Matthias] acted out heaving a heavy canoe out of the water, he . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use “Think, Pair, Share” to discuss:

 **Q** *When have you heaved something or seen someone heave something?* [Pause; click ❸ to reveal the next prompt.] *Turn to your partner.*

PROMPT 3: “I heaved [a heavy box of tools onto a table] when [I was helping my mom clean the garage]” or “I saw [my sister] heave [a box of books into her car] when [she went to college].”

Point to the word *heave* and review the pronunciation and meaning of the word.

INTRODUCE AND USE *BUDGE*

5 Introduce and Define *Budge*

Return to page 124 of *Tuck Everlasting* and review that Miles has just tried to heave the barred window of Mae’s cell out of the wall. Then read the following sentence aloud, emphasizing the word *budge*: “But the window did not budge.”

Tell the students that *budge* is the last word they will learn today, and explain that *budge* means “move just a little.” Explain that although

Teacher Note

Support struggling students by asking questions such as “When have you moved or helped someone move something that was very heavy?” or “When have you seen someone lift a heavy object such as a backpack full of books or a box full of dishes?” If the students cannot recall when they have heaved something, have them look around the room for objects they would have to heave to move.

Miles gives a mighty heave, the window does not budge, or move even a little.

Display word card 66 (🌐 WA7) and have the students say the word *budge*.

6 Discuss Things That Will Not Budge

Explain that we usually use the word *budge* with the word *not* to talk about something that will not move or that we cannot move even a little. Give one or two examples, emphasizing the phrase “not budge.”

You might say:

“There’s a big rock in my front yard that I want to get rid of, but when I try to move it, it will *not budge*—it won’t move even a little. My niece is three, and when she does not get her way, she sits down on the floor and will *not budge* until she gets what she wants.”

Have the students look around the classroom for objects that would not budge if they tried to move them. Then discuss as a class:

Q *What objects in the classroom would not budge if you tried to move them?*

Click **1** on word card 66 (WA7) to reveal the prompt. Have a few volunteers use the prompt to share their thinking.

PROMPT 1: “[The sink] would not budge if I tried to move it.”

Use “Think, Pair, Share” to discuss:



Q *What objects outside the classroom can you think of that would not budge if you tried to move them? [Pause; point to the prompt.] Turn to your partner.*

PROMPT 1: “[A tree] would not budge if I tried to move it.”

Point to the word *budge* and review the pronunciation and meaning of the word.

EXTENSION

Explore Onomatopoeia

Write the word *clank* where everyone can see it. Tell the students that the word *clank* is an example of onomatopoeia. Explain that *onomatopoeia* is the “use of words that sound like what they are describing.” Point out that when you say the word *clank*, the word sounds like the noise something makes when it clanks.

Write the word *splash* where everyone can see it and explain that *splash* is another example of onomatopoeia. Discuss other examples of onomatopoeia, such as *whiz*, *beep*, *buzz*, *crunch*, *quack*, and *slurp*. Ask the students for additional examples.

🌐 ELL Note

You might ask a volunteer to demonstrate trying to budge one of the objects the students mention.

Teacher Note

If the students struggle to identify things they could not budge, give a few examples—such as a tree, a car, a wall, or an elephant—and then ask the question again.

Teacher Note

You might create a chart titled “Onomatopoeia” and write the words *clank* and *splash* on it. Invite the students to listen and look for other examples, discuss them, and add them to the chart. Encourage the students to use onomatopoeia in their writing.

For additional examples of onomatopoeia, visit the CCC Learning Hub (ccclearninghub.org) to view the “Onomatopoeia” list in the General Resources section.

Day 4

Review *Clank*, *Heave*, and *Budge*

Materials

- Daily review cards (WA8)
- Copy of this week's family letter (BLM1) for each student

In this lesson, the students:

- Review and practice using the words *clank*, *heave*, and *budge* from Day 3
- Build their speaking and listening skills
- Practice using clarifying questions and statements

Words Reviewed

clank

When something clanks, it makes a short, loud sound like metal being hit.

heave

Heave means "pull, throw, or lift with a lot of effort."

budge

Budge means "move just a little."

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (WA8) and review the pronunciation and meaning of each word.

Ask:



- Q Which of yesterday's words do you think was especially interesting to talk about? Why? [Click 1 on WA8 to reveal the first prompt.] Turn to your partner.

WA8

clank

heave

budge

PROMPT 1: I think the word _____ was especially interesting to talk about because . . .

1 2

PROMPT 1: “I think the word [*clank*] was especially interesting to talk about because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

PRACTICE USING THE WORDS

2 Review the Activity “What Do You Think About?”

Tell the students that partners will do the activity “What Do You Think About?” Point to the words on the daily review cards (WA8) and explain that you want the students to notice what they think about, or what pictures come into their minds, when they hear each of the words.

Point to the word *clank* and tell the students that they will think about the word *clank* first. Model the activity by closing your eyes and thinking aloud about what comes into your mind when you hear the word *clank*.

You might say:

“When I hear the word *clank*, I think of my husband because when he does the dishes, the spoons, knives, and forks always clank when he puts them in the dishwasher. I also think of my young niece, because she likes to clank metal spoons against pots and pans.”

Have the students close their eyes. Then use “Think, Pair, Share” to discuss:



Q *What do you think about when you hear the word clank? Why?* [Pause.] *Open your eyes.* [Click 2 to reveal the prompt.] *Turn to your partner.*

PROMPT 2: “When I hear the word [*clank*], I think of [my bicycle] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the remaining words on the daily review cards (WA8). If the students struggle with a word, model thinking aloud about associations you make to the word, or ask supporting questions like those in the note.

Teacher Note

If the students struggle to make associations, support them by asking questions such as “What objects have you heard clank?” “When have you or someone you know clanked two metal objects together?” and “What do you see in the classroom that might clank?”

Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

Materials

- Ongoing review cards (WA9)

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Practice using clarifying questions and statements

Words Reviewed

budge

Budge means “move just a little.”

emerge

Emerge means “appear.” When something emerges, it comes out so that it can be seen.

stroll

Stroll means “walk in a slow, relaxed way.”

tranquil

Tranquil means “calm or peaceful.”

widespread

Widespread means “spread, scattered, or happening over a large area.”

REVIEW THE WORDS

1 Briefly Review the Words

Display the ongoing review cards (WA9) and review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Introduce the Game “I’m Thinking of a Word”

Tell the students that partners will play a game called “I’m Thinking of a Word.” Explain that you will think aloud about one of the vocabulary words; then partners will discuss which word they think it is and explain why they think that. Remind the students that partners may not always agree, and that is fine. What is important is that they explain their thinking.

Tell the students that before they play the game in pairs, they will practice as a class. Begin by reading the following clue aloud, slowly and clearly:

- *I’m thinking of a word you might use to describe the worldwide excitement during the Olympic Games.*

Discuss as a class:

Q *What word am I thinking of? Why do you think that?*

Give the students a few moments to think about the questions. Then click **1** on the ongoing review cards (WA9) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

WA9

budgeemergestroll

tranquilwidespread

PROMPT 1: You're thinking of the word _____
because . . .

1 2

PROMPT 1: “You’re thinking of the word [*widespread*] because . . .”

3 Play the Game in Pairs

Play a round of the game with the students in pairs, using the following clue:

- *I’m thinking of a word that is a synonym of the word peaceful.*

Ask:

 **Q** *What word am I thinking of? Why do you think that?* [Click **2** on WA9 to reveal the prompt.] *Turn to your partner.*

PROMPT 2: “[Ms. Hardisty] is thinking of the word [*tranquil*] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Repeat the procedure to continue playing the game, using the following clues:

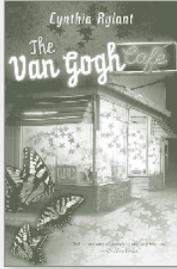
- *I’m thinking of a word that tells what something does when it moves just a little.* (budge)
- *I’m thinking of a word that tells what you do when you come out from your hiding spot.* (emerge)
- *I’m thinking of a word you might use to describe a quiet place in the park.* (tranquil)
- *I’m thinking of a word that tells what you do when you take a relaxing walk on the beach.* (stroll)

Teacher Note

For more practice, you or the students might make up additional clues.

Week 12

RESOURCES



Read-aloud

- *The Van Gogh Cafe* by Cynthia Rylant

More Strategy Practice

- “Discuss Another Meaning of *Harbor*”

Extension

- “Fun with Puns”



More ELL Support

- “Discuss Sports That Would Suit the Students”

Assessment Resource Book

- Week 12 vocabulary assessments



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA11

Assessment Forms

- “Class Vocabulary Assessment Record” sheet (CA1)
- “Individual Vocabulary Assessment: Word Check 3” answer sheet (IA1)
- “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) “Student Self-assessment” response sheet (SA1)

Reproducibles

- Week 12 family letter (BLM1)
- (Optional) “Week 12 Word Cards” (BLM2)
- (Optional) “Week 12 Crossword Puzzle” (BLM3)

OVERVIEW

Words Taught

harbor
picturesque
peculiar
conspicuous
suit
spectacle

Words Reviewed

contented
envious
peculiar
reliable
uneasy

Word-learning Strategies

- Recognizing synonyms (review)
- Recognizing words with multiple meanings (review)

Vocabulary Focus

- Students learn and use six words from or about the story.
- Students review synonyms.
- Students review words with multiple meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students analyze why it is important to be responsible.
- Students practice the procedure for “Heads Together.”

DO AHEAD

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Discuss Another Meaning of *Harbor*” on page 265.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.

(continues)

J DO AHEAD *(continued)*

- ✓ Prior to Day 5, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 182 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a class set of the “Individual Vocabulary Assessment: Word Check 3” answer sheet (IA1); see page 186 of the *Assessment Resource Book*. Make enough copies for each student to have one; set aside a reference copy for yourself.
- ✓ (Optional) Prior to Day 5, make a master copy of the “Student Self-assessment” response sheet (SA1); see page 189 of the *Assessment Resource Book*. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: “Week 12 Word Cards” (BLM2) and “Week 12 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words.

Introduce *Harbor*, *Picturesque*, and *Peculiar*

Day 1

In this lesson, the students:

- Learn and use the words *harbor*, *picturesque*, and *peculiar*
- Review synonyms
- Review words with multiple meanings
- Build their speaking and listening skills
- Use clarifying questions or statements

Words Taught

harbor (p. 2)

Harbor means “protect or shelter.”

picturesque (p. 4)

When a place is picturesque, it is beautiful or pleasant to look at.

peculiar

Peculiar means “strange or odd.”

Materials

- *The Van Gogh Cafe*
- Word card 67 (WA1)
- Word card 68 (WA2)
- Word card 69 (WA3)

INTRODUCE AND USE *HARBOR*

1 Introduce and Define *Harbor*

Remind the students that they heard and discussed the first two chapters of *The Van Gogh Cafe*: “The Cafe” and “The Possum.” Review that in the first chapter, “The Cafe,” the narrator describes the Van Gogh Cafe and its history.

Open the book to page 1 and read aloud the first paragraph of the story on pages 1–2. Emphasize the word *harbor* when you come to it.

Tell the students that *harbor* is the first word they will learn today, and explain that *harbor* means “protect or shelter.” Review that the cafe was once a theater where magical things happened. There was so much magic in the theater that now, years later, the cafe walls still harbor magic, or protect or shelter magic.

Display word card 67 (WA1) and have the students say the word *harbor*.

2 Discuss *Harbor*

Explain that people sometimes harbor, or protect or shelter, other people who have lost their homes. For example, relatives or neighbors might harbor a family that loses its home in a fire until the family finds another place to live.

Explain that it is against the law, however, to harbor a criminal (a person who has broken the law). Discuss as a class:

Q *Why do you think it is against the law to harbor a criminal?*

Click **1** on word card 67 (WA1) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

The screenshot shows a digital word card for the word "harbor". At the top, the word "harbor" is displayed in a rounded rectangular box. Below this, the text reads: "PROMPT 1: I think it is against the law to **harbor** a criminal because . . .". At the bottom of the card, there are two circular buttons labeled "1" and "2". The "1" button is highlighted, indicating it is the active prompt.

WA1

PROMPT 1: "I think it is against the law to harbor a criminal because . . ."

Explain that people sometimes harbor stray or injured animals. Then ask:

 **Q** *If a stray cat that looked sick wandered into your yard, would you harbor it? Why?* [Click **2** on WA1 to reveal the next prompt.] *Turn to your partner.*

PROMPT 2: "I [would/would not] harbor the cat because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *harbor* and review the pronunciation and meaning of the word.

INTRODUCE AND USE PICTURESQUE

3 Introduce and Define *Picturesque*

Review that at the beginning of Chapter 1, "The Cafe," we find out that the Van Gogh Cafe is located in the town of Flowers, Kansas. In Chapter 2, "The Possum," the narrator describes what that part of Kansas looks like. Read the first three sentences on page 4 aloud, emphasizing the word *picturesque*.

Tell the students that *picturesque* is the next word they will learn today, and explain that when a place is picturesque, it is beautiful or pleasant to look at.

Display word card 68 (🎧 WA2) and have the students say the word *picturesque*.

Explain that we usually use the word *picturesque* to describe a pleasant-looking place, such as a beautiful mountain, sparkling stream, or meadow full of trees and flowers. Explain that the narrator would not describe Kansas as picturesque, because it is so flat.

Discuss as a class:

Q *Do you think the area where we live is picturesque? Why do you think that?*

Click **1** on word card 68 (WA2) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 1: “I [do/do not] think the area where we live is picturesque because . . .”

4 Discuss Picturesque Places

Explain that all of us have seen picturesque, or beautiful or pleasant, places in person, on TV, or in movies. Give one or two examples of picturesque places that you have seen.

You might say:

“I think the park near my house is picturesque. It has lots of beautiful green grass and flowers, and there is a fountain that is very pleasant to look at. I saw a show about the Grand Canyon on TV. It is very picturesque. The Grand Canyon has spectacular canyons and towering, colorful rock formations. The views are wonderful.”

Use “Think, Pair, Share” to discuss:



Q *What picturesque place have you seen? Why do you think it is picturesque?* [Pause; click **2** on WA2 to reveal the prompt.] *Turn to your partner.*

PROMPT 2: “[Redwood Park] is a picturesque place because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *picturesque* and review the pronunciation and meaning of the word.

Teacher Note

You might point to the word *picture* within *picturesque* on the word card and explain that the words *picture* and *picturesque* are related. Explain that a place that is *picturesque* is a good subject for a picture, or it could be described as being as “pretty as a picture.”

INTRODUCE AND USE *PECULIAR*

5 Introduce and Define *Peculiar* and Review Synonyms

Turn to page 7 and remind the students that Clara notices a possum hanging upside down in the tree outside the cafe. Read the following sentences from the second full paragraph on page 7 aloud: “Now, this is the magic of the Van Gogh Cafe: not one person says, ‘Amazing! A possum upside down on Main Street!’ No, everyone is not all that surprised.”

Tell the students that the last word they will learn today is *peculiar*. Explain that *peculiar* means “strange or odd” and that the words *peculiar*, *strange*, and *odd* are synonyms.

Explain that if a possum were hanging from a tree outside any other cafe, people might think it was peculiar, or strange or odd. Point out that the customers at the Van Gogh Cafe do not think it is peculiar at all, because the cafe is a magical place.

Display word card 69 (🗉 WA3) and have the students say the word *peculiar*.

6 Discuss Peculiar Things That Have Happened

Point out to the students that most of the time our lives are pretty normal or ordinary, but occasionally something peculiar, or strange or odd, happens. Give one or two examples of peculiar things that have happened to you or to someone you know.

You might say:

“The other evening someone kept calling me on the telephone and hanging up. It happened at least a dozen times. That was very peculiar—and very annoying. My friend told me that she’s been hearing a peculiar scratching noise inside her kitchen wall. She’s not sure what’s causing the noise. It’s very odd.”

Use “Think, Pair, Share” to discuss:



Q *What peculiar thing has happened to you or to someone you know?*
[Pause; click 1 on WA3 to reveal the first prompt.] *Turn to your partner.*

PROMPT 1: “A peculiar thing that happened to [my dad] is . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Teacher Note

If you started a synonym chart, add the word *peculiar* and its synonyms to it. Remind the students that they can use a synonym, like *peculiar*, in their writing to replace an overused word, like *strange*, to make their writing more interesting.

7 Discuss a Very Peculiar Day at School

Ask the students to imagine they have a very peculiar day at school when strange things happen.

Discuss as a class:

Q *What might happen during a very peculiar day at school?*

Click **2** on word card 69 (WA3) to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 2: “It would be peculiar if . . .” and “A peculiar thing that might happen is . . .”

Point to the word *peculiar* and review the pronunciation and meaning of the word.

MORE STRATEGY PRACTICE

Discuss Another Meaning of *Harbor*

Write the word *harbor* where everyone can see it. Review that in the story *harbor* means “protect or shelter.” Then explain that the word *harbor* has another meaning.

Discuss as a class:

Q *What else do you know about the word harbor? What is a harbor?*

PROMPT: “A harbor is . . .”

If necessary, explain that a *harbor* is a “place where ships can find shelter (be safe from storms) or unload their cargo.”

Teacher Note

If the students struggle to answer the question, ask questions such as “What peculiar thing might happen when you first walk into the classroom? During [reading/writing/math] time? During recess? At lunch?” If the students continue to struggle, provide a couple of examples of peculiar things that might happen. For example, say “It would be peculiar if I walked into the classroom and discovered that all the furniture was gone. It would be peculiar if I opened my journal and a moth flew out.”

Day 2

Review *Harbor*, *Picturesque*, and *Peculiar*

Materials

- Daily review cards (WA4)

In this lesson, the students:

- Review and practice using the words *harbor*, *picturesque*, and *peculiar* from Day 1
- Build their speaking and listening skills
- Use clarifying questions or statements

Words Reviewed

harbor

Harbor means “protect or shelter.”

picturesque

When a place is picturesque, it is beautiful or pleasant to look at.

peculiar

Peculiar means “strange or odd.”

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (WA4) and review the pronunciation and meaning of each word.

Ask:



Q Which of yesterday’s words do you think was especially fun or interesting to talk about? Why? [Click 1 on WA4 to reveal the prompt.] Turn to your partner.

WA4

harbor

picturesque

peculiar

PROMPT 1: I think the word _____ was especially [fun/interesting] to talk about because . . .

1

PROMPT 1: “I think the word [*peculiar*] was especially [fun/interesting] to talk about because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

PRACTICE USING THE WORDS

2 Do the Activity “Create a Sentence”

Tell the students that partners will do the activity “Create a Sentence.” Review that partners will work together to create sentences that use the vocabulary words.

Point to the word *harbor*, and review that *harbor* means “protect or shelter.” Then use “Think, Pair, Share” to discuss:



Q *How might you use the word harbor in a sentence? [Pause.] Turn to your partner.*

After partners have talked, have one or two volunteers share their sentences with the class.

Follow up by asking:

Q *Does it make sense to say [“We harbored our cousins after their house was destroyed in a tornado”]? Why?*

Using the same procedure, have partners work together to use *picturesque* and *peculiar* in sentences.

Teacher Note

Support struggling students by asking questions such as “Who or what might you harbor? Why?” If the students continue to struggle, provide a sentence starter such as “We harbored our relatives because . . .” or “I harbored the bird because . . .”

Teacher Note

Support students who struggle to use the word *picturesque* by asking questions such as “What might you see in a picturesque place?” and “What have you seen that was picturesque?” If they continue to struggle, provide a sentence starter such as “On vacation I saw a picturesque . . .” or “I thought the meadow was picturesque because . . .”

Support students who struggle to use the word *peculiar* by asking questions such as “When has something peculiar happened to you?” and “When have you seen something peculiar?” If they continue to struggle, provide a sentence starter such as “My brother acts peculiar when . . .” or “Last night there was a peculiar . . .”

Day 3

Introduce *Conspicuous*, *Suit*, and *Spectacle*

Materials

- *The Van Gogh Cafe*
- Word card 70 (WA5)
- “Tell Me a Story” chart (WA6)
- Word card 71 (WA7)
- Word card 72 (WA8)

In this lesson, the students:

- Learn and use the words *conspicuous*, *suit*, and *spectacle*
- Build their speaking and listening skills
- Use clarifying questions or statements

Words Taught

conspicuous

Conspicuous means “obvious or noticeable.”

Something that is conspicuous stands out and can be seen easily.

suit

Something that suits you is right for you or meets your needs.

spectacle

A *spectacle* is an “unusual or remarkable sight.”

INTRODUCE AND USE CONSPICUOUS

1 Introduce and Define *Conspicuous*

Open *The Van Gogh Cafe* to page 4 and review that the narrator describes the landscape of Kansas as flat and not picturesque. Read the following sentences from page 4 aloud: “But in Kansas at least things get noticed. The flatness makes everything count and not one thing slips by. That is why, if a possum was going to choose to hang upside down somewhere, Kansas would be a good choice. People would notice.”

Tell the students that the first word they will learn today is *conspicuous*, and explain that *conspicuous* means “obvious or noticeable.” Something that is conspicuous stands out and can be seen easily. Explain that, because there is not much else to see around the cafe, the possum is conspicuous, or obvious or noticeable. It stands out.

Display word card 70 (WA5) and have the students say the word *conspicuous*.

Ask:

Q *What is something in the classroom that is conspicuous?*

Click **1** on word card 70 (WA5) to reveal the prompt. Have one or two volunteers use the prompt to share their thinking with the class.

Teacher Note

You might explain that the antonym of *conspicuous* is *inconspicuous*, which means “not conspicuous, or not obvious or noticeable.” If you started an antonym chart, add the words *conspicuous* and *inconspicuous* to it.

conspicuous

PROMPT 1: _____ in the classroom is **conspicuous**.

1

PROMPT 1: “[The computer] in the classroom is conspicuous.”

2 Do the Activity “Tell Me a Story”

Tell the students that partners will do the activity “Tell Me a Story.” Review that you will tell the beginning of a story that includes the word *conspicuous*. Then the students will use their imaginations and what they know about the word to make up an ending for the story.

Display the “Tell Me a Story” chart (🗨️ WA6).

Tell Me a Story

Peter is going to his brother Todd’s baseball game. Peter wants to be conspicuous so that Todd can find him in the crowd. To be conspicuous, Peter . . .

PROMPT 1: To be **conspicuous**, Peter . . .

PROMPT 2: _____ is **conspicuous** because . . .

Read story 1 aloud slowly and clearly.

- Story 1: *Peter is going to his brother Todd’s baseball game. Peter wants to be conspicuous so that Todd can find him in the crowd. To be conspicuous, Peter . . .*

Use “Think, Pair, Share” to discuss:



Q How might you finish the story? What might Peter do to be conspicuous? [Pause; point to prompt 1.] Turn to your partner.

PROMPT 1: “To be conspicuous, Peter . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Follow up by asking:

Q *Why is [waving a big sign that says, “Way to go, Todd!”] being conspicuous?*

Point to prompt 2 and have one or two volunteers use the prompt to share their thinking.

PROMPT 2: “[Waving a big sign that says, ‘Way to go, Todd!’] is conspicuous because . . .”

Use the same procedure to discuss the following story:

- Story 2: *Julia writes a note to her mother telling her she is going to a friend’s house. Julia wants to leave the note in a conspicuous place so that her mother will find it. The conspicuous place Julia chooses is . . .*

 **Q** *How might you finish the story? Where might Julia leave the note so that it is conspicuous? [Pause; point to prompt 3.] Turn to your partner.*

PROMPT 3: “The conspicuous place Julia chooses is . . .”

Follow up by asking:

Q *Why would [taping the note to the refrigerator] make the note conspicuous?*

PROMPT 4: “[Taping the note to the refrigerator] would make the note conspicuous because . . .”

Point to the word *conspicuous* and review the pronunciation and meaning of the word.

INTRODUCE AND USE SUIT

3 Introduce and Define *Suit*

Remind the students that Clara and her father live in Kansas and that her mother lives in New York City. Read the following sentences from the second full paragraph on page 5 aloud: “Clara’s mother doesn’t like Kansas and she lives in New York City, where Clara visits her each June. But Clara preferred Kansas the moment she laid eyes on it. Kansas is like a tall person relaxing, she says. It seems right for her.”

Tell the students that the next word they will learn today is *suit*. Explain that something that suits you is right for you or meets your needs. Explain that Kansas suits Clara, or is right for her, because she is comfortable there—she likes the slower, more relaxing pace. Explain that Kansas does not suit, or is not right for, Clara’s mother, so she lives in New York City.

Display word card 71 ( WA7) and have the students say the word *suit*.

Discuss as a class:

Q *Does the place where we live suit you? Is it right for you? Why?*

Click **1** on word card 71 (WA7) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 1: “[Kirkland] [does/does not] suit me because . . .”

4 Discuss Occupations That Would Suit the Students

Explain that teaching is an occupation (kind of work) that suits you, or is right for you, and explain why.

You might say:

“Teaching suits me because I enjoy being around young people and I like helping them learn.”

Use “Think, Pair, Share” to discuss:



Q *If you had to choose an occupation, what job do you think would suit you? Why?* [Pause; click **2** on WA7 to reveal the prompt.] *Turn to your partner.*

PROMPT 2: “I think [being a writer] would suit me because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Tell the students that an occupation that seems boring, dirty, or dangerous might not suit you, and give an example of an occupation that would not suit you.

You might say:

“Being a construction worker would not suit me. Construction workers often work on tall buildings, and I don’t like heights.”

Discuss as a class:

Q *What job do you think would not suit you? Why?*

Click **3** to reveal the prompt. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 3: “I think [being a doctor] would not suit me because . . .”

Point to the word *suit* and review the pronunciation and meaning of the word.

Teacher Note

If the students struggle to answer the question, ask questions such as “Do you enjoy living here? Why?” and “What are some things you [like/dislike] about living here?”

Teacher Note

Support struggling students by asking questions such as “What occupation or job do you think would be interesting or fun? Why?” “What topic do you enjoy learning about?” “What is something you know you are good at?” and “What do you enjoy doing in your free time?”

ELL Note

The Spanish cognate of *spectacle* is *espectáculo*.

Teacher Note

Support struggling students by giving an example of a spectacle. The example might be outlandish or realistic. For example, say “The spectacle is a bunch of chattering monkeys that appear out of nowhere” or “The spectacle is a big white rabbit hopping across the playground.” Then ask “What is another spectacle, or unusual or remarkable sight, that would get everyone’s attention?”

INTRODUCE AND USE SPECTACLE

5 Introduce and Define *Spectacle*

Open the book to page 9 and review that the possum comes back to the cafe at the same time every morning and that after a few days people start leaving food for him. Read the third full paragraph on page 9 aloud: “The possum isn’t hungry. But a stray dog from the other end of town is, and he starts stopping by for breakfast. So does a thin cat and two baby kittens. And a shy small mouse. Several sparrows. Even a deer.”

Tell the students that the last word they will learn today is *spectacle*. Explain that a *spectacle* is an “unusual or remarkable sight.” Explain that all the stray animals gathering beneath the possum’s tree for breakfast is a spectacle, or an unusual or remarkable sight.

Display word card 72 ( WA8) and have the students say the word *spectacle*.

6 Do the Activity “Imagine That!”

Tell the students that partners will do the activity “Imagine That!” Have the students close their eyes and imagine the following scenario as you read it aloud:

- *You are outside during recess. Suddenly, everyone stops playing and stares at a spectacle on the playground.*

Use “Think, Pair, Share” to discuss:

-  **Q** *What is the spectacle? What unusual or remarkable sight grabs everyone’s attention? [Pause.] Open your eyes. [Click  on WA8 to reveal the first prompt.] Turn to your partner.*

PROMPT 1: “The spectacle is . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following scenario:

- *You are walking downtown. Suddenly, you stop and stare in amazement at the spectacle ahead of you.*

Point to the word *spectacle* and review the pronunciation and meaning of the word.

MORE ELL SUPPORT

Discuss Sports That Would Suit the Students

Remind the students that something that suits you is right for you or meets your needs. Explain that they are going to think about and discuss sports that suit them, or sports that are right for them. Give an example of a sport that is right for you.

You might say:

"Soccer suits me because I am a fast runner, and you need to run quickly to play soccer."

Ask:

Q *What sport suits you? Why?*

PROMPT: "[Basketball] suits me because . . ."

Have a few volunteers use the prompt to share their thinking with the group.

EXTENSION

Fun with Puns

Explain that a pun is a joke based on one word that has two meanings or on two words that sound alike but have different meanings.

Tell the students that there are many types of puns, and give a few examples from the list that follows. After each pun, discuss the way the use of language makes it funny.

- *A tailor sometimes has to suit himself.*
- *The inventor of a hay-baling machine made a bundle.*
- *Two pencils decided to have a race. The outcome was a draw.*
- *I've been to the dentist several times, so I know the drill.*
- *Did you hear about the guy who got hit in the head with a can of soda? [Pause, ask for ideas, and then repeat the question and give the answer.] He was lucky it was a soft drink.*

TEKS 3.D.ii
TEKS 3.D.iv
TEKS 3.D.vi
Student/Teacher Activity
Extension
(second paragraph on)

ELPS 1.A.i
More ELL Support

TEKS 3.D.ii
TEKS 3.D.iv
TEKS 3.D.vi
Student/Teacher Narrative
Extension
(first paragraph)

Teacher Note

You might write the puns on the board or a sheet of chart paper. Seeing the puns as they discuss them will help the students understand the clever use of language.

Teacher Note

For a list of common puns, visit the CCC Learning Hub (ccclearninghub.org) to view the "Puns" list in the General Resources section.

Day 4

Review *Conspicuous*, *Suit*, and *Spectacle*

Materials

- Daily review cards (WA9)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of the "Week 12 Crossword Puzzle" (BLM3) for each student

In this lesson, the students:

- Review and practice using the words *conspicuous*, *suit*, and *spectacle* from Day 3
- Build their speaking and listening skills
- Use clarifying questions or statements

Words Reviewed

conspicuous

Conspicuous means "obvious or noticeable." Something that is conspicuous stands out and can be seen easily.

suit

Something that suits you is right for you or meets your needs.

spectacle

A *spectacle* is an "unusual or remarkable sight."

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (WA9) and review the pronunciation and meaning of each word.

Ask:

-  **Q** *Is a person wearing a bright orange vest conspicuous? Why?* [Click 1 on WA9 to reveal the first prompt.] *Turn to your partner.*

conspicuous suit spectacle

PROMPT 1: A person wearing a bright orange vest [is/is not] **conspicuous** because . . .

1 2 3

WA9

PROMPT 1: “A person wearing a bright orange vest [is/is not] conspicuous because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following:

 **Q** *Does being solitary suit you? Why?* [Click **2** to reveal the next prompt.]
Turn to your partner.

PROMPT 2: “Being solitary [does/does not] suit me because . . .”

 **Q** *Would a parade of soldiers be a spectacle? Why?* [Click **3** to reveal the next prompt.] *Turn to your partner.*

PROMPT 3: “A parade of soldiers [would/would not] be a spectacle because . . .”

PRACTICE USING THE WORDS

2 Do the Activity “Create a Sentence”

Tell the students that partners will do the activity “Create a Sentence.” Review that partners will work together to create sentences that use the vocabulary words.

Point to the word *conspicuous* on the daily review cards (WA9) and review that *conspicuous* means “obvious or noticeable.” Then use “Think, Pair, Share” to discuss:

 **Q** *How might you use the word conspicuous in a sentence?* [Pause.] *Turn to your partner.*

After partners have talked, have a few volunteers share their sentences with the class.

Follow up by asking:

Q *Does it make sense to say [“Gloria thought her bright red coat might make her too conspicuous, but she wore it anyway”]? Why?*

Repeat the procedure to have partners work together to create sentences that use the words *suit* and *spectacle*.

Teacher Note

You might review that *solitary* means “living or being alone.”

Teacher Note

Support struggling students by asking questions such as “What might a person wear to be conspicuous?” and “When have you been conspicuous?” If they continue to struggle, provide a sentence starter.

Teacher Note

Support students who struggle to use the word *suit* by asking questions such as “What kinds of clothing suit you?” and “What kinds of weather suit you?” If they continue to struggle, provide a sentence starter.

Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

Teacher Note

To provide students with additional review of words taught during Weeks 11 and 12, you might distribute a copy of the “Week 12 Crossword Puzzle” (BLM3) to each student.

Materials

- Ongoing review cards (WA10)
- Ongoing review activity (WA11)
- “Class Vocabulary Assessment Record” sheet (CA1)
- Class set of the “Individual Vocabulary Assessment: Word Check 3” answer sheet (IA1)
- Class set of the “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) Class set of the “Student Self-assessment” response sheet (SA1)

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Use clarifying questions or statements

Words Reviewed

contented

Contented means “satisfied or happy.”

envious

If you are envious, you feel jealous of someone because that person has something you would like to have.

peculiar

Peculiar means “strange or odd.”

reliable

Someone or something that is reliable can be trusted or depended on.

uneasy

Uneasy means “nervous, worried, or anxious.”

REVIEW THE WORDS

1 Briefly Review the Words

Display the ongoing review cards (🗉 WA10) and review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Introduce the Activity “Describe the Character”

Tell the students that partners will do an activity called “Describe the Character.” Explain that you will show a story; then partners will decide which vocabulary word best describes the main character in the story and explain why they think so. Tell the students that before they do the activity in pairs, they will practice as a class.

Display the ongoing review activity (🗉 WA11) and begin the activity:

1. Click ❶ to reveal the first story. Tell the students that the main character in the first story is a cat named Hairy; then point to the story and read it aloud:

- Story 1: *Hairy spent the day napping in a sunny spot on the carpet. When she got up, she stretched for a while and then strolled over to her bowl to eat dinner. After dinner, she curled up in her owner's lap, purring.*

2. Give the students a few moments to think about the story. Then point to the five word choices and ask:

Q Which vocabulary word describes Hairy? Why?

Click ❶ on the ongoing review activity (WA11) to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 1: "The word [*contented*] best describes Hairy because . . ."

3. Conclude the discussion by clicking ❶ a third time to highlight the correct vocabulary word.

WA11

contented	envious	peculiar	reliable	uneasy
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STORY 1: Hairy spent the day napping in a sunny spot on the carpet. When she got up, she stretched for a while and then strolled over to her bowl to eat dinner. After dinner, she curled up in her owner's lap, purring.

❶ ❷ ❸ ❹ ❺

4. Click ❶ to clear the screen.

3 Do the Activity in Pairs

Continue the activity with the students in pairs.

1. Click ❷ to reveal the next story. Tell the students that the main character in the next story is a boy named Jorge; then point to the story and read it aloud:

- Story 2: *It was Jorge's week to take care of Freckles, his class's pet guinea pig. Every morning, Jorge got to the classroom early to feed Freckles, clean his cage, and make sure that he had enough water.*

Teacher Note

Each story on the ongoing review activity (WA11) has a corresponding number: the first story is ❶; the second story is ❷; the third story is ❸; and so on. To play the game, click the corresponding number four times:

- The first click reveals the story.
- The second click reveals the prompt.
- The third click highlights the correct answer.
- The fourth click clears the screen.

Teacher Note

You might remind the students that they learned the word *stroll* earlier and that *stroll* means "walk in a slow, relaxed way."

Teacher Note

If the students struggle to answer the questions, reread the story and think aloud about which word best describes Hairy. For example, say "I think the word *contented* best describes Hairy, because *contented* means 'satisfied or happy.' Hairy spent her day resting, eating, and snuggling with her owner, so she's probably contented."

2. Give the students a few moments to think about the story. Then point to the five word choices and ask:



Q Which vocabulary word best describes Jorge? Why? [Click 2 again to reveal the prompt.] Turn to your partner.

PROMPT 2: “The word [*reliable*] best describes Jorge because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking 2 a third time to highlight the correct vocabulary word.
4. Click 2 to clear the screen.

Use the same procedure to discuss the following stories:

- Story 3: *Kim’s dog, Lady, liked to hang around with the neighborhood cats. Many people believed that Lady thought she was a cat herself!* (peculiar)
- Story 4: *Nikko’s friend invited him to go horseback riding. When Nikko arrived at the stable, he saw a horse stomping and kicking at the gate. He began to wonder if going horseback riding was a good idea.* (uneasy)
- Story 5: *Sherice found out that her friend was going to have a baby brother. Sherice had been begging her parents for a brother or sister for a long time. She was happy for her friend, but she couldn’t help being a little jealous.* (envious)



Assessment Notes

CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Can the students identify the vocabulary words?
- Do their explanations show that they understand the words’ meanings?
- Are they using the words accurately in writing and in conversations outside of the vocabulary lessons?

Record your observations on the “Class Vocabulary Assessment Record” sheet (CA1); see page 182 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If **only a few students** understand a word’s meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word’s meaning, provide further practice by having the students play “Which Word Am I?” (see Week 2, Day 5, Step 2).

(continues)

Assessment Notes *(continued)*

INDIVIDUAL VOCABULARY ASSESSMENT NOTE

Before continuing with the week 13 lesson, take this opportunity to assess individual students' understanding of words taught in Weeks 9–12 using the "Individual Vocabulary Assessment: Word Check 3" answer sheet (IA1). For instructions on administering this assessment, see "Completing the Individual Vocabulary Assessment" on page 183 of the *Assessment Resource Book*.

STUDENT SELF-ASSESSMENT NOTE

In addition to or in place of the Individual Vocabulary Assessment, you might have each student evaluate his understanding of words taught in Weeks 9–12 using the "Student Self-assessment" response sheet (SA1). For instructions on administering this assessment, see "Completing the Student Self-assessment" on page 187 of the *Assessment Resource Book*.

Week 13

RESOURCES

Poem

Read-alouds

- “Speech Class” by Jim Daniels (see page 300)
- “Eraser and School Clock” by Gary Soto (see page 301)

More Strategy Practice

- “Discuss Other Words with the Suffix *-less*”
- “Discuss Words with the Latin Root *mot*”

Extension

- “Discuss the Suffix *-ful*”
- “Discuss *Desert* and Explore Other Heteronyms”



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA10

Reproducibles

- Week 13 family letter (BLM1)
- (Optional) “Week 13 Word Cards” (BLM2)

Professional Development Media

- “Using Web-based Whiteboard Activities” tutorial (AV42)

OVERVIEW

Words Taught

thoughtless

thoughtful

desert/deserter

motionless

reverie

fanciful

Words Reviewed

fanciful

harbor

picturesque

spectacle

thrust

Word-learning Strategies

- Using the suffix *-less* to determine word meanings
- Recognizing antonyms (review)
- Using the suffix *-er* to determine word meanings (review)
- Using the Latin root *mot* to determine word meanings

Vocabulary Focus

- Students learn and use six words from or about the poems.
- Students discuss using the suffix *-less* to determine word meanings.
- Students review antonyms and using the suffix *-er* to determine word meanings.
- Students use the Latin root *mot* to determine word meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students analyze the effect of their behavior on others.
- Students develop the skill of using prompts to extend a conversation.

① DO AHEAD

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Discuss Other Words with the Suffix *-less*” on page 287.
- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Discuss Words with the Latin Root *mot*” on page 295.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print “Week 13 Word Cards” (BLM2). These cards can be used to provide your students with more opportunities to review the words.

Introduce *Thoughtless*, *Thoughtful*, and *Desert/Deserter*

Day 1

In this lesson, the students:

- Learn and use the words *thoughtless*, *thoughtful*, and *desert/deserter*
- Discuss the suffix *-less*
- Review antonyms
- Review the suffix *-er*
- Build their speaking and listening skills
- Use prompts to extend a conversation

Words Taught

thoughtless

Thoughtless means “without thought for the feelings or needs of others.”

thoughtful

Thoughtful means “full of thought for the feelings or needs of others.”

desert/deserter (p. 300)

Desert means “abandon, or leave someone or something that should not be left behind.” A *deserter* is a “person who deserts.”

INTRODUCE AND USE *THOUGHTLESS* AND *THOUGHTFUL*

1 Introduce and Define *Thoughtless* and Introduce the Suffix *-less*

Briefly review “Speech Class.” First read the entire poem aloud, and then reread the second and third stanzas.

Tell the students that the first word they will learn today is *thoughtless*. Explain that *thoughtless* means “without thought for the feelings or needs of others.” Explain that a *thoughtless* person is inconsiderate and does not think carefully about what he says or does.

Point out that when Jim and Joe’s classmates laugh at them and make fun of the way they talk, they are being *thoughtless*. They are not thinking about how their hurtful comments might affect Jim and Joe.

Display word cards 73–74 (🔊 WA1) and click to reveal word card 73. Have the students say the word *thoughtless*.

Materials

- “Speech Class” (see page 300)
- Word cards 73–74 (WA1)
- Word card 75 (WA2)

Teacher Note

For more practice with the suffix *-less*, see the more strategy practice activity “Discuss Other Words with the Suffix *-less*” on page 287.

Teacher Note

If you started an antonym chart, add the words *thoughtful* and *thoughtless* to it.

Teacher Note

You might point to the suffix *-ful* in *thoughtful* and explain that *-ful* is a suffix that means “full of.”

Point to the suffix *-less* in *thoughtless* and explain that *-less* is a suffix. Remind the students that a *suffix* is a “letter or group of letters that is added to the end of a word to make a new word.” Explain that the suffix *-less* means “without” or “having no.” Point out that when the suffix *-less* is added to the word *thought*, it makes the new word *thoughtless*, which means “without thought for the feelings or needs of others.”

2 Introduce and Define *Thoughtful* and Review Antonyms

Tell the students that the next word they will learn today is *thoughtful*. Click to reveal word card 74 on word cards 73–74 (WA1) and have the students say the word *thoughtful*.

Explain that *thoughtful* and *thoughtless* are *antonyms*, or “words with opposite meanings.”

Discuss as a class:

Q *If thoughtful and thoughtless are antonyms, and thoughtless means “without thought for the feelings or needs of others,” what do you think thoughtful means?*

Click **1** on word cards 73–74 (WA1) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

thoughtless thoughtful

PROMPT 1: I think *thoughtful* means . . .

1 2 3

WA1

PROMPT 1: “I think *thoughtful* means . . .”

If necessary, explain that *thoughtful* means “full of thought for the feelings or needs of others.” Explain that a thoughtful person thinks carefully about what she says or does, is considerate, and pays attention to other people’s feelings and needs.

3 Discuss Ways That Tulip Might Be Thoughtful or Thoughtless

Tell the students that you will describe a situation involving our fifth-grade friend Tulip. Partners will discuss what Tulip might do or say if she were being thoughtful and if she were being thoughtless.

Begin by reading the following scenario aloud:

- *Tulip accidentally walks onto her neighbor's flower bed, crushing many of the flowers.*

Ask:



Q *If she were thoughtful, what might Tulip do or say?* [Click 2 on WA1 to reveal the prompt.] *Turn to your partner.*

PROMPT 2: “If she were thoughtful, Tulip might . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Then ask:



Q *If she were thoughtless, what might Tulip do or say?* [Click 3 to reveal the next prompt.] *Turn to your partner.*

PROMPT 3: “If she were thoughtless, Tulip might . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following scenario:

- *Tulip's friend Ross is wearing a belt he made himself. Tulip thinks the belt looks peculiar.*

Point to the words *thoughtless* and *thoughtful* and review the pronunciations and meanings of the words.

INTRODUCE AND USE *DESERT* AND *DESERTER*

4 Introduce and Define *Desert* and *Deserter* and Review the Suffix *-er*

Remind the students that in the poem “Speech Class,” Jim sympathizes with Joe. Then reread these final lines of the poem: “I felt like a deserter / and wanted you / to have my voice.”

Tell the students that the last words they will learn today are *desert* and *deserter*. Explain that *desert* means “abandon, or leave someone or something that should not be left behind.” Explain that a *deserter* is a “person who deserts.”

Teacher Note

You might review that *peculiar* means “strange or odd.”

ELL Note

The Spanish cognate of *desert* is *desertar*.

The Spanish cognate of *deserter* is *desertor/ora*.

Teacher Note

You might remind the students that they discussed the suffix *-er* earlier when they learned the word *moocher* (“a person who tries to get something without paying or working for it”). If you started a “Words with the Suffix *-er*” chart, add the word *deserter* to it.

Tell the students that we usually use the word *deserter* to talk about a soldier who leaves the army without permission. Explain that Jim compares himself to a deserter because he feels that he abandoned Joe, or left him behind when he should not have, to face speech class and the classmates’ taunts by himself.

Display word card 75 (🗨️ WA2) and have the students say the words *desert* and *deserter*.

Point to the suffix *-er* at the end of the word *deserter*, and review that *-er* is a suffix that means a “person who.” Explain that when the suffix *-er* is added to the word *desert*, it makes the new word *deserter*, which means a “person who deserts.”

5 Play “Did Tulip Desert Someone?”

Review that *desert* means “abandon, or leave someone or something that should not be left behind.” Explain that if someone leaves a sick kitten by the side of the road, he has deserted the kitten, or left it behind when he should not have. But if a person leaves a sick kitten at an animal hospital, intending to come back for the kitten when it is well, the person has not deserted the kitten.

Tell the students that they will play a game called “Did Tulip Desert Someone?” Explain that you will describe something our friend Tulip does to someone; then partners will discuss whether or not Tulip deserted the person and explain why they think so.

Begin by reading the following story aloud twice, slowly and clearly:

- *Tulip walks her little brother to school on his first day of kindergarten. When she leaves him at the kindergarten room door, she says, “I’ll pick you up at two o’clock”—and she does.*

Ask:

-  **Q** *Did Tulip desert her brother? Why do you think that?* [Click 1 on WA2 to reveal the prompt.] *Turn to your partner.*

PROMPT 1: “Tulip [did/did not] desert her [brother] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following scenario:

- *Tulip is at a movie with her friend. In the middle of the movie, Tulip leaves and does not come back.*

-  **Q** *Did Tulip desert her friend? Why do you think that?* [Point to the prompt.] *Turn to your partner.*

Point to the words *desert/deserter* and review the pronunciations and meanings of the words.

MORE STRATEGY PRACTICE

Discuss Other Words with the Suffix *-less*

Prepare a sheet of chart paper titled “Words with the Suffix *-less*.” Below the title, write *The suffix -less means “without” or “having no.”*

Review that *-less* is a *suffix*, or a “letter or group of letters that is added to the end of a word to make a new word.” Remind the students that the suffix *-less* means “without” or “having no.” Review that when the suffix *-less* is added to the word *thought*, it makes the word *thoughtless*, which means “without thought for the feelings or needs of others.” Write the word *thoughtless* on the chart.

Tell the students that knowing that the suffix *-less* means “without” or “having no” can help them figure out the meaning of other words that use the suffix *-less*. Write the word *fearless* on the chart. Discuss as a class:

Q *What do you think the word fearless means?*

PROMPT: “I think the word *fearless* means . . .”

Have one or two volunteers use the prompt to share their thinking with the class. If necessary, explain that *fearless* means “without fear” or “having no fear.” Invite the students to think of other words that use the suffix *-less*, and list them on the chart. If they struggle to think of words, stimulate their thinking by asking questions such as “What word means ‘without a job?’; ‘Having no end?’; ‘Having no taste?’” (*jobless*; *endless*; *tasteless*). Other *-less* words you might discuss are *hopeless*, *joyless*, *odorless*, *painless*, and *penniless*.

Post the chart, encourage students to continue to listen and watch for words with the suffix *-less*, and add any new examples to the chart.

EXTENSION

Discuss the Suffix *-ful*

Explain that *-ful* at the end of the word *thoughtful* is a suffix that means “full of.” Point out that when the suffix *-ful* is added to the word *thought*, it makes the new word *thoughtful*, which means “full of thought for the feelings or needs of others.” Discuss a few other familiar words that use the suffix *-ful* (for example, *beautiful*, *hopeful*, and *painful*).

Explain that knowing that the suffix *-ful* means “full of” can help the students figure out the meanings of other words that use the suffix that they may not know. Ask the students to use their knowledge of the suffix to figure out the meaning of the word *joyful*.

Materials

- Chart paper and a marker

Teacher Note

Save the “Words with the Suffix *-less*” chart to use throughout the year.

Day 2

Review *Thoughtless, Thoughtful,* and *Desert/Deserter*

Materials

- Daily review cards (WA3)
- “Tell Me a Story” chart (WA4)

In this lesson, the students:

- Review and practice using the words *thoughtless, thoughtful,* and *desert/deserter* from Day 1
- Build their speaking and listening skills
- Use prompts to extend a conversation

Words Reviewed

thoughtless

Thoughtless means “without thought for the feelings or needs of others.”

thoughtful

Thoughtful means “full of thought for the feelings or needs of others.”

desert/deserter

Desert means “abandon, or leave someone or something that should not be left behind.” A *deserter* is a “person who deserts.”

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (WA3) and review the pronunciation and meaning of each word.

Then use “Think, Pair, Share” to discuss:



Q *If you were writing a story about best friends, which of yesterday’s words might you use? How might you use the word?* [Pause; click 1 on WA3 to reveal the prompt.] *Turn to your partner.*

WA3

thoughtless

thoughtful

desert/deserter

PROMPT 1: I might use the word _____. I might write . . .

1

PROMPT 1: “I might use the word [*thoughtful*]. I might write . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

PRACTICE USING THE WORDS

2 Do the Activity “Tell Me a Story”

Tell the students that partners will do the activity “Tell Me a Story.” Remind the students that you will tell them the beginning of a story that includes one of the vocabulary words. Then the students will use their imaginations and what they know about the word to make up an ending for the story.

Display the “Tell Me a Story” chart (C WA4) and show story 1 and its accompanying prompt. Tell the students that story 1 uses the word *thoughtless*. Then read story 1 aloud, slowly and clearly.

- Story 1: *Lori is at a movie with her friend. She becomes annoyed when some thoughtless people in front of her . . .*

Use “Think, Pair, Share” to discuss:



Q How might you finish the story? What might the thoughtless people do or say? [Pause; point to prompt 1.] Turn to your partner.

Tell Me a Story

Lori is at a movie with her friend. She becomes annoyed when some thoughtless people in front of her . . .

PROMPT 1: Lori becomes annoyed when some **thoughtless** people in front of her . . .

WA4

PROMPT 1: “Lori becomes annoyed when some thoughtless people in front of her . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following stories on the chart (WA4):

- Story 2: *It is Harry’s birthday. When he arrives at school, his thoughtful friends . . .*



Q How might you finish the story? What might Harry’s thoughtful friends do or say? [Pause; point to prompt 2.] Turn to your partner.

PROMPT 2: “When Harry arrives at school, his thoughtful friends . . .”

- Story 3: *Suzette is riding her bicycle. She decides to desert her bicycle because . . .*



Q *How might you finish the story? Why might Suzette decide to desert her bicycle?* [Pause; point to prompt 3.] *Turn to your partner.*

PROMPT 3: “Suzette decides to desert her bicycle because . . .”

Teacher Note

For a list of common heteronyms, visit the CCC Learning Hub (ccclearninghub.org) to view the “Heteronyms” list in the General Resources section.

EXTENSION

Discuss *Desert* and Explore Other Heteronyms

Write the words *desert* (dih-ZURT) and *desert* (DEH-zurt) where everyone can see them. Point to each word as you pronounce it. Then ask the students what they notice about the words.

Tell the students that the words *desert* and *desert* are heteronyms. Explain that *heteronyms* are “words that are spelled the same but have different pronunciations and meanings.” Have the students discuss the meanings of *desert* and *desert*. Then have them discuss the meanings of these other heteronyms: *bass* (pronounced BAS and BAYS); *bow* (pronounced BOW and BOH); *close* (pronounced KLOHZ and KLOHS); and *dove* (pronounced DUHV and DOHV). Have the students watch for other heteronyms in their reading, and discuss the examples they find.

Introduce *Motionless*, *Reverie*, and *Fanciful*

Day 3

In this lesson, the students:

- Learn and use the words *motionless*, *reverie*, and *fanciful*
- Discuss the Latin root *mot*
- Review the suffix *-less*
- Review antonyms
- Build their speaking and listening skills
- Use prompts to extend a conversation

Words Taught

motionless

Motionless means “without motion, still, or not moving.”

reverie

A *reverie* is a “pleasant daydream.”

fanciful

Fanciful means “imaginary, or not real.”

INTRODUCE AND USE *MOTIONLESS*

1 Introduce and Define *Motionless*

Briefly review “Eraser and School Clock.” Then read the poem aloud.

Remind the students that as the narrator struggles with the test, he begins to daydream. Then reread the lines that begin with “I look / Up at the school clock” and end with “In their hands, / Erasers, too.”

Explain that the narrator daydreams that time stops, the test stops, and his friends freeze, or become motionless. Tell the students that *motionless* is the first word they will learn today, and explain that *motionless* means “without motion, still, or not moving.”

Display word card 76 (🎧 WA5) and have the students say the word *motionless*.

Materials

- “Eraser and School Clock” (see page 301)
- Word card 76 (WA5)
- Word card 77 (WA6)
- Word card 78 (WA7)

Teacher Note

You might explain that *motionless* and *still* are synonyms. If you started a synonym chart, add the words to it.

Teacher Note

You might remind the students that earlier they discussed the Latin roots *mem* (“mind”) and *memor* (“to remember”) when they learned the word *memento* (“something given or kept as a reminder of a person, place, or experience”).

Teacher Note

If you started a “Words with the Suffix -less” chart, add the word *motionless* to it.

Technology Tip

To find web-based activities that focus on using Greek and Latin roots to determine word meanings, you might search online using the keywords “whiteboard Greek and Latin roots activities.” For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



2 Introduce the Latin Root *mot* and Review the Suffix *-less*

Point to the root *mot* in *motionless* on word card 76 (WA5) and explain that *mot* is a root. Review that a *root* is a “word or part of a word that is used to make other words.” Remind the students that many roots come to English from other languages. Explain that *mot* comes from Latin, a language that was spoken by the people of ancient Rome. Tell the students that in Latin, *mot* means “move.”

Point to the suffix *-less* in *motionless*, and review that *-less* is a suffix that means “without.” Explain that if you know the meanings of the suffix *-less* and the root *mot*, you can put them together to figure out that *motionless* means “without motion, still, or not moving.”

3 Discuss *Motionless*

Review that later in the poem, the narrator daydreams that he goes out onto the playground. Tell the students that as you read this part of the poem again, you want them to listen for who is motionless, or still or not moving, on the playground. Then reread the italicized section of the poem aloud, stopping after the line “Of each sweet homer.”

Ask:

-  Q Who is motionless on the playground? Why do you think that? [Click 1 on WA5 to reveal the first prompt.] Turn to your partner.

WA5

motionless

PROMPT 1: The _____ is **motionless** because _____.

1 2

PROMPT 1: “The [janitor] is motionless because [the poem says ‘the janitor is frozen to his broom’].”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class. If necessary, explain that the janitor is motionless because the poem says that he is “frozen to his broom”; the gardener is motionless because the poem says that he is frozen “to his lasso of hose and sprinkler”; and the principal is motionless because he is frozen “to his walkie-talkie.”

Then discuss as a class:

Q *When have you been motionless? Why were you motionless?*

Click **2** on word card 76 (WA5) to reveal the prompt. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 2: “I was motionless when [I was getting my hair cut] because . . .”

Point to the word *motionless* and review the pronunciation and meaning of the word.

INTRODUCE AND USE REVERIE

4 Introduce and Define *Reverie*

Review that in the poem “Eraser and School Clock” the narrator imagines that he is on the playground hitting homers, instead of in the classroom taking a test. Reread the italicized section of the poem aloud, ending with the line “What a dream.”

Tell the students that the next word they will learn today is *reverie*, and explain that a *reverie* is a “pleasant daydream.” Point out that the narrator’s *reverie*, or pleasant daydream, is about people standing motionless in amazement as he hits homer after homer.

Display word card 77 (WA6) and have the students say the word *reverie*.

5 Discuss a Reverie

Explain that all of us have favorite reveries, or pleasant daydreams. Tell the students about one of your favorite reveries.

You might say:

“One of my favorite reveries is that I am swimming with a pod of dolphins. One of them lets me grab onto its fin, and it swims me in to shore.”

Use “Think, Pair, Share” to discuss:



Q *What is one of your favorite reveries?* [Pause; click **1** on WA6 to reveal the prompt.] *Turn to your partner.*

PROMPT 1: “One of my favorite reveries is . . .”

ELL Note

You might invite a volunteer to sit motionless for a few moments and then ask the class to discuss what they noticed. Alternatively, you might have all the students sit motionless for a minute and then ask “Was it difficult to be motionless? Why?”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *reverie* and review the pronunciation and meaning of the word.

INTRODUCE AND USE *FANCIFUL*

6 Introduce and Define *Fanciful* and Review Antonyms

Tell the students that the last word they will learn today is *fanciful*. Explain that *fanciful* means “imaginary, or not real.” Tell the students that *fanciful* and *real* are antonyms, or opposites. Point out that the narrator’s baseball reverie is fanciful. It is imaginary, or not real.

Display word card 78 (WA7) and have the students say the word *fanciful*.

7 Discuss Fanciful Stories

Explain that we often use the word *fanciful* to describe the very strange or unbelievable characters, creatures, and events in fairy tales and science fiction stories. Tell the students about something you have read or seen in a movie or on TV that was obviously fanciful.

You might say:

“I am reading a book about a woman who is transported back in time by touching a special rock. The story is fanciful, because I know that something like that could never really happen. It’s imaginary, or not real.”

Discuss as a class:

Q *What is something you have read or seen in a movie or on TV that is obviously fanciful?*

Click 1 on word card 78 (WA7) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 1: “I [read/saw] a fanciful [story] about [a talking car].”

Ask the students to imagine that they are going to write a story about a fanciful animal that becomes their pet; then use “Think, Pair, Share” to discuss:

 **Q** *What does the fanciful animal in your story look like? Sound like? How will it move? What will you call the animal?* [Pause; click 2 on WA7 to reveal the prompt.] *Turn to your partner.*

PROMPT 2: “The fanciful animal in my story . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Teacher Note

If you started an antonym chart, add the words *fanciful* and *real* to it. You might also explain that *fanciful* and *imaginary* are synonyms. If you started a synonym chart, add the words to it.

MORE STRATEGY PRACTICE

Discuss Words with the Latin Root *mot*

Write the word *motionless* where everyone can see it. Review that *motionless* means “without motion, still, or not moving.” Remind the students that *motionless* includes the root *mot*, which means “move.” Tell the students that knowing the meaning of the root *mot* can help them figure out the meanings of other words that use the root.

Write the word *motor* where everyone can see it, and point out that it includes the root *mot*. (You might underline the root.) Ask:

Q *What do you know about the word motor?*

Q *What is a motor? What does a motor do?*

If necessary, explain that a *motor* is the “part of a machine that makes it move.”

Write the word *motivate* where everyone can see it and point out that it also includes the Latin root *mot*. Ask:

Q *What do you know about the word motivate?*

Q *When might you need to be motivated?*

If necessary, explain that *motivate* means “move a person to do something.”

Use the same procedure to discuss one or more of the following words:

- *automotive* (something that “moves by itself”)
- *promote* (“move forward”)
- *demote* (“move down”)

TEKS 3.C.ii
Student/Teacher Activity
More Strategy Practice

Teacher Note

For a list of words with common Greek and Latin roots, visit the CCC Learning Hub (ccclearninghub.org) to view the “Roots” list in the General Resources section.

Day 4

Review *Motionless*, *Reverie*, and *Fanciful*

Materials

- Daily review cards (WA8)
- Copy of this week's family letter (BLM1) for each student

In this lesson, the students:

- Review and practice using the words *motionless*, *reverie*, and *fanciful* from Day 3
- Build their speaking and listening skills
- Use prompts to extend a conversation

Words Reviewed

motionless

Motionless means "without motion, still, or not moving."

reverie

A *reverie* is a "pleasant daydream."

fanciful

Fanciful means "imaginary, or not real."

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (WA8). Review the pronunciation and meaning of each word.

Ask:



Q *If you were writing a story about a character named Daydreamy Dave, which of these words might you use? How might you use the word? Why?* [Click 1 on WA8 to reveal the first prompt.] *Turn to your partner.*

WA8

motionlessreveriefanciful

PROMPT 1: I might use the word _____. I might write . . .

1 2

PROMPT 1: “I might use the word [*reverie*]. I might write . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

PRACTICE USING THE WORDS

2 Play “Does That Make Sense?”

Tell the students that partners will play the game “Does That Make Sense?” Review that you will read a scenario that includes one of the vocabulary words. Partners will decide whether the word makes sense in the scenario and explain why they think so.

Point to the word *motionless* on the daily review cards (WA8) and explain that the first scenario includes the word *motionless*. Read the following scenario aloud:

- *The mouse stood motionless, hoping he would not be seen, as the owl flew overhead.*

Ask:



Q *Does the word motionless make sense in this scenario? Why do you think that?* [Click 2 to reveal the prompt.] Turn to your partner.

PROMPT 2: “The word [*motionless*] [does/does not] make sense because . . .”

Use the same procedure to discuss the remaining scenarios.

[**reverie**]

- *Trina awoke from her reverie, shaking with fear.*

[**fanciful**]

- *Harley wrote a fanciful story about a boy with wings who flew to Mars.*

Teacher Note

For a fully written-out example of this game, see Week 1, Day 5, Step 2.

Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

Materials

- Ongoing review cards (WA9)
- Ongoing review activity (WA10)

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Use prompts to extend a conversation

Words Reviewed

fanciful

Fanciful means “imaginary, or not real.”

harbor

Harbor means “protect or shelter.”

picturesque

When a place is picturesque, it is beautiful or pleasant to look at.

spectacle

A *spectacle* is an “unusual or remarkable sight.”

thrust

Thrust means “push or shove suddenly or with force.”

REVIEW THE WORDS

1 Briefly Review the Words

Display the ongoing review cards (WA9) and review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Play “Find Another Word”

Tell the students that partners will play the game “Find Another Word.” Review that you will show several sentences that have one or more words underlined. You will read each sentence aloud, and then partners will decide which of the vocabulary words could replace the underlined part of the sentence.

Display the ongoing review activity (WA10) and begin:

1. Click 1 to reveal the first story (see WA10 on the next page). Point to the sentence and read it aloud, emphasizing the underlined word.
 - Sentence 1: *Though Darrel knew that the elves in the story were imaginary, he secretly hoped to meet one someday.*

Teacher Note

Each sentence on the ongoing review activity (WA10) has a corresponding number: the first sentence is 1; the second sentence is 2; the third sentence is 3; and so on. To play the game, click the corresponding number four times:

- The first click reveals the sentence.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the sentence with the answer in place.
- The fourth click clears the screen.

2. Give the students a few moments to think about the sentence and the underlined word. Then point to the five word choices and ask:



Q Which vocabulary word could replace the underlined words? Why?
[Click 1 again to reveal the prompt.] Turn to your partner.

PROMPT 1: “I think the word [*fanciful*] could replace *imaginary* because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking 1 a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place.

fanciful	harbor	picturesque	spectacle	thrust
----------	--------	-------------	-----------	--------

SENTENCE 1: Though Darrel knew that the elves in the story were fanciful, he secretly hoped to meet one someday.

1 2 3 4 5

WA10

4. Finally, click 1 to clear the screen.

Use the same procedure to discuss the following sentences:

- Sentence 2: Moments after the alarm went off, police officers forcefully pushed the door open. (thrust)
- Sentence 3: Tricia, who lived in a big city, was envious of her cousins who lived in a beautiful mountain town. (picturesque)
- Sentence 4: The family emerged from the basement, where they had been sheltered during the tornado. (harbored)
- Sentence 5: A large crowd gathered when they saw the dog riding a skateboard—it was quite a remarkable sight! (spectacle)

Teacher Note

You might remind the students that they learned the word *envious* earlier and that if you are envious, you feel jealous of someone because that person has something you would like to have.

Teacher Note

You might remind the students that they learned the word *emerge* earlier, and that *emerge* means “appear.” When something emerges, it comes out so that it can be seen.

Poem

Speech Class

by Jim Daniels

(for Joe)

We were outcasts—
you with your stutters,
me with my slurring—
and that was plenty for a friendship.

When we left class to go to the therapist
we hoped they wouldn't laugh—
took turns reminding the teacher:
“Me and Joe have to go to shpeesh class now,”
or “M-m-me and J-Jim ha-have to go to
s-s-speech now.”

Mrs. Clark, therapist, was also god, friend, mother.
Once she took us to the zoo on a field trip:
“Aw, ya gonna go look at the monkeys?”
“Maybe they'll teach you how to talk.”
We clenched teeth and went
and felt the sun and fed the animals
and we were a family of broken words.

For years we both tried so hard
and I finally learned
where to put my tongue and how to make the sounds
and graduated,
but the first time you left class without me
I felt that punch in the gut—
I felt like a deserter
and wanted you
to have my voice.

“Speech Class” from *The Place My Words Are Looking For* by Jim Daniels. Copyright © 1990 by Jim Daniels. Used by permission of Jim Daniels.

Poem

Eraser and School Clock

by Gary Soto

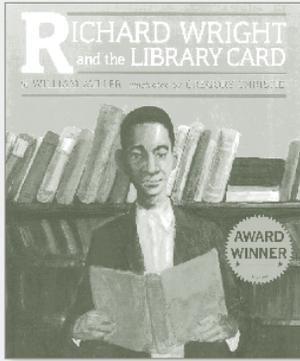
My eraser
Is pink
And car-shaped.
It skids across
My math test,
Which is a mess of numbers,
All wrong, like
When I unscrewed
The back of my watch
And the workings
Fell out.
The teacher frowned
When she saw
The watch,
Its poor heart
Torn out. Now
I'm working
On my math,
And I think,
I think, I think
I know. I look
Up at the school clock
With its hammerlike tick.
I could tear
Open its back,
And perhaps
The springs and gears
Would jump
And time stop.
This test could stop,
And my friends
Freeze, pencils
In their hands,
Erasers, too.
All would freeze,

Including my teacher,
And I could blow
On the skid marks
Of my eraser.
*I walk out
To the playground,
My eight fingers
And two thumbs
Wrapped around
A baseball bat.
The janitor
Is frozen
To his broom,
The gardener
To his lasso of
Hose and sprinkler,
And the principal
To his walkie-talkie.
I hit homer
After homer,
And they stand,
Faces frozen
And mouths open,
Their eyes maybe moving,
Maybe following
The flight
Of each sweet homer.
What a dream.
I shrug
And look around
The classroom
Of erasers and pencils,
The clock racing
My answers to the finish.
Eraser and School Clock*

"Eraser and School Clock" from *Canto Familiar* by Gary Soto. Copyright © 1995 by Gary Soto. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

Week 14

RESOURCES



Read-alouds

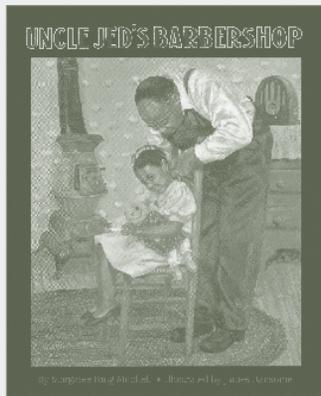
- *Richard Wright and the Library Card* by William Miller, illustrated by Gregory Christie
- *Uncle Jed's Barbershop* by Margaree King Mitchell, illustrated by James Ransome

More Strategy Practice

- “Discuss Words with the Prefix *pre-*”

Extension

- “Explore an Interesting Word: *Episode*”



Assessment Resource Book

- Week 14 vocabulary assessment



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA10

Assessment Form

- “Class Vocabulary Assessment Record” sheet (CA1)

Reproducibles

- Week 14 family letter (BLM1)
- (Optional) “Week 14 Word Cards” (BLM2)
- (Optional) “Week 14 Crossword Puzzle” (BLM3)

OVERVIEW

Words Taught

hunger
discourteous
prejudice
bundle
selfless
resilient

Words Reviewed

conspicuous
motionless
resilient
thoughtful
thoughtless

Word-learning Strategies

- Using the prefix *dis-* to determine word meanings (review)
- Recognizing antonyms (review)
- Using the prefix *pre-* to determine word meanings (review)
- Using the Latin root *judice* to determine word meanings
- Using the suffix *-less* to determine word meanings (review)

Vocabulary Focus

- Students learn and use six words from or about the stories.
- Students review the prefixes *dis-* and *pre-*.
- Students review antonyms and the suffix *-less*.
- Students discuss the Latin root *judice*.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students practice the procedure for “Group Brainstorming.”
- Students work in a responsible way.
- Students develop the skills of including everyone in and contributing to group work, and using prompts to extend a conversation.

① DO AHEAD

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Discuss Words with the Prefix *pre-*” on page 309.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print “Week 14 Word Cards” (BLM2) and “Week 14 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words.
- ✓ Prior to Day 5, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 190 of the *Assessment Resource Book*.

Introduce *Hunger*, *Discourteous*, and *Prejudice*

Day 1

In this lesson, the students:

- Learn and use the words *hunger*, *discourteous*, and *prejudice*
- Build their speaking and listening skills
- Include one another and contribute to group work
- Work in a responsible way

Words Taught

hunger (p. 12)

Hunger is a “strong desire or want.”

discourteous

Discourteous means “not courteous, or disrespectful or rude.”

prejudice

Prejudice is an “unfair opinion of someone based on the person’s race, religion, or other characteristic.”

INTRODUCE AND USE *HUNGER*

1 Introduce and Define *Hunger*

Briefly review *Richard Wright and the Library Card*.

Show pages 12–13. Remind the students that Richard loves to read and that as a child he read anything he could find. Read the last two paragraphs on page 12 aloud, emphasizing the word *hunger*.

Tell the students that the first word they will learn today is *hunger*, and explain that *hunger* is a “strong desire or want.” Point out that Richard has a hunger, or strong desire, for words and books. He wants with all his heart to read and learn.

Display word card 79 (WA1) and have the students say the word *hunger*.

2 Discuss Hungering to Learn About Something

Explain that, like Richard, many people hunger for knowledge, or have a strong desire to learn things. Give one or two examples of things that you have hungered to learn.

Materials

- *Richard Wright and the Library Card*
- Word card 79 (WA1)
- Word card 80 (WA2)
- Word card 81 (WA3)

Teacher Note

You might point out that *hunger* can also mean “pain or weakness caused by not eating enough food.”

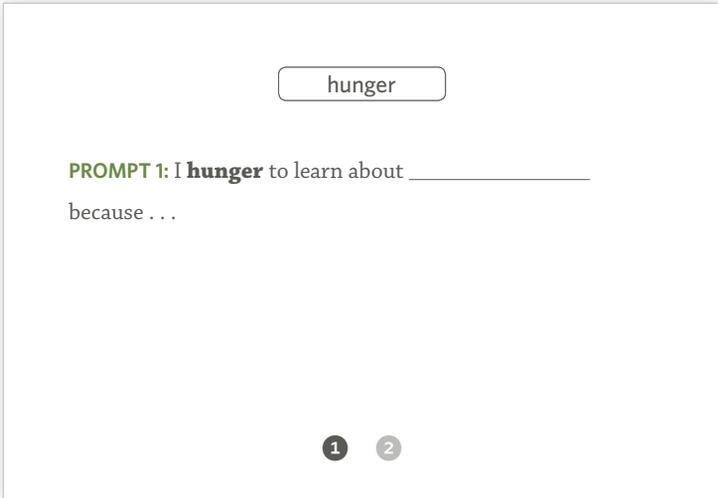
You might say:

“When I was your age, I hungered to learn about the ancient Egyptians. I was especially fascinated by mummies and read everything I could find about them. These days I hunger to learn all I can about gardening. I want to grow my own vegetables, so I’m learning about vegetables that will grow in our climate.”

Tell the students that you will ask partners to discuss things they hunger to learn about, and then a few of them will share their partners’ thinking with the class.

Ask:

 **Q** *What is something you hunger to learn about? Why?* [Click **1** on WA1 to reveal the first prompt.] *Turn to your partner.*



WA1

PROMPT 1: “I hunger to learn about [kites] because . . .”

After partners have talked, click **2** on word card 79 (WA1) to reveal the next prompt. Have a few volunteers use the prompt to share their partners’ thinking with the class.

PROMPT 2: “[Tanisha] hungers to learn about [computers] because . . .”

Point to the word *hunger* and review the pronunciation and meaning of the word.

INTRODUCE AND USE *DISCOURTEOUS*

3 Introduce and Define *Discourteous* and Review the Prefix *dis-* and Antonyms

Show pages 22–23 of *Richard Wright and the Library Card*, and review that Richard uses Jim Falk’s library card to check out books. Read

page 22 aloud. Use a loud voice and sharp tone when the librarian says, “Are you sure these books aren’t for you?”

Tell the students that the next word they will learn today is *discourteous*. Explain that *discourteous* means “not courteous, or disrespectful or rude.”

Explain that the librarian is discourteous when she loudly asks Richard if the books are his. She’s discourteous again when she laughs at him when he says he cannot read. She makes Richard feel embarrassed and uncomfortable.

Display word card 80 (🌐 WA2) and have the students say the word *discourteous*.

Point to the prefix *dis-* in *discourteous* and review that *dis-* is a prefix that means “not.” Explain that when the prefix *dis-* is added to the word *courteous*, which means “polite and respectful,” it makes the new word *discourteous*, which means “not courteous, or disrespectful or rude.” Point out that *discourteous* and *courteous* are antonyms.

4 Play “Is Tulip Being Discourteous?”

Tell the students that partners will play a game called “Is Tulip Being Discourteous?” Explain that you will describe something that Tulip is doing; then partners will discuss whether Tulip is being courteous or discourteous and explain why they think so.

Begin by reading the following scenario aloud twice, slowly and clearly:

- *Tulip is studying in the library. The people next to her are whispering and giggling. Tulip turns to them and says in a loud, angry voice, “Shhh! I’m trying to study!”*

Ask:



Q *Is Tulip being courteous or discourteous? Why?* [Click 1 on WA2 to reveal the prompt.] *Turn to your partner.*

PROMPT 1: “Tulip is being [courteous/discourteous] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following scenarios:

- *Tulip is waiting in line at the movie theater. The person in front of her steps out of line to talk to a friend, and then gets back in line in front of Tulip. Tulip says to her, “Excuse me, you stepped out of line, so you need to go to the end of the line.”*
- *Tulip is working on an art project. A student at her table asks Tulip if she can borrow a marker Tulip is using. Tulip says, “No. Sometimes you don’t return things you borrow.”*

Point to the word *discourteous* and review the pronunciation and meaning of the word.

ELL Note

The Spanish cognate of *discourteous* is *descortés*.

Teacher Note

If you started an antonym chart, add the words *courteous* and *discourteous* to it. If you started a chart of *dis-* words, add *discourteous* to it.

ELL Note

The Spanish cognate of *prejudice* is *prejuicio*.

TEKS 3.C.iii
Student/Teacher Narrative
Step 6

Teacher Note

For a list of common Greek and Latin roots, visit the CCC Learning Hub (ccclearninghub.org) to view the “Roots” list in the General Resources section.

TEKS 3.C.iii
Student/Teacher Activity
Step 7

INTRODUCE AND USE PREJUDICE

5 Introduce and Define *Prejudice*

Show pages 22–23 of *Richard Wright and the Library Card* again, and review that the librarian questions Richard about the library books. Reread the following sentences from page 22 aloud: “But Richard told the lady what she wanted to hear, what she believed was true about all black boys like him. ‘No ma’am,’ he said. ‘These books aren’t for me. Heck, I can’t even read.’”

Tell the students that the next word they will learn today is *prejudice*. Explain that *prejudice* is an “unfair opinion of someone based on the person’s race, religion, or other characteristic.”

Explain that the librarian’s prejudice is her unfair belief that African Americans cannot read. Point out that when Richard says, “Heck, I can’t even read,” he is using the librarian’s prejudice, or unfair opinion about his race, to trick her into thinking that the library books cannot possibly be for him.

Display word card 81 ( WA3) and have the students say the word *prejudice*.

6 Introduce the Prefix *pre-* and the Latin Root *judice*

Point to the prefix *pre-* in *prejudice* and explain that *pre-* is a prefix that means “before.” Remind the students that a prefix is a “letter or group of letters that is added to the beginning of a word to make a new word.”

Point to *judice* in *prejudice* and explain that *judice* is a Latin root that means “judgment.” Explain that adding the prefix *pre-* to the root *judice* makes the new word *prejudice*. Explain that prejudice is forming an opinion or making a judgment about someone before you know the person; point out that prejudice can be based on the person’s race, religion, or other characteristic.

7 Discuss Whether Someone Is Prejudiced

Write the word *prejudiced* where everyone can see it. Tell the students that we use the word *prejudiced* to describe someone who has a prejudice. Explain that the librarian in the story can be described as prejudiced because she has an unfair opinion about Richard that is based on his race. Explain that, in addition to race, people are sometimes prejudiced because of another person’s religious beliefs, age, or gender (whether the person is male or female).

Tell the students that you will describe a situation; then partners will decide if the person in the situation is prejudiced and explain why they think so.

Begin by reading the following scenario aloud:

- *An elderly couple wants to buy a car. The salesperson says, “Elderly people are unsafe drivers. I don’t feel comfortable selling you a car.”*

Use “Think, Pair, Share” to discuss:



Q *Is the salesperson prejudiced? Why? [Pause; click 1 on WA3 to reveal the prompt.] Turn to your partner.*

PROMPT 1: “[The salesperson] [is/is not] prejudiced because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following scenarios:

- *Martin offers to babysit his neighbor’s son. Martin’s neighbor says, “Boys don’t know how to take care of children. Babysitting is a job only a girl can do.”*
- *Sheila goes to a tryout for a youth hockey team. The hockey coach says to Sheila, “I’m glad to see a girl at tryouts today. I am hoping we will have a team with both boys and girls!”*

Point to the words *prejudice* and *prejudiced* and review the pronunciations and meanings of the words.

MORE STRATEGY PRACTICE

Discuss Words with the Prefix *pre-*

Prepare a sheet of chart paper titled “Words with the Prefix *pre-*.” Below the title write *The prefix pre- means “before.”* Write the word *prejudice* on the chart.

Review that *pre-* is a prefix and that a *prefix* is a “letter or group of letters that is added to the beginning of a word to make a new word.” Remind the students that the prefix *pre-* means “before” and that when *pre-* is added to the Latin root *judice*, it makes the new word *prejudice*. Review that *prejudice* is forming an opinion or making a judgment about someone before you know the person, and that it can be based on the person’s race, religion, or other characteristic.

Tell the students that knowing that *pre-* means “before” can help them figure out the meaning of other words that begin with the prefix. Write the word *preview* on the chart. Explain that *preview* is a word made by adding the prefix *pre-* to the word *view*.

Use “Think, Pair, Share” to discuss:



Q *Based on what you know about the prefix pre- and the word view, what do you think the word preview means? What is a movie preview? [Pause.] Turn to your partner.*

Materials

- Chart paper and a marker

Teacher Note

You might remind the students that the Latin root *judice* means “judgment.”

Teacher Note

You might also discuss the prefix *pre-* in the word *prefix*. Point out that the word *fix* means “attach,” and explain that *prefix* means “attach, or add, before.” Explain that a prefix is added before a word to make a new word.

Teacher Note

Save the “Words with the Prefix *pre-*” chart to use throughout the year.

PROMPT: “I think the word *preview* means [watch ahead of time] because . . .” and “A movie preview is . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

If necessary, explain that *preview* means “view, or look at or watch something ahead of time.” Explain that a movie preview is the showing of a movie or parts of a movie before it opens for everyone to see.

Use the same procedure to have the students discuss the meanings of *preheat* and *preorder*.

Ask the students for other examples of words with the prefix *pre-*, discuss their meanings, and add them to the chart (for example, *precaution*, *prehistoric*, *prepay*, *preregister*, or *preschool*). Post the chart and encourage the students to continue to listen and watch for other words that use the prefix *pre-*, and add any new examples to the chart.

Day 2

Review *Hunger*, *Discourteous*, and *Prejudice*

Materials

- Daily review cards (WA4)

In this lesson, the students:

- Review and practice using the words *hunger*, *discourteous*, and *prejudice* from Day 1
- Build their speaking and listening skills
- Include everyone in the discussions
- Contribute to group work
- Use prompts to extend a conversation

Words Reviewed

hunger

Hunger is a “strong desire or want.”

discourteous

Discourteous means “not courteous, or disrespectful or rude.”

prejudice

Prejudice is an “unfair opinion of someone based on the person’s race, religion, or other characteristic.”

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (🗉 WA4) and review the pronunciation and meaning of each word.

Ask:



Q Which of yesterday's words do you think was interesting or fun to talk about? Why? [Click 1 on WA4 to reveal the prompt.] Turn to your partner.

hungerdiscourteousprejudice

PROMPT 1: I think the word _____ was
[interesting/fun] to talk about because . . .

1

WA4

PROMPT 1: "I think the word [*hunger*] was [interesting/fun] to talk about because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

PRACTICE USING THE WORDS

2 Do the Activity "Create a Sentence"

Tell the students that partners will do the activity "Create a Sentence." Review that partners will work together to create sentences that use the vocabulary words.

Point to the word *hunger* on the chart, and review that *hunger* is a "strong desire or want."

Use "Think, Pair, Share" to discuss:



Q How might you use the word *hunger* in a sentence? [Pause.] Turn to your partner.

After partners have talked, have a few pairs share their sentences with the class.

Teacher Note

Support struggling students by asking questions such as "What is something you hunger to do?" and "Where is a place you hunger to visit?" If they continue to struggle, provide a sentence starter such as "After the cold winter, I hungered for . . ." or "When I finished the first book in the series, I hungered to . . ."

Teacher Note

Support students who struggle to use the word *discourteous* by asking questions such as “When have you seen someone be discourteous?” and “What might you say or do if someone is discourteous to you?” If they continue to struggle, provide a sentence starter such as “The girl next door was discourteous when . . .” or “When Harold was discourteous to his sister, he . . .”

Support students who struggle to use the word *prejudice* by asking questions such as “When have you seen an example of prejudice or heard about someone facing prejudice?” and “What might you say to someone who you saw acting in a prejudiced way?” If they continue to struggle, provide a sentence starter such as “Nayla showed prejudice against men when . . .” or “Richard Wright experienced prejudice when . . .”

Follow up by asking:

Q *Does it make sense to say [“I hunger to see my favorite band in concert”]? Why?*

Use the same procedure to have partners work together to create sentences that use the words *discourteous* and *prejudice*.

EXTENSION

Explore an Interesting Word: *Episode*

Write the word *episode* where everyone can see it. Show the “Author’s Note” on page 32 of *Richard Wright and the Library Card*. Read the title aloud and tell the students that on this page the author gives more information about Richard Wright’s life and explains where the idea for the book came from. Tell the students that as you read from this part of the book, you want them to listen for an interesting word—the word *episode*—and think about what it might mean.

Read page 32 aloud. Then reread the first sentence, emphasizing the word *episode*. Ask:

Q *Based on what you heard, what do you think the word episode might mean?*

PROMPT: “I think the word *episode* might mean . . .”

If necessary, explain that an *episode* is an “event or series of events in a person’s life.” Explain that gaining access to the public library in Memphis was an important episode, or event, in Richard’s life.

Introduce *Bundle*, *Selfless*, and *Resilient*

Day 3

In this lesson, the students:

- Learn and use the words *bundle*, *selfless*, and *resilient*
- Review the suffix *-less*
- Build their speaking and listening skills
- Include everyone in the discussions
- Contribute to group work
- Use prompts to extend a conversation

Words Taught

bundle (p. 19)

Bundle means “wrap or tie things together.”

selfless

Selfless means “unselfish, or without thought for yourself.” When you are selfless, you are more concerned about others than about yourself.

resilient

Resilient means “able to recover from or adjust to misfortune or change.”

INTRODUCE AND USE *BUNDLE*

1 Introduce and Define *Bundle*

Briefly review *Uncle Jed’s Barbershop*.

Show pages 16–17. Point to Sarah Jean and her parents in the illustration on page 17, and review that Sarah Jean’s parents take her to the hospital and find out that she needs an operation. They cannot afford to pay for it, so they take Sarah Jean home.

Then show pages 18–19 and read the first sentence on page 19 aloud, emphasizing the word *bundled*.

Tell the students that *bundle* is the first word they will learn today, and explain and that *bundle* means “wrap or tie things together.” Point out that Sarah Jean’s mother bundles, or wraps, Sarah Jean in a blanket to keep her warm on the way home.

Display word card 82 (C WA5) and have the students say the word *bundle*.

Materials

- *Uncle Jed’s Barbershop*
- Word card 82 (WA5)
- Word card 83 (WA6)
- Word card 84 (WA7)

Teacher Note

You might explain that the words *bundle* and *wrap* are synonyms. If you started a synonym chart, add the words to it.

2 Discuss Bundling Up

Explain that when we wrap ourselves in a blanket or put on warm clothing because it is cold, we say we are “bundling up.”

Discuss as a class:

Q *When have you had to bundle up? What did you bundle up in?*

Click **1** on word card 82 (WA5) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

bundle

PROMPT 1:

I had to **bundle** up when . . .

and

I **bundled** up in . . .

1 2 3 4

WA5

Teacher Note

You might tell the students that the word *bundle* can also be a noun. Explain that a group of things that is wrapped or tied together is sometimes called a *bundle* (for example, a bundle of newspapers).

Teacher Note

If the students struggle to answer the question, name other things people bundle, for example, sticks, tree limbs, pieces of wood, letters, postcards, photographs, dollar bills, and magazines. Then repeat the question.

3 Discuss Bundling Letters

Review that in addition to “wrap,” *bundle* means “tie things together.” Explain that sometimes people use string or twine to bundle newspapers, or tie them together. Bundling them makes them easier to store or carry. Sometimes people use rubber bands to bundle their computer cords under their desks to keep the cords tidy.

Discuss as a class:

Q *What else might people bundle?*

Click **2** to reveal the prompt and have a few volunteers use the prompt to share their thinking with the class.

PROMPT 2: “People might bundle [sticks].”

Ask the students to imagine they have a bunch of letters from a friend. They put the letters into a neat stack so that they can bundle them. Ask:

 **Q** *What might you use to bundle the letters? [Click **3** on WA5 to reveal the prompt.] Turn to your partner.*

PROMPT 3: “I might use [ribbon] to bundle the letters.”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Follow up by discussing as a class:

Q *Why might you bundle the letters?*

Click **4** to reveal the prompt. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 4: “I might bundle the letters because . . .”

Point to the word *bundle* and review the pronunciation and meaning of the word.

INTRODUCE AND USE *SELFLESS*

4 Introduce and Define *Selfless* and Review the Suffix *-less*

Show pages 18–19 of *Uncle Jed’s Barbershop* again, and review that Sarah Jean’s father finds Uncle Jed and tells him about the operation Sarah Jean needs. Read the second paragraph on page 19 and the first paragraph on page 21 aloud.

Tell the students that *selfless* is the next word they will learn today, and explain that *selfless* means “unselfish, or without thought for yourself.” When you are selfless, you are more concerned about others than about yourself. Review that Uncle Jed has been saving every penny so that he can open a barbershop. When he uses his money to pay for Sarah Jean’s surgery instead, he is being selfless, or unselfish. He is more concerned about Sarah Jean’s health than about his barbershop.

Display word card 83 (🔊 WA6) and have the students say the word *selfless*.

Point to the suffix *-less* in *selfless* and review that *-less* is a suffix that means “without.” Point out that adding the suffix *-less* to the word *self* makes the new word *selfless*, which means “without self.” When people are selfless, they act without thinking about themselves—they focus on the needs of others.

5 Play “Selfless or Not Selfless?”

Tell the students that partners will play a game called “Selfless or Not Selfless?” Explain that selfless people sacrifice (give up) something they care about to help others. Give a few examples of selfless acts that you know about.

TEKS 3.C.iii
Student/Teacher Activity
Step 3

Teacher Note

You might explain that the words *selfless* and *unselfish* are synonyms, and add the words to the synonym chart. You might also explain that the words *selfless* and *selfish* are antonyms, and add them to the antonym chart.

Teacher Note

You may want to remind the students that they discussed the suffix *-less* when they learned the words *thoughtless* (“without thought for the feelings or needs of others”) and *motionless* (“without motion, still, or not moving”). If you started a chart of *-less* words, add the word *selfless* to it.

You might say:

"A friend of mine went to Ghana, a country in western Africa, as a volunteer. He taught people there how to irrigate, or create a watering system for, their crops. He was being selfless because he gave up his job and three months of his time to share what he knew with people in another country. Firefighters and police officers are selfless because they are willing to sacrifice their lives to save or help other people."

Tell the students that you will describe something that a person is doing, and partners will decide if the person is being selfless and why they think so.

Begin by reading the following scenario aloud:

- *Rebecca and six of her friends are going on a rafting trip. When they get to the river, they find out that only six people can fit on the raft. Rebecca volunteers to stay behind so her friends can go.*

Ask:



Q *Is Rebecca being selfless? Why do you think that?* [Click **1** on WA6 to reveal the first prompt.] *Turn to your partner.*

PROMPT 1: "[Rebecca] [is/is not] being selfless because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following scenarios:

- *Ben donates most of his old clothes to charity, but he keeps an old sweatshirt he especially likes.*
- *A factory owner decides to close her factory because pollution from the factory is hurting the environment. All of her workers lose their jobs.*

Discuss as a class:

Q *When have you, or when has someone you know, been selfless?*

Click **2** on word card 83 (WA6) to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 2: "[I] was selfless when . . ."

Point to the word *selfless* and review the pronunciation and meaning of the word.

INTRODUCE AND USE *RESILIENT*

6 Introduce and Define *Resilient*

Show pages 22–23 of *Uncle Jed’s Barbershop* and remind the students that a few years after Sarah Jean’s operation, Uncle Jed has almost enough money to open his barbershop. Read pages 22–25 aloud.

Tell the students that the last word they will learn today is *resilient*. Explain that *resilient* means “able to recover from or adjust to misfortune or change.” Explain that Uncle Jed is resilient because he is able to adjust after he loses his money. He does not give up his dream. Instead he starts saving money again.

Display word card 84 (🗨️ WA7) and have the students say the word *resilient*.

7 Discuss Being Resilient

Review that a resilient person recovers from a bad situation or is able to adjust to it. Give a few examples of people you know who are resilient.

You might say:

“My sister’s best friend, Molly, moved away last summer. My sister was sad and lonely for a while, but in time she made new friends. She and Molly talk to each other once a week and they text and e-mail in between. My sister is resilient because she was able to recover from the disappointment of her friend moving away. My niece fell off her bike and broke her arm. Some children would be afraid to ride their bikes again after an accident like that, but not my niece. She went riding the very day her cast came off. She was resilient because she was able to get over her fear of getting hurt and ride her bike.”

Use “Think, Pair, Share” to discuss:



Q *When have you, or when has someone you know, been resilient?* [Pause; click 1 on WA7 to reveal the prompt.] *Turn to your partner.*

PROMPT 1: “[I] was resilient when . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *resilient* and review the pronunciation and meaning of the word.

Teacher Note

Support struggling students by asking questions such as “When have you been able to recover, or feel better, after something sad or disappointing happened to you?” and “When have you been able to adjust to a change at home or at school?”

Day 4

Review *Bundle*, *Selfless*, and *Resilient*

Materials

- Daily review cards (WA8)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of the "Week 14 Crossword Puzzle" (BLM3) for each student

In this lesson, the students:

- Review and practice using the words *bundle*, *selfless*, and *resilient* from Day 3
- Build their speaking and listening skills
- Include one another and contribute to group work
- Use prompts to extend a conversation

Words Reviewed

bundle

Bundle means "wrap or tie things together."

selfless

Selfless means "unselfish, or without thought for yourself." When you are selfless, you are more concerned about others than about yourself.

resilient

Resilient means "able to recover from or adjust to misfortune or change."

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (WA8) and review the pronunciation and meaning of each word.

Discuss as a class:

Q Which of yesterday's words might you use when you are talking with your friends or family? How might you use the word or words?

Click **1** on the daily review cards (WA8) to reveal the prompt. Have one or two volunteers use the prompt to share their thinking with the class.

WA8

bundle

selfless

resilient

PROMPT 1: I might use the word _____ when
I am talking with _____. I might say . . .

1

PROMPT 1: “I might use the word [*bundle*] when I am talking with [my little brother]. I might say . . .”

PRACTICE USING THE WORDS

2 Do the Activity “Create a Sentence”

Tell the students that partners will do the activity “Create a Sentence.” Review that partners will work together to create sentences that use the vocabulary words.

Point to the word *bundle* on the daily review cards and review that *bundle* means “wrap or tie things together.”

Use “Think, Pair, Share” to discuss:



Q *How might you use the word bundle in a sentence? [Pause.] Turn to your partner.*

After partners have talked, have a few pairs share their sentences with the class.

Follow up by asking:

Q *Does it make sense to say [“I bundled up in my warm jacket”]? Why?*

Use the same procedure to have partners work together to use *selfless* and *resilient* in sentences.

Teacher Note

Support struggling students by asking questions such as “What might someone bundle?” and “What might someone use to bundle a stack of papers?” If they continue to struggle, provide a sentence starter such as “Jayden carefully bundled . . .” or “I bundled up in . . .”

Teacher Note

Support students who struggle to use the word *selfless* by asking questions such as “When have you seen someone be selfless?” and “What might a selfless person do?” If they continue to struggle, provide a sentence starter such as “The selfless person gave up . . .” or “Celia was selfless when she offered to . . .”

Support students who struggle to use the word *resilient* by asking questions such as “Why might a doctor say a patient is resilient?” and “When have you been resilient after something unfortunate happened?” If they continue to struggle, provide a sentence starter such as “The doctor said Mason is resilient because . . .” or “Lanie was resilient after . . .”

Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

Teacher Note

To provide students with additional review of words taught during Weeks 13 and 14, you might distribute a copy of the “Week 14 Crossword Puzzle” (BLM3) to each student.

Materials

- Ongoing review cards (WA9)
- Ongoing review activity (WA10)
- “Class Vocabulary Assessment Record” sheet (CA1)

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Include one another and contribute to group work
- Use prompts to extend a conversation

Words Reviewed

conspicuous

Conspicuous means “obvious or noticeable.” Something that is conspicuous stands out and can be seen easily.

motionless

Motionless means “without motion, still, or not moving.”

resilient

Resilient means “able to recover from or adjust to misfortune or change.”

thoughtful

Thoughtful means “full of thought for the feelings or needs of others.”

thoughtless

Thoughtless means “without thought for the feelings or needs of others.”

REVIEW THE WORDS

1 Briefly Review the Words

Display the ongoing review cards (WA9) and review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Review the Activity “Describe the Character”

Tell the students that partners will do the activity “Describe the Character.” Review that you will show a story; then partners will discuss which vocabulary word best describes the main character in the story and explain why they think so.

Display the ongoing review activity (🎧 WA10) and begin the activity:

1. Click ❶ to reveal the first story. Tell the students that the main character in the first story is Theo; then point to the story and read it aloud:

- Story 1: *Theo is at his cousin's surprise party. He is waiting behind the couch, trying very hard not to move a muscle. If Theo moves, his cousin may hear him and the surprise would be ruined.*

2. Give the students a few moments to think about the story. Then point to the five word choices and ask:



Q Which vocabulary word best describes Theo? Why? [Click ❶ again to reveal the prompt.] Turn to your partner.

PROMPT 1: “The word [*motionless*] best describes Theo because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking ❶ a third time to highlight the correct vocabulary word.

conspicuous	motionless	resilient	thoughtful	thoughtless
-------------	------------	-----------	------------	-------------

STORY 1: Theo is at his cousin's surprise party. He is waiting behind the couch, trying very hard not to move a muscle. If Theo moves, his cousin may hear him and the surprise would be ruined.

❶ ❷ ❸ ❹ ❺

WA10

4. Click ❶ to clear the screen.

Use the same procedure to discuss the following stories:

- Story 2: *Glenna is working on an art project. She wants to use the blue paint, but John has the only bottle. She takes the bottle from John's desk, even though he is still using it.* (thoughtless)
- Story 3: *Trevor dyes his hair purple and green for Crazy Hair Day. When he gets to school, Trevor notices that he stands out—he is the only one with crazy hair. Crazy Hair Day is not until next week!* (conspicuous)

Teacher Note

Each story on the ongoing review activity (WA10) has a corresponding number: the first story is ❶; the second story is ❷; the third story is ❸; and so on. To play the game, click the corresponding number four times:

- The first click reveals the story.
- The second click reveals the prompt.
- The third click highlights the correct answer.
- The fourth click clears the screen.

Teacher Note

You might remind the students that they learned the word *delectable* earlier and that *delectable* means “delicious, or very good to taste or smell.”

- Story 4: *Asia falls and scrapes her knee during the soccer game. She gets right up and keeps playing.* (resilient)
- Story 5: *Malcolm knows his sister will be hungry after her basketball game, so he makes her a delectable turkey sandwich for lunch.* (thoughtful)



CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Can the students identify the vocabulary words?
- Do their explanations show that they understand the words' meanings?
- Are they using the words accurately in writing and in conversations outside of the vocabulary lessons?

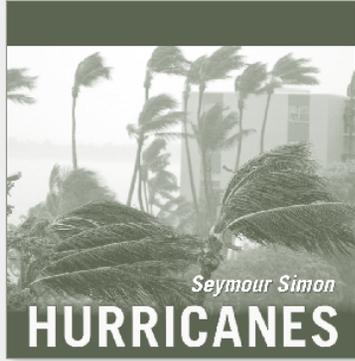
Record your observations on the “Class Vocabulary Assessment Record” sheet (CA1); see page 190 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice through an activity modeled on “Does That Make Sense?” (see Week 1, Day 5, Step 2).

Week 15

RESOURCES



Read-aloud

- *Hurricanes* by Seymour Simon

Extension

- “Explore the Prefix *im-* and the Word *Immobile*”

More ELL Support

- “Further Discuss Contacting People”



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA11

Reproducibles

- Week 15 family letter (BLM1)
- (Optional) “Week 15 Word Cards” (BLM2)

OVERVIEW

Words Taught

moist
contact
typical
calamity
mobile
wobbly

Words Reviewed

bundle
dab
desert/deserter
heave
reverie

Word-learning Strategies

- Recognizing shades of meaning (review)
- Recognizing words with multiple meanings (review)
- Recognizing synonyms (review)
- Using context to determine word meanings (review)

Vocabulary Focus

- Students learn and use six words from or about the book.
- Students review shades of meaning and words with multiple meanings.
- Students review synonyms.
- Students review using context to determine word meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students analyze the effect of their behavior on others and on the group work.
- Students develop the skills of including everyone in and contributing to group work, and using prompts to extend the conversation.

① DO AHEAD

- ✓ Prior to Day 1, preview pages 10–11 of *Hurricanes*. (You did not read these pages during the *Making Meaning* lesson.) You will read aloud from page 11 to introduce the word *typical*.
- ✓ Prior to Day 3, preview pages 12–13 and 16–17 of *Hurricanes*. (You did not read these pages during the *Making Meaning* lesson.) You will read aloud from pages 13 and 16 to introduce the words *calamity* and *mobile*.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print “Week 15 Word Cards” (BLM2). These cards can be used to provide your students with more opportunities to review the words.

Introduce *Moist*, *Contact*, and *Typical*

Day 1

In this lesson, the students:

- Learn and use the words *moist*, *contact*, and *typical*
- Review shades of meaning
- Review words with multiple meanings
- Build their speaking and listening skills
- Include one another and contribute to group work

Words Taught

moist (p. 8)

Moist means “damp or slightly wet.”

contact (p. 8)

When you come in contact with something, you touch it. *Contact* also means “communicate or get in touch with someone.”

typical (p. 11)

If something is typical, it is like others of its type. It is a good example of its kind.

INTRODUCE AND USE *MOIST*

1 Introduce and Define *Moist* and Review Shades of Meaning

Briefly review *Hurricanes*.

Show pages 8–9 and remind the students that this part of the book describes how hurricanes form. Then read the following sentence from the second paragraph on page 8 aloud, emphasizing the word *moist*: “They begin life in the warm, moist atmosphere over tropical ocean waters.”

Tell the students that the first word they will learn today is *moist*, and explain that *moist* means “damp or slightly wet.” Point out that something that is moist is not very wet or soaking wet. It is just *a little* wet, or damp. Explain that the atmosphere in which hurricanes form is moist, or a little wet.

Display word card 85 (WA1) and have the students say the word *moist*.

Materials

- *Hurricanes*
- Word card 85 (WA1)
- Word card 86 (WA2)
- Word card 87 (WA3)

Teacher Note

If you started a “Just the Right Word” chart, add the word *moist* and its definition to it.

You might explain that *moist* and *damp* are synonyms. If you started a synonym chart, add the words *moist* and *damp* to it.

You might also explain that the word *moisture* (“small amounts of water in the air or on a surface”) is related to the word *moist*.

ELPS 1.A.ii

Step 2 and first Teacher Note on p. 328

 **ELL Note**

You might have the students touch a clean cloth or sponge that is moist and one that is soaking wet.

 **ELL Note**

The Spanish cognate of *contact* is *contacto*.

2 Play “Moist or Soaking Wet?”

Tell the students that partners will play a game called “Moist or Soaking Wet?” Explain that you will describe something; then partners will decide whether it is moist or soaking wet and explain why.

Begin by reading the following description aloud:



Q *The damp soil of a houseplant: moist or soaking wet? Why?* [Click 1 on WA1 to reveal the prompt.] *Turn to your partner.*

moist

PROMPT 1: I think it is [moist/soaking wet] because . . .

1

WA1

PROMPT 1: “I think it is [moist/soaking wet] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class. Use the same procedure to discuss one or both of the following descriptions:



Q *Your hair right after you get out of the swimming pool: moist or soaking wet? Why?* [Point to the prompt.] *Turn to your partner.*

Q *A sponge that is a little wet: moist or soaking wet? Why?* [Point to the prompt.] *Turn to your partner.*

Point to the word *moist* and review the pronunciation and meaning of the word.

INTRODUCE AND USE CONTACT

3 Introduce and Define *Contact*

Show pages 8–9 again and review that hurricanes begin “over tropical ocean waters.” Then read the following sentence from the second paragraph on page 8 aloud, emphasizing the word *contact*: “First, the atmosphere gathers heat energy through contact with ocean waters that are above 80 degrees Fahrenheit to a depth of about two hundred feet.”

Tell the students that the next word they will learn today is *contact*. Explain that when you come in contact with something, you touch it. Point to the ocean in the photograph on page 9, and explain that the atmosphere and ocean waters contact, or touch, each other.

Display word card 86 (🌐 WA2) and have the students say the word *contact*.

4 Discuss Coming in Contact with Something

Remind the students that when you come in contact with something, you touch it.

Ask:

Q *When have you come in contact with something very hot? What did you do?*

Click **1** on word card 86 (WA2) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 1: “I came in contact with something very hot when [I was helping my grandma cook]. I . . .”

Then ask:



Q *When have you come in contact with something slippery? What did you do? [Click **2** on WA2 to reveal the prompt.] Turn to your partner.*

PROMPT 2: “I came in contact with something slippery when [I was at the beach]. I . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Have the students use their hands to make contact with the rug.

Ask:



Q *What did you feel when you made contact with the rug? [Click **3** to reveal the prompt.] Turn to your partner.*

PROMPT 3: “When I made contact with the rug . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

5 Discuss Another Meaning of *Contact*

Review that words can have more than one meaning. Explain that the word *contact* has two different meanings. Review that when you come in contact with something, you touch it; then tell the students that *contact* can also mean “communicate or get in touch with someone.”

Explain that when you contact someone, you might text or call the person on the phone, write a letter or an email, or talk to the person face-to-face.

ELL Note

Using a photograph or other visual image as you discuss a word’s meaning is especially helpful to English Language Learners, who may struggle with a verbal explanation.

Ask:



Q *How might you contact someone who lives far away?* [Click 4 to reveal the prompt.] *Turn to your partner.*

PROMPT 4: “I might contact someone who lives far away by . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use “Think, Pair, Share” to discuss:



Q *Who is someone famous you would like to contact? How might you contact that person?* [Pause; click 5 to reveal the prompt.] *Turn to your partner.*

PROMPT 5: “I would like to contact [the president]. I might contact him by . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *contact* and review the pronunciation and meanings of the word.

INTRODUCE AND USE TYPICAL

6 Introduce and Define *Typical*

Show pages 10–11 of *Hurricanes* and explain that this part of the book describes what a hurricane is like at different stages of the storm. Read the second paragraph on page 11 aloud, emphasizing the word *typical* when you come to it.

Tell the students that *typical* is the next word they will learn today, and explain that if something is typical, it is like others of its type. It is a good example of its kind. Explain that a hurricane that produces “six inches to over a foot of rain across a region,” is typical, or a good example, of the amount of rain a hurricane usually produces.

Display word card 87 (WA3) and have the students say the word *typical*.

7 Discuss Typical Things

Review that something that is typical is like others of its type. It is a good example of its kind. Give a few examples of typical things.

You might say:

“A typical school, or a school that is like most other schools, has teachers, students, classrooms, and a library. A typical summer in our part of the country is hot and dry. That is what summers here are usually like. During a typical Saturday, or a Saturday like most other Saturdays, I go for a long hike and then have dinner with my family.”

ELL Note

The Spanish cognate of *typical* is *típico/a*.

Ask:



Q *What is a typical Saturday like for you?* [Click **1** on WA3 to reveal the first prompt.] *Turn to your partner.*

PROMPT 1: “On a typical Saturday . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss:



Q *What is a typical school morning like for you?* [Click **2** to reveal the next prompt.] *Turn to your partner.*

PROMPT 2: “On a typical school morning . . .”

Point to the word *typical* and review the pronunciation and meaning of the word.



MORE ELL SUPPORT

Further Discuss Contacting People

Remind the students that *contact* can mean “communicate or get in touch with someone.” Ask:

Q *How would you contact me if you had to go home during lunch? Why?*

PROMPT: “If I had to go home during lunch, I would contact you by [calling you from the office] because . . .”

Have one or two volunteers use the prompt to share their thinking. Use the same procedure to discuss the following question.

Q *If you and your sister were both at home, how would you contact her? Why?*

PROMPT: “If my sister and I were both at home, I would contact her by [going to her room] because . . .”

Day 2

Review *Moist*, *Contact*, and *Typical*

Materials

- Daily review cards (WA4)

In this lesson, the students:

- Review and practice using the words *moist*, *contact*, and *typical* from Day 1
- Build their speaking and listening skills
- Include everyone in the discussions
- Use prompts to extend a conversation

Words Reviewed

moist

Moist means “damp or slightly wet.”

contact

When you come in contact with something, you touch it. *Contact* also means “communicate or get in touch with someone.”

typical

If something is typical, it is like others of its type. It is a good example of its kind.

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (WA4) and review the pronunciation and meaning of each word.

Ask:



- Q *If you were writing a story about a day at the beach, which of these words might you use? Why?* [Click 1 on WA4 to reveal the first prompt.]
Turn to your partner.

moistcontacttypical

PROMPT 1: If I were writing a story about a day at the beach, I might use the word _____ because . . .

1 2

WA4

PROMPT 1: “If I were writing a story about a day at the beach, I might use the word [*typical*] because . . .”

PRACTICE USING THE WORDS

2 Play “Which Word Am I?”

Tell the students that partners will play the game “Which Word Am I?” Direct the students’ attention to the daily review cards (WA4). Review that you will describe one of the words; then partners will discuss which word you are describing and explain why they think so. Then you will ask a few pairs to share their thinking with the class.

Begin by reading the following description aloud:

- *I’m how you would describe the ground after a light sprinkle of rain.*

Give the students a few moments to think about the clue. Then ask:



Q *Which word am I? Why do you think that?* [Click 2 to reveal the prompt.] *Turn to your partner.*

PROMPT 2: “I think the word is [*moist*] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Repeat the procedure to discuss the following clues:

- *I’m what you do when you send a note to your cousin.* (contact)
- *I’m how you would describe a tree that has a trunk, branches, and leaves.* (typical)
- *I’m what a pen does to paper when you are writing.* (contact)
- *I’m how you would describe a building that has doors and windows.* (typical)
- *I’m how you would describe your shirt when you get a few drops of water on it.* (moist)

Day 3

Introduce *Calamity*, *Mobile*, and *Wobbly*

Materials

- *Hurricanes*
- Word card 88 (WA5)
- Word card 89 (WA6)
- “Sentence from *Hurricanes*” chart (WA7)
- Word card 90 (WA8)

In this lesson, the students:

- Learn and use the words *calamity*, *mobile*, and *wobbly*
- Review synonyms
- Review using context to determine word meanings
- Build their speaking and listening skills
- Include everyone in the discussions
- Use prompts to extend a conversation

Words Taught

calamity

A *calamity* is a “terrible disaster.”

mobile (p. 16)

Mobile means “able to move or be moved from place to place.”

wobbly (p. 19)

If something is wobbly, it moves unsteadily from side to side.

ELL Note

The Spanish cognate of *calamity* is *calamidad*.

Teacher Note

If you started a synonym chart, add the words *calamity* and *disaster* to it.

ELL Note

You might explain that a *disaster* is an “event that causes a lot of damage or suffering.”

INTRODUCE AND USE CALAMITY

1 Introduce and Define *Calamity* and Review Synonyms

Show pages 12–13 of *Hurricanes*. Explain that this part of the book describes a hurricane that struck the city of Galveston, Texas, in 1900; then read pages 12–13 aloud.

Tell the students that the first word they will learn today is *calamity*. Explain that a *calamity* is a “terrible disaster” and that *calamity* and *disaster* are synonyms. Point to the photographs on pages 12–13 and explain that the Galveston hurricane was a *calamity*, or terrible disaster, because so many people were killed and so many homes were destroyed.

Display word card 88 ( WA5) and have the students say the word *calamity*.

2 Do the Activity “Is It a Calamity?”

Review that a *calamity* is a “terrible disaster,” and explain that we use the word *calamity* to talk about situations in which there is a great deal of destruction or loss of life. Tell the students that you will describe a situation; then partners will discuss whether the situation is or is not a calamity and explain why they think so. Tell the students to be ready to share their partners’ thinking with the class.

Begin by reading the following scenario aloud:

- *An earthquake strikes. It causes cans to fall off shelves in a few supermarkets.*

Ask:



Q *Is this situation a calamity? Why?* [Click **1** on WA5 to reveal the first prompt.] *Turn to your partner.*

calamity

PROMPT 1: This situation [is/is not] a **calamity** because . . .

1 **2**

WA5

PROMPT 1: “This situation [is/is not] a calamity because . . .”

After partners have talked, click **2** on word card 88 (WA5) to reveal the next prompt. Have one or two volunteers use the prompt to share their partners’ thinking with the class:

PROMPT 2: “[Cilia] said that this situation [is/is not] a calamity because . . .”

Use the same procedure to discuss the following scenario:

- *A fire sweeps through a town. Nearly every building is damaged or destroyed, and hundreds of residents are left without shelter.*

Point to the word *calamity* and review the pronunciation and meaning of the word.

ELL Note

Explain that a *resident* is a “person who lives in a particular place.”



ELL Note

The Spanish cognate of *mobile* is *móvil*.

Teacher Note

You might explain that the antonym of *mobile* is *immobile* and that *immobile* means “not able to move.”

INTRODUCE AND USE *MOBILE*

3 Introduce and Define *Mobile*

Show pages 16–17 of *Hurricanes*. Explain that scientists rate hurricanes and put them into one of five categories, depending on how strong their winds are. Explain that a category 1 hurricane is the weakest, and that a category 5 hurricane is the strongest and does the most damage. Read the section called “Category 2” aloud, emphasizing the word *mobile* when you come to it.

Tell the students that the next word they will learn today is *mobile*. Explain that *mobile* means “able to move or be moved from place to place.” Explain that a mobile home is a home, sometimes on wheels, that can be moved from place to place. Explain that a category 2 hurricane might cause a mobile home to blow over because mobile homes may not be as sturdy as other types of homes.

Display word card 89 (🌐 WA6) and have the students say the word *mobile*.

4 Play “Mobile or Not Mobile?”

Tell the students that partners will play a game called “Mobile or Not Mobile?” Explain that you will name an object; then partners will discuss whether or not the object is mobile—able to move or be moved from place to place—and explain why they think so.

Begin by reading aloud the following:

- *A bicycle*

Ask:



Q *Is a bicycle mobile or not mobile? Why?* [Click 1 on WA6 to reveal the prompt.] *Turn to your partner.*

PROMPT 1: “[A bicycle] is [mobile/not mobile] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following objects:

- *An oak tree*
- *A boat*
- *A mountain*

Point to the word *mobile* and review the pronunciation and meaning of the word.

INTRODUCE AND USE WOBBLY

5 Introduce and Define *Wobbly* and Review Using Context to Determine Word Meanings

Show pages 18–19 of *Hurricanes* and remind the students that the more tightly packed a hurricane is, the stronger its winds become. Read the following sentence from the first paragraph on page 19 aloud, emphasizing the word *wobbly*: “When skaters spin with outstretched arms, the spin is slow and skaters may be wobbly and unsteady.”

Tell the students that the last word they will learn today is *wobbly*. Display the “Sentences from *Hurricanes*” chart (WA7) and explain that this is the sentence you just read. Point to the word *wobbly* and underline it. Remind the students that they can sometimes figure out the meaning of an unfamiliar word like *wobbly* by rereading the sentence that includes the word to look for clues. Explain that as you read the sentence again, you want the students to think about what the word *wobbly* might mean and which words in the sentence are clues to its meaning.

Read the sentence aloud twice. Ask:



Q Based on what you just heard, what do you think the word *wobbly* might mean? [Point to prompt 1.] Turn to your partner.

Sentence from *Hurricanes*

When skaters spin with outstretched arms, the spin is slow and skaters may be wobbly and unsteady.

PROMPT 1: I think **wobbly** means _____.

PROMPT 2: The word _____ is a clue to the meaning of **wobbly** because . . .

WA7

PROMPT 1: “I think *wobbly* means [‘unsteady’].”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Then ask:



Q Which word in the sentence is a clue to the meaning of *wobbly*? [Point to prompt 2.] Turn to your partner.

PROMPT 2: “The word [*unsteady*] is a clue to the meaning of *wobbly* because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Circle the context clues on the chart as the students identify them.

If necessary, explain that if something is wobbly, it moves unsteadily from side to side. Point out that the word “unsteady” is a clue to the meaning of *wobbly*.

Display word card 90 (🗨️ WA8) and have the students say the word *wobbly*.

6 Act Out and Discuss *Wobbly*

Tell the students that sometimes a chair or table is wobbly, or moves unsteadily from side to side. Ask the students to watch you as you act out pretending to sit in a wobbly chair. Then ask:

Q *What did you see me do when I pretended to sit in the wobbly chair?*

Click 1 on word card 90 (WA8) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 1: “When you pretended to sit in the wobbly chair, you . . .”

Ask a volunteer to act out walking on a tightrope in a wobbly way. Then ask:

 **Q** *What did you see [Rafael] do when he pretended to walk on a tightrope in a wobbly way? [Click 2 on WA8 to reveal the next prompt.] Turn to your partner.*

PROMPT 2: “When [Rafael] pretended to walk on a tightrope in a wobbly way, he . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *wobbly* and review the pronunciation and meaning of the word.

EXTENSION

Explore the Prefix *im-* and the Word *Immobile*

Write the word *mobile* where everyone can see it, and review that *mobile* means “able to move or be moved from place to place.” Add the prefix *im-* to the word *mobile* and explain that *im-* is a prefix that means “not.” Explain that when *im-* is added to the word *mobile*, it makes the new word *immobile*, which means “not able to move or be moved from place to place.” Explain that *mobile* and *immobile* are antonyms.

Have the students discuss the meanings of other words that use the prefix *im-*, such as *immature*, *impatient*, *impolite*, *impossible*, and *imperfect*.

Review Calamity, Mobile, and Wobbly

Day 4

In this lesson, the students:

- Review and practice using the words *calamity*, *mobile*, and *wobbly* from Day 3
- Build their speaking and listening skills
- Include everyone in the discussions

Words Reviewed

calamity

A *calamity* is a “terrible disaster.”

mobile

Mobile means “able to move or be moved from place to place.”

wobbly

If something is *wobbly*, it moves unsteadily from side to side.

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (WA9) and review the pronunciation and meaning of each word.

Discuss as a class:

Q Which of yesterday’s words do you think was interesting or fun to talk about? Why?

Click **1** on the daily review cards (WA9) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

calamity mobile wobbly

PROMPT 1: I think the word _____ was [interesting/fun] to talk about because . . .

1 2 3 4

WA9

Materials

- Daily review cards (WA9)
- Copy of this week’s family letter (BLM1) for each student

PROMPT 1: “I think the word [*calamity*] was [interesting/fun] to talk about because . . .”

PRACTICE USING THE WORDS

2 Discuss “Would You?” Questions

Tell the students that you will ask questions that include one of yesterday’s words and a word they learned earlier in the year.

Point to the word *calamity* and ask:

 **Q** *Would you call it a calamity if the grocery store discontinued selling your favorite cereal? Why?* [Pause; click 2 on WA9 to reveal the prompt.]
Turn to your partner.

PROMPT 2: “I [would/would not] call it a calamity if the grocery store discontinued selling my favorite cereal because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following questions:

[mobile]

 **Q** *Would you want your mom to buy a battered car that was no longer mobile? Why?* [Pause; click 3 to reveal the prompt.] *Turn to your partner.*

PROMPT 3: “I [would/would not] want my mom to buy a battered car that was no longer mobile because . . .”

[wobbly]

 **Q** *Would you inform your friend if a chair at your house had a wobbly leg? Why?* [Pause; click 4 to reveal the prompt.] *Turn to your partner.*

PROMPT 4: “I [would/would not] inform my friend if a chair at my house had a wobbly leg because . . .”

Teacher Note

You might remind the students that they learned the word *discontinue* earlier and that *discontinue* means “not continue something, or stop doing, using, or making something.”

Teacher Note

You might remind the students that they learned the word *battered* earlier, and that when something is battered, it is worn down and damaged from age and use.

Teacher Note

You might remind the students that they learned the word *inform* earlier and that *inform* means “give or tell information.”

Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Include everyone in the discussions

Words Reviewed

bundle

Bundle means “wrap or tie things together.”

dab

Dab means “touch something lightly and gently, usually with something soft.”

desert/deserter

Desert means “abandon, or leave someone or something that should not be left behind.” A *deserter* is a “person who deserts.”

heave

Heave means “pull, throw, or lift with a lot of effort.”

reverie

A *reverie* is a “pleasant daydream.”

REVIEW THE WORDS

1 Briefly Review the Words

Display the ongoing review cards (🗉 WA10) and review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Play “What’s the Missing Word?”

Tell the students that partners will play the game “What’s the Missing Word?” Remind the students that you will read a sentence that has a word missing. Partners must decide which of the vocabulary words is the missing word and explain why they think so.

Display the ongoing review activity (🗉 WA11) and begin playing the game:

1. Click ❶ to reveal the first sentence. Point to the sentence and read it aloud.
 - Sentence 1: *Cory found a kitten that someone had _____, so he gave it some milk and took it to a shelter.*

Materials

- Ongoing review cards (WA10)
- Ongoing review activity (WA11)

Teacher Note

Each sentence on the ongoing review activity (WA11) has a corresponding number: the first sentence is ❶; the second sentence is ❷; the third sentence is ❸; and so on. To play the game, click the corresponding number four times:

- The first click reveals the sentence.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the sentence with the answer in place.
- The fourth click clears the screen.

2. Give the students a few moments to think about the sentence. Then point to the five word choices and ask:



Q *What's the missing word? Why do you think so?* [Click ❶ again to reveal the prompt.] *Turn to your partner.*

PROMPT: "I think [*deserted*] is the missing word because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking ❶ a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place.

bundle	dab	desert/deserter	heave	reverie
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SENTENCE 1: Cory found a kitten that someone had **deserted**, so he gave it some milk and took it to a shelter.

❶ ❷ ❸ ❹ ❺

WA11

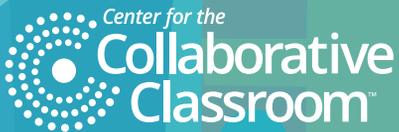
4. Click ❶ to clear the screen.

Use the same procedure to discuss the following sentences:

- Sentence 2: *When Jovie spilled a bit of ketchup on the carpet, she _____ at it with a cloth so there would not be a stain. (dabbed)*
- Sentence 3: *Malik helped his uncle _____ the big couch through the door. (heave)*
- Sentence 4: *Sienna was lost in a beautiful _____ in which she was enjoying a tranquil vacation in Hawaii. (reverie)*
- Sentence 5: *Before Carter put his letters away in a desk drawer, he _____ them so that they would stay together. (bundled)*

Teacher Note

You might remind the students that they learned the word *tranquil* earlier and that *tranquil* means "calm or peaceful."



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Sample materials for review

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Vocabulary Teaching Guide | Volume 2

CCC Collaborative Literacy

Making Meaning[®]

THIRD EDITION



GRADE

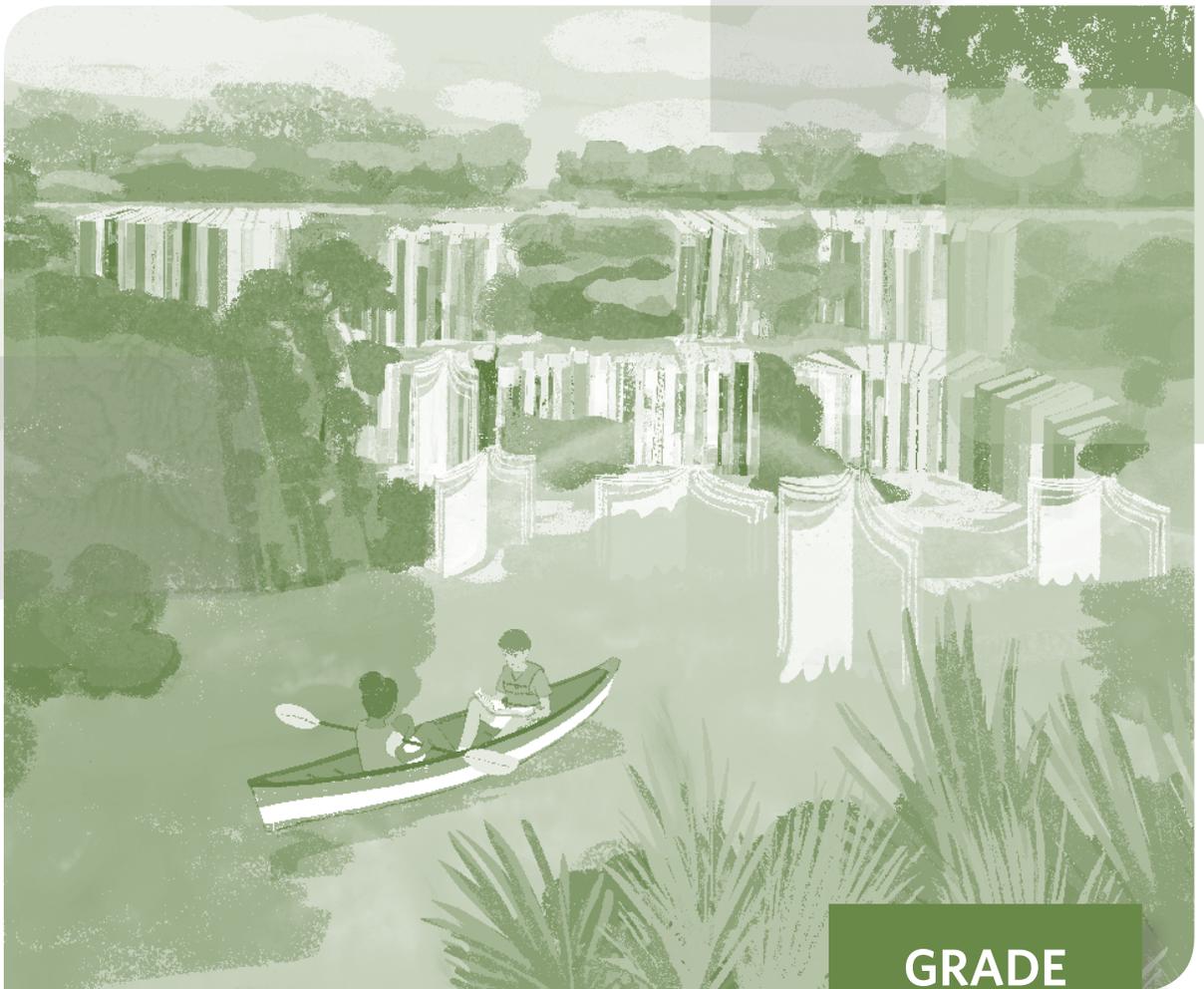
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CCC Collaborative Literacy

Making Meaning[®]

THIRD EDITION



GRADE

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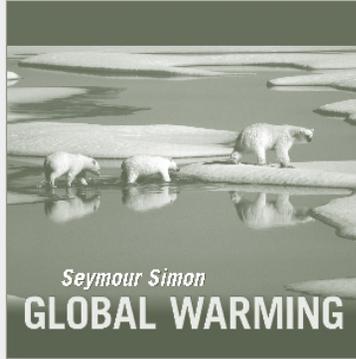
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Week 16

RESOURCES



Read-aloud

- *Global Warming* by Seymour Simon

More Strategy Practice

- “Use a Print Thesaurus”
- “Play ‘Antonym Match’”

Extension

- “Explore the Prefix *re-* and the Suffix *-able* and Discuss the Word *Reusable*”
- “Explore the Prefix *in-*”

Assessment Resource Book

- Week 16 vocabulary assessments



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA10

Assessment Forms

- “Class Vocabulary Assessment Record” sheet (CA1)
- “Individual Vocabulary Assessment: Word Check 4” answer sheet (IA1)
- “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) “Student Self-assessment” response sheet (SA1)

Reproducibles

- Week 16 family letter (BLM1)
- (Optional) “Week 16 Word Cards” (BLM2)
- (Optional) “Week 16 Crossword Puzzle” (BLM3)

OVERVIEW

Words Taught

currently
vast
convert
reuse
efficient
inefficient

Words Reviewed

convert
currently
discourteous
hunch
suit

Word-learning Strategies

- Recognizing synonyms (review)
- Recognizing shades of meaning (review)
- Using a dictionary, glossary, and thesaurus (review)
- Recognizing antonyms (review)

Vocabulary Focus

- Students learn and use six words from or about the book.
- Students review synonyms and antonyms.
- Students review shades of meaning.
- Students use a thesaurus to find synonyms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students work responsibly during group work.
- Students include everyone in and contribute to the group work.

1 DO AHEAD

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Use a Print Thesaurus” on page 350. Collect enough thesauruses for partners to share during the activity.
- ✓ Prior to Day 3, preview pages 28–29 of *Global Warming*. (You did not read these pages during the *Making Meaning* lesson.) You will read aloud from these pages to introduce the words *reuse*, *efficient*, and *inefficient*.
- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Play ‘Antonym Match’” on page 358.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 5, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 191 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a class set of the “Individual Vocabulary Assessment: Word Check 4” answer sheet (IA1); see page 195 of the *Assessment Resource Book*. Make enough copies for each student to have one; set aside a reference copy for yourself.
- ✓ (Optional) Prior to Day 5, make a master copy of the “Student Self-assessment” response sheet (SA1); see page 198 of the *Assessment Resource Book*. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: “Week 16 Word Cards” (BLM2) and “Week 16 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words.

Introduce *Currently*, *Vast*, and *Convert*

Day 1

In this lesson, the students:

- Learn and use the words *currently*, *vast*, and *convert*
- Review synonyms
- Review shades of meaning
- Build their speaking and listening skills
- Include everyone in and contribute to the group work

Words Taught

currently (p. 9)

Currently means “now or at the present time.”

vast (p. 9)

Vast means “very large in number or area.”

convert (p. 10)

Convert means “change from one form or use into another.”

Materials

- *Global Warming*
- Word card 91 (WA1)
- Word card 92 (WA2)
- Word card 93 (WA3)

INTRODUCE AND USE CURRENTLY

1 Introduce and Define *Currently*

Briefly review *Global Warming*.

Show pages 8–9 and review that this part of the book describes why the climate is changing. Read the first sentence on page 9 aloud, emphasizing the word *current*.

Tell the students that the first word they will learn today is *currently*, a form of the word *current*. Explain that *currently* means “now or at the present time.” Explain that *currently*, or at the present time, Earth is warming. Review that according to a 2007 report, humans are responsible for the warming.

Display word card 91 (WA1) and have the students say the word *currently*.

2 Discuss Things That Are Happening Currently

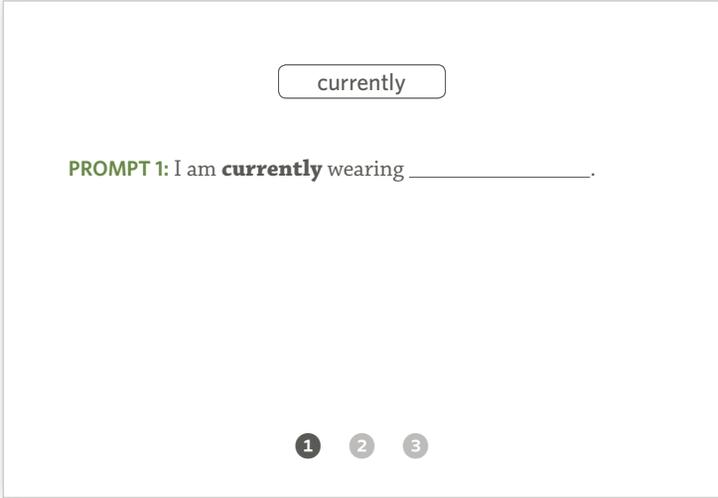
Tell the students that partners will discuss things that are happening currently, or right now. Give a few examples of things that are happening currently.

You might say:

“We are currently, or right now, in school. Currently, or at the present time, it is winter. I am currently holding a book.”

Ask:

-  **Q** What are you currently wearing? [Click **1** on WA1 to reveal the first prompt.] Turn to your partner.



WA1

PROMPT 1: “I am currently wearing [a T-shirt, jeans, and tennis shoes].”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class. Repeat the procedure to discuss the remaining questions.

-  **Q** What is the weather currently like? [Click **2** to reveal the prompt.] Turn to your partner.

PROMPT 2: “The weather is currently [cloudy and cold].”

-  **Q** What kind of book are you currently reading? Why? [Click **3** to reveal the next prompt.] Turn to your partner.

PROMPT 3: “I am currently reading a [fantasy] book because . . .”

Point to the word *currently* and review the pronunciation and meaning of the word.

INTRODUCE AND USE VAST

3 Introduce and Define *Vast* and Review Synonyms and Shades of Meaning

Show pages 8–9 again. Review that the author of *Global Warming* tells readers that humans are responsible for much of the current global warming. Read the following sentences from the first paragraph on page 9 aloud, emphasizing the word *vast*: “We cut down huge numbers of trees, drive hundreds of millions of cars and trucks, and burn vast amounts of coal and oil. All these activities contribute to a huge increase in greenhouse gases.”

Tell the students that the next word they will learn today is *vast*. Explain that *vast* means “very large in number or area.” Point to the cars in the photograph on page 8 and explain that we use *vast*, or very large, amounts of coal and oil to fuel the vast number of cars, trucks, and other machines we manufacture.

Remind the students that something that is *vast* is not just large, it is *very* large, and that we use the word *vast* to describe things that are “very large in number or area.”

Display word card 92 (WA2) and have the students say the word *vast*.

4 Play “Does That Make Sense?”

Tell the students that partners will play the game “Does That Make Sense?” Explain that you will read a scenario that includes the word *vast*. Partners will then discuss whether or not the word *vast* makes sense in the scenario and explain why they think so.

Begin the game by reading the following scenario aloud:

- *Thomas has built two model airplanes. He told his dad, “We need to build a special shelf to hold my vast collection of planes.”*

Ask:



Q *Does the word vast make sense in the scenario? Why do you think that?* [Click 1 on WA2 to reveal the prompt.] *Turn to your partner.*

PROMPT 1: “The word *vast* [does/does not] make sense because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class. Use the same procedure to discuss the following scenario:

- *Ms. Clay plans to sail a boat across the Pacific Ocean. She tells a television reporter, “The voyage will take many weeks because the ocean is vast.”*

Point to the word *vast* and review the pronunciation and meaning of the word.

INTRODUCE AND USE CONVERT

5 Introduce and Define *Convert*

Show pages 10–11 of *Global Warming*. Remind the students that this part of the book describes how carbon dioxide, a greenhouse gas, is being released into Earth’s atmosphere in large amounts due to our use of machines and factories.

Read the last sentence on page 10 and the first sentence on page 11 aloud, emphasizing the word *convert*: “Trees, like other green plants, convert carbon dioxide into oxygen. But trees and forests are cut down in huge numbers.”



ELL Note

The Spanish cognate of *vast* is *vasto/a*.

Teacher Note

If you started a synonym chart, add the words *vast* and *large* to it.

If you started a “Just the Right Word” chart, add the word *vast* along with its definition, “very large in number or area.”

Teacher Note

If the students struggle to answer the questions, signal for their attention. Reread the scenario and explain that the word *vast* does not make sense because Thomas has built only two model airplanes, which is not a vast, or very large, number of planes. Then read the next scenario and discuss it as a class rather than in pairs.

ELL Note

The Spanish cognate of *convert* is *convertir*.

Tell the students that the last word they will learn today is *convert*, and explain that *convert* means “change from one form or use into another.” Explain that trees absorb carbon dioxide and convert, or change, it into oxygen. But because people are cutting down trees in large numbers, there are fewer trees to do the important work of converting, or changing, carbon dioxide into oxygen.

Display word card 93 ( WA3) and have the students say the word *convert*.

6 Discuss Converting Things

Tell the students that partners will discuss how they might convert something, or change it from one form or use into another.

First discuss as a class:

Q *What might you do to convert water into ice?*

Click **1** on word card 93 (WA3) to reveal the prompt. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 1: “To convert [water into ice], I might . . .”

Then use “Think, Pair, Share” to discuss one or both of the following questions:

-  **Q** *What might you do to convert a paper plate into a mask?* [Pause; point to the prompt.] *Turn to your partner.*
- Q** *What might you do to convert a backyard into a water park?* [Pause; point to the prompt.] *Turn to your partner.*

Point to the word *convert* and review the pronunciation and meaning of the word.

MORE STRATEGY PRACTICE

Use a Print Thesaurus

If you started a synonym chart, post the chart where everyone can see it. Alternatively, you might write vocabulary words for which the students have discussed synonyms (for example, *delectable*, *stun*, *devour*, *tranquil*, *contented*, *uneasy*, *peculiar*, and *vast*) where everyone can see them. Distribute a thesaurus to each pair of students. Tell the students that today they will have the chance to discuss and practice using a reference book called a *thesaurus*. Tell partners to look through their thesauruses and talk about what a thesaurus is and when they might use it. Give partners a few minutes to explore and discuss their thesauruses. Then discuss as a class:

Q *What is a thesaurus?*

Materials

- Student thesauruses, collected ahead

Q *When might you use a thesaurus? In what ways might a thesaurus be helpful?*

If necessary, explain that a *thesaurus* is a “book of synonyms, or words that mean the same thing or almost the same thing.” Point out that you might use a thesaurus when you are writing to help you find just the right word or to avoid using the same word over and over again.

Have partners open their thesauruses to the first two-page spread of words. Point out that the words are listed alphabetically and that the guide words at the top of each page are the first and last words on the page. Explain that guide words help you find the word you are looking for. Also point out that for each word, the thesaurus provides the word’s part of speech (whether the word is a noun, verb, adjective, or other part of speech) and its synonyms.

Direct the students’ attention to the synonym chart and review that these are sets of synonyms the students have discussed this year. Explain that partners will choose one word from the synonym chart, look it up in the thesaurus, and share the additional synonyms they find with the class.

Give partners a minute or two to choose a word, find it in the thesaurus, and discuss its synonyms. When most pairs have finished talking, discuss the words and their synonyms as a class by asking:

Q *What word did you look up? What synonyms did you find for the word?*

Follow up by asking:

Q *Which of these synonyms are already on our synonym chart? Which synonyms should we add to the chart?*

Add the synonyms the students suggest to the chart.

Teacher Note

You might point out that at the beginning of most thesauruses there is helpful information about how to use the thesaurus.

If the students’ thesauruses include other features, such as antonyms or related words, point these out as well.

Teacher Note

Alternatively, you might have the students look up vocabulary words that are not on the synonym chart and add those words and their synonyms to the chart.

Teacher Note

Circulate as the students look up the words. If the students are having trouble finding a word, call for their attention and show the students how to use the guide words to locate a word.

Teacher Note

You might explain that when using a thesaurus, it is a good idea for the students to also look up the synonyms they are finding in a dictionary for more information about the words’ meanings.

Day 2

Review *Currently*, *Vast*, and *Convert*

Materials

- Daily review cards (WA4)

In this lesson, the students:

- Review and practice using the words *currently*, *vast*, and *convert* from Day 1
- Build their speaking and listening skills
- Include everyone in and contribute to the group work

Words Reviewed

currently

Currently means “now or at the present time.”

vast

Vast means “very large in number or area.”

convert

Convert means “change from one form or use into another.”

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (WA4) and review the pronunciation and meaning of each word.

Discuss as a class:

Q *Of the subjects that we are currently studying, which do you enjoy the most? Why?*

Click 1 on the daily review cards (WA4) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

currently vast convert

PROMPT 1: Of the subjects that we are **currently** studying, I enjoy _____ the most because . . .

1 2 3 4

WA4

PROMPT 1: “Of the subjects that we are currently studying, I enjoy [science] the most because . . .”

Use the same procedure to discuss the following questions:

Q *Would a daring person explore a vast jungle alone? Why?*

Click **2** to reveal the prompt.

PROMPT 2: “A daring person [would/would not] explore a vast jungle alone because . . .”

Q *What might you need to convert a field full of weeds into a park?*

Click **3** to reveal the prompt.

PROMPT 3: “To convert a field full of weeds into a park, I might need . . .”

PRACTICE USING THE WORDS

2 Review the Game “I’m Thinking of a Word”

Tell the students that partners will play the game “I’m Thinking of a Word.” Review that you will think aloud about one of yesterday’s vocabulary words; then partners will discuss which word they think it is and explain why they think that. Begin by reading the following clue aloud, slowly and clearly:

- *I’m thinking of a word you might use to describe a very large collection of books.*

Ask:



Q *Which word am I thinking of? Why do you think that? [Click **4** on WA4 to reveal the prompt.] Turn to your partner.*

PROMPT 4: “[Mr. Masterson] is thinking of the word [vast] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to continue playing the game, using the following clues:

- *I’m thinking of a word that tells what you do when you change a basement in a home into a family game room. (convert)*
- *I’m thinking of a word that you might use to describe an enormous desert. (vast)*
- *I’m thinking of a word that you might use when you tell someone where you are right now. (currently)*

Teacher Note

You might remind the students that they learned the word *daring* earlier and that *daring* means “bold and willing to take risks.”

Day 3

Introduce *Reuse*, *Efficient*, and *Inefficient*

Materials

- *Global Warming*
- Word card 94 (WA5)
- Word card 95 (WA6)
- Word card 96 (WA7)

ELL Note

The Spanish cognate of *reuse* is *reusar*.

Teacher Note

You might point to the prefix *re-* in *reuse* and explain that *re-* is a prefix that means “again.”

In this lesson, the students:

- Learn and use the words *reuse*, *efficient*, and *inefficient*
- Review antonyms
- Build their speaking and listening skills
- Work in a responsible way during group work

Words Taught

reuse (p. 28)

Reuse means “use again.”

efficient (p. 29)

If someone or something is efficient, the person or thing works well and does not waste time or energy.

inefficient

If someone or something is inefficient, the person or thing does not work well and wastes time or energy.

INTRODUCE AND USE REUSE

1 Introduce and Define *Reuse*

Show pages 28–29 of *Global Warming* and explain that this part of the book describes some ways that people can help slow global warming. Read the second bullet on page 28 aloud, emphasizing the word *reusable*.

Tell the students that the first word they will learn today is *reuse*, a form of the word *reusable*, and explain that *reuse* means “use again.” Explain that reusing shopping bags and cups—using them again—can help lower the amount of greenhouse gases in the atmosphere by reducing the number of bags and cups that factories must produce.

Display word card 94 ( WA5) and have the students say the word *reuse*.

2 Discuss Things We Have Reused

Explain that many things can be reused, and give a few examples of things that you have reused.

You might say:

“When I had my baby, my sister gave me the baby clothes that her little girl had outgrown. I reused the clothes, or used them again, with my baby. When I buy shoes, I reuse the shoebox to store photographs. When I buy something that comes in a plastic bag, I reuse the bag. I put trash in it or use it to wrap food for the freezer.”

Use “Think, Pair, Share” to discuss:



Q *What is something that you have reused? How did you reuse it?* [Pause; click 1 on WA5 to reveal the prompt.] *Turn to your partner.*

reuse

PROMPT 1: I **reused** _____ by . . .

1

WA5

PROMPT 1: “I reused [a yogurt container] by . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *reuse* and review the pronunciation and meaning of the word.

INTRODUCE AND USE EFFICIENT

3 Introduce and Define *Efficient*

Show pages 28–29 of *Global Warming* again and explain that there are many things that families already do to help slow climate change. Then read the second bullet on page 29 aloud, emphasizing the word *efficient*.

Tell the students that the next word they will learn today is *efficient*. Explain that if someone or something is efficient, the person or thing works well and does not waste time or energy. Explain that fluorescent lightbulbs are efficient—they work well without wasting a lot of energy.

Display word card 95 (WA6) and have the students say the word *efficient*.

4 Discuss Efficient Things and People

Review that things can be efficient—they can work well and not waste time or energy. Give one or two examples of things in the classroom that are efficient.

Teacher Note

Support struggling students by providing additional examples of things that can be reused, such as bottles and jars, refillable pencils, books, and things outgrown by older children, such as sports equipment and clothing. You might also ask alternative questions, such as “When have you seen someone at home reuse something?” and “How might you reuse an empty shoe box?”

ELL Note

The Spanish cognate of *efficient* is *eficiente*.

You might say:

"Our pencil sharpener is efficient. It sharpens pencils quickly and sharpens them to a sharp point. The telephone is an efficient way for people to speak to each other. Instead of walking to the office to ask the principal a question, I can just call her on the phone and speak with her right away."

Use "Think, Pair, Share" to discuss:



Q *What other things in our classroom are efficient? Why do you say that?* [Pause; click 1 on WA6 to reveal the prompt.] *Turn to your partner.*

PROMPT 1: "[The computer] is efficient because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Explain that people can also be efficient. Give one or two examples of people who are efficient.

You might say:

"Our custodian is efficient. He works hard to make sure that our school is very clean at the beginning of each day. The librarian is efficient. She does her job well and she can find any book in the library more quickly than anyone else at school."

Use "Think, Pair, Share" to discuss:



Q *Who is someone you think is efficient? Why?* [Pause; point to the prompt.] *Turn to your partner.*

PROMPT 1: "[The school cook] is efficient because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *efficient* and review the pronunciation and meaning of the word.

INTRODUCE AND USE *INEFFICIENT*

5 Introduce and Define *Inefficient* and Review Antonyms

Tell the students that the last word they will learn today is *inefficient*. Display word card 96 (WA7) and have the students say the word *inefficient*.

 **ELL Note**

The Spanish cognate of *inefficient* is *ineficiente*.

Explain that *efficient* and *inefficient* are *antonyms*, or “words with opposite meanings.” Then discuss as a class:

Q *If something that is efficient works well, and efficient and inefficient are antonyms, how do you think something that is inefficient works?*

Click **1** on word card 96 (WA7) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 1: “I think something that is inefficient [does not work well].”

If necessary, explain that if someone or something is inefficient, the person or thing does not work well and wastes time or energy.

6 Play “Efficient or Inefficient?”

Tell the students that partners will play a game called “Efficient or Inefficient?” Explain that you will describe a person or an object; then partners will decide whether what you described is efficient or inefficient and explain why they think so. Begin by reading the following description aloud:

- *Marta puts a piece of bread in the toaster. Less than one minute later, a perfect piece of toast pops up.*



Q *Is the toaster efficient or inefficient? Why do you think that?* [Click **2** on WA7 to reveal the prompt.] *Turn to your partner.*

PROMPT 2: “[The toaster] is [efficient/inefficient] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss one or more of the following:

- *Every time that Farmer Daryl goes out to the field, he forgets one of his tools and has to go back to the shed to get it.*
- *Chelsea’s shopping cart has an unsteady wheel. It takes a lot of effort to keep the cart moving in the right direction.*
- *Walter the taxi driver knows the easiest, fastest way to get to any place in the city.*

Point to the word *inefficient* and review the pronunciation and meaning of the word.

Teacher Note

You might point to the prefix *in-* in *inefficient* and explain that *in-* is a prefix that means “not.”

If you started an antonym chart, add the words *efficient* and *inefficient* to it.

Materials

- “Antonym Match” chart (WA8)

MORE STRATEGY PRACTICE

Play “Antonym Match”

Display the “Antonym Match” chart (WA8).

WA8

Antonym Match

1

advantage
discourteous
efficient
fanciful
sociable
thoughtless

2

solitary
courteous
disadvantage
thoughtful
inefficient
real

PROMPT: _____ is the antonym of _____.

Tell the students that partners will play a game called “Antonym Match.” Point to the words in column 1 and explain that these are vocabulary words that the students have learned. Point to the words in column 2 and explain that these are antonyms of the words in column 1. Explain that partners will match each vocabulary word to its antonym.

Point to the word *advantage*, pronounce it, and have the students pronounce it. Then point to the words in column 2 and ask:

Q Which word in column 2 is an antonym of *advantage*? Turn to your partner.

PROMPT: “[*Disadvantage*] is an antonym of [*advantage*].”

After partners have talked, have a volunteer draw a line from the word *advantage* to the word *disadvantage*.

Use the same procedure to discuss the remaining words. When you get to the final two words, have the students discuss them together by asking:

Q Which word in column 2 is an antonym of *sociable*, and which word is an antonym of *thoughtless*? Turn to your partner.

EXTENSION

Explore the Prefix *re-* and the Suffix *-able* and Discuss the Word *Reusable*

Write the words *use* and *reuse* where everyone can see them, and read each word. Explain that the word *reuse* is formed by adding the prefix *re-*, which means “again,” to the beginning of the word *use*. Review that *reuse* means “use again.”

Write the word *reusable* next to the word *reuse* and read the word. Explain that the word *reusable* is formed by adding the suffix *-able*, which means “capable of” to the end of the word *reuse*. Explain that *reusable* means “capable of being used again.”

Tell the students that we use the word *reusable* to describe things that are able to be used again. Give examples of some things that are reusable (for example, canvas bags, water bottles, cloth napkins, or jam jars). Then ask the students to name things that are reusable and explain how they might reuse them.

Teacher Note

You might point out that when you add *-able* to the word *reuse*, you drop the *e* to spell *reusable*.

Review Reuse, Efficient, and Inefficient

Day 4

In this lesson, the students:

- Review and practice using the words *reuse*, *efficient*, and *inefficient* from Day 3
- Build their speaking and listening skills
- Include everyone in and contribute to the group work

Words Reviewed

reuse

Reuse means “use again.”

efficient

If someone or something is efficient, the person or thing works well and does not waste time or energy.

inefficient

If someone or something is inefficient, the person or thing does not work well and wastes time or energy.

Materials

- Daily review cards (WA9)
- Copy of this week’s family letter (BLM1) for each student
- (Optional) Copy of the “Week 16 Crossword Puzzle” (BLM3) for each student

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (🗂️ WA9) and review the pronunciation and meaning of each word.

Discuss as a class:

Q *If you were writing a report about ways our school might help slow global warming, which of these words might you use? Why?*

Click **1** on the daily review cards (WA9) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

reuse efficient inefficient

PROMPT 1: If I were writing a report about ways our school might help slow global warming, I might use the word _____ because . . .

1 2 3

WA9

PROMPT 1: “If I were writing a report about ways our school might help slow global warming, I might use the word [reuse] because . . .”

PRACTICE USING THE WORDS

2 Review the Game “Which Word Goes With?”

Tell the students that partners will play the game “Which Word Goes With?” Explain that you will write a word that they know where everyone can see it. Then the students are to think about which of yesterday’s words goes with the word you wrote.

Remind the students that the word you write might go with more than one of the vocabulary words. Tell the students that partners may not always agree and that is fine. Review that what is important is that they explain their thinking.

Teacher Note

For a fully written-out example of this activity, see Week 1, Day 4, Step 2.

Write the word *car* where everyone can see it, and read the word aloud. Then direct the students' attention to the daily review cards (WA9) and ask:



Q Which of these words do you think goes with *car*? Why do you think that? [Click 2 on WA9 to reveal the prompt.] Turn to your partner.

PROMPT 2: "I think [*reuse*] goes with *car* because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Write the word *firefighter* where everyone can see it, and read the word aloud. Direct the students' attention to the daily review cards (WA9) and ask:



Q Which of these words do you think goes with *firefighter*? Why do you think that? [Click 3 to reveal the next prompt.] Turn to your partner.

PROMPT 3: "I think [*reuse*] goes with *firefighter* because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

EXTENSION

Explore the Prefix *in-*

Remind the students that a *prefix* is a "letter or group of letters that is added to the beginning of a word to make a new word." Explain that the word *inefficient* begins with the prefix *in-*, which means "not." Explain that adding *in-* to the word *efficient*, which describes a person or thing that works well and does not waste time or energy, makes the new word *inefficient*, which describes a person or thing that does not work well and wastes time or energy.

Have the students discuss the meanings of other words that use the prefix *in-*, such as *incomplete*, *incurable*, *inescapable*, *inexpensive*, and *insane*.

Teacher Note

If the students have trouble making associations, give examples of associations you might make and why. For example, say "I think *efficient* goes with *car* because cars are an efficient way to get around. They get you to where you want to go quickly. I think *inefficient* goes with *car*, too, because cars use a lot of fuel and contribute to global warming. I think *reuse* can also go with *car*, because people can buy cars that other people have owned and reuse them."

Teacher Note

If the students have trouble making associations, give examples of associations you might make, or ask questions such as "How might the word *reuse* go with *firefighter*?" "What might a firefighter be able to reuse?" "How might the word *efficient* go with *firefighter*?" "What might a firefighter do efficiently, or without wasting time or energy?" and "How might the word *inefficient* go with *firefighter*?" "What might a firefighter do inefficiently, or in a way that wastes time or energy?"

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

Teacher Note

To provide students with additional review of words taught during Weeks 15 and 16, you might distribute a copy of the "Week 16 Crossword Puzzle" (BLM3) to each student.

Materials

- Ongoing review cards (WA10)
- “Class Vocabulary Assessment Record” sheet (CA1)
- Class set of the “Individual Vocabulary Assessment: Word Check 4” answer sheet (IA1)
- Class set of the “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) Class set of the “Student Self-assessment” response sheet (SA1)

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Include everyone in and contribute to the group work

Words Reviewed

convert

Convert means “change from one form or use into another.”

currently

Currently means “now or at the present time.”

discourteous

Discourteous means “not courteous, or disrespectful or rude.”

hunch

Hunch means “bend your body into an arch or hump.” A *hunch* is a “feeling, not based on facts, that something will happen or is true.”

suit

Something that suits you is right for you or meets your needs.

REVIEW THE WORDS

1 Briefly Review the Words

Display the ongoing review cards (WA10) and review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Do the Activity “What Might You Say or Do?”

Tell the students that partners will do the activity “What Might You Say or Do?” Review that you will describe a situation; then partners will use the vocabulary words to talk about what they might say or do in that situation.

Begin by reading the following situation aloud:

- *Your friend says that she wants to convert her new pants into shorts.*

Then ask:



Q *What might you say or do if your friend says that she wants to convert her new pants into shorts? Why?* [Click 1 on WA10 to reveal the first prompt.] *Turn to your partner.*

convert
currently
discourteous

hunch
suit

PROMPT 1: If my friend says that she wants to **convert** her new pants into shorts, I might _____ because . . .

1
2
3
4
5

PROMPT 1: “If my friend says that she wants to convert her new pants into shorts, I might [tell her that’s not a good idea] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following situations:

- *You want to visit your friend across town, but your bike is currently at the repair shop.*



Q *What might you say or do if your bike is currently at the repair shop? Why?* [Click **2** to reveal the prompt.] *Turn to your partner.*

PROMPT 2: “If my bike is currently in the repair shop, I might [ask my dad for a ride] because . . .”

- *You notice that a classmate is speaking to your friend in a discourteous way.*



Q *What might you say or do if a classmate is being discourteous to your friend? Why?* [Click **3** to reveal the prompt.] *Turn to your partner.*

PROMPT 3: “If a classmate is being discourteous to my friend, I might [ask him to speak more kindly] because . . .”

- *You are getting ready for school. You have a hunch that it might rain.*



Q *What might you say or do if you have a hunch that it might rain? Why?* [Click **4** to reveal the prompt.] *Turn to your partner.*

PROMPT 4: “If I have a hunch that it might rain, I might [bring my umbrella to school] because . . .”

- *Your uncle sends you a birthday gift in the mail. It is a book that suits you perfectly.*



Q *What might you say or do if your uncle sends you a book that suits you perfectly? Why?* [Click **5** to reveal the prompt.] *Turn to your partner.*

PROMPT 5: “If my uncle sends me a book that suits me perfectly, I might [call him to thank him] because . . .”



Assessment Notes

CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students’ explanations show that they understand the vocabulary words’ meanings?
- Can they use the words to explain their thinking?
- Are they using the words they are learning in their writing?

Record your observations on the “Class Vocabulary Assessment Record” sheet (CA1); see page 191 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If **only a few students** understand a word’s meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word’s meaning, provide further practice by having the students create a picture card of the word with a definition in their own words on the back of the card. Explain that the picture card should illustrate what the word means. You might model the process by drawing a picture that illustrates the meaning of one of this week’s review words.

INDIVIDUAL VOCABULARY ASSESSMENT NOTE

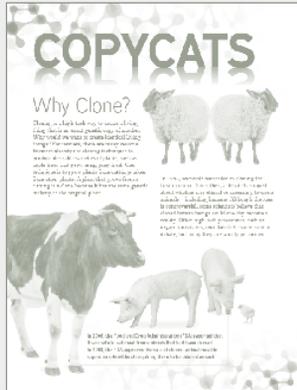
Before continuing with the week 17 lesson, take this opportunity to assess individual students’ understanding of words taught in Weeks 13–16 using the “Individual Vocabulary Assessment: Word Check 4” answer sheet (IA1). For instructions on administering this assessment, see “Completing the Individual Vocabulary Assessment” on page 192 of the *Assessment Resource Book*.

STUDENT SELF-ASSESSMENT NOTE

In addition to or in place of the Individual Vocabulary Assessment, you might have each student evaluate her understanding of words taught in Weeks 13–16 using the “Student Self-assessment” response sheet (SA1). For instructions on administering this assessment, see “Completing the Student Self-assessment” on page 196 of the *Assessment Resource Book*.

Week 17

RESOURCES



Read-aloud

- “Copycats: Why Clone?” (see page 388)
- “The Debate on Banning Junk Food Ads” (see page 390)

More Strategy Practice

- “Play ‘Use the Clues’”

Extension

- “Discuss Other Words with the Prefix *un-*”



Online Resources

Visit the CCC Learning Hub (cclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA12

Reproducibles

- Week 17 family letter (BLM1)
- (Optional) “Week 17 Word Cards” (BLM2)

OVERVIEW

Words Taught

ethical
unethical
desirable
regulate
influence
consume/consumer

Words Reviewed

clank
desirable
hunger
reuse
rustle

Word-learning Strategies

- Recognizing antonyms (review)
- Using context to determine word meanings (review)
- Using the suffix *-er* to determine word meanings (review)

Vocabulary Focus

- Students learn and use six words from or about the articles.
- Students review antonyms.
- Students review using context and the suffix *-er* to determine word meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students work responsibly during group work.
- Students include everyone in and contribute to the group work.
- Students explain their thinking.

① DO AHEAD

- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Play ‘Use the Clues’” on page 381.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print “Week 17 Word Cards” (BLM2). These cards can be used to provide your students with more opportunities to review the words.

Introduce *Ethical, Unethical, and Desirable*

Day 1

In this lesson, the students:

- Learn and use the words *ethical*, *unethical*, and *desirable*
- Review antonyms
- Build their speaking and listening skills
- Work in a responsible way during group work

Words Taught

ethical (p. 388)

Ethical means “right according to a society’s beliefs.” When people think something is ethical, they believe it is the right thing to do.

unethical

Unethical means “wrong according to a society’s beliefs.” When people think something is unethical, they believe it is the wrong thing to do.

desirable (p. 389)

Desirable means “worth having or wishing for.”

INTRODUCE AND USE *ETHICAL*

1 Introduce and Define *Ethical*

Briefly review “Copycats: Why Clone?”

Remind the students that the article discusses cloning, or creating one living thing that is an exact copy of another. Read the following sentences from the second paragraph of the article on page 388 aloud, emphasizing the word *ethical*: “In 1996, scientists succeeded in cloning the first mammal. Since then, a debate has raged about whether it is ethical or necessary to clone animals—including humans.”

Tell the students that the first word they will learn today is *ethical* and explain that *ethical* means “right according to a society’s beliefs.” Explain that a society is a group of people who live in the same country and share the same laws and customs. Explain that when people in a society think something is ethical, they believe it is the right thing to do.

Point out that people in American society have differing opinions about whether or not cloning is ethical, or right.

Display word cards 97–98 (🗂️ WA1) and click to reveal word card 97. Have the students say the word *ethical*.

Materials

- “Copycats: Why Clone?” (see page 388)
- Word cards 97–98 (WA1)
- Word card 99 (WA2)

ELL Note

The Spanish cognate of *ethical* is *ético/a*.

Teacher Note

If the students struggle to answer the question, you might review some of the pros and cons of cloning and ask questions such as “Do you think that cloning [plants/animals/people] is ethical? Why?” “Do you think that cloning is ethical if it helps to save people’s lives? Why?” and “Do you think that cloning is ethical if it is used to create a ‘super human’? Why?”

Teacher Note

You might point to the prefix *un-* in *unethical* and explain that *un-* is a prefix that means “not.”

If you started an antonym chart, add the words *ethical* and *unethical* to it.

Discuss as a class:

Q *Do you think that cloning is ethical? Why or why not?*

Click **1** on word cards 97–98 (WA1) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

ethical 98

PROMPT 1: I [do/do not] think that cloning is **ethical** because . . .

1 2 3

WA1

PROMPT 1: “I [do/do not] think that cloning is ethical because . . .”

INTRODUCE AND USE *UNETHICAL*

2 Introduce and Define *Unethical* and Review Antonyms

Tell the students that the next word they will learn today is *unethical*. Reveal word card 98 on word cards 97–98 (WA1) and have the students say the word *unethical*.

Explain that *unethical* and *ethical* are *antonyms*, or “words with opposite meanings.” Then discuss as a class:

Q *If ethical means “right according to a society’s beliefs” and ethical and unethical are antonyms, what do you think unethical means?*

Click **2** to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 2: “I think *unethical* means [‘wrong according to a society’s beliefs’].”

If necessary, explain that *unethical* means “wrong according to a society’s beliefs.” Explain that when people think something is unethical, they believe it is the wrong thing to do.

3 Discuss Whether Tulip’s Behavior Is Ethical or Unethical

Explain that we often use the words *ethical* and *unethical* to describe a person’s conduct or behavior. If a person behaves in a way that most people believe is right or good, we say that the person’s behavior is ethical. If a person behaves in a way that most people believe is wrong or bad, we say that the person’s behavior is unethical.

Tell the students that you will describe something our friend Tulip does; then partners will discuss whether Tulip’s behavior is ethical or unethical and explain why they think so.

Begin by reading the following scenario aloud:

- *Tulip finds a five-dollar bill on the playground. She puts the bill into her pocket and does not tell anyone that she found it.*

Ask:



Q *Is Tulip’s behavior ethical or unethical? Why?* [Click 3 on WA1 to reveal the prompt.] *Turn to your partner.*

PROMPT 3: “Tulip’s behavior is [ethical/unethical] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class. Repeat the procedure to discuss the remaining scenarios:

- *During a math test, Tulip notices that a girl at her table is copying answers from another student’s paper. Tulip does not want the girl to get into trouble, so she does not tell the teacher what she sees.*
- *Tulip is paying for her lunch in the cafeteria. She notices that the cashier has not charged her for the apple on her tray. Tulip tells the cashier about the mistake and pays the correct amount.*

Point to the words *ethical* and *unethical* and review the pronunciations and meanings of the words.

INTRODUCE AND USE *DESIRABLE*

4 Introduce and Define *Desirable*

Remind the students that some farmers support cloning animals because they hope that it will help them breed better livestock. Read “Building a Better Breed” on the second page of the article aloud, emphasizing the word *desirable* in the second sentence.

Tell the students that the last word they will learn today is *desirable*, and explain that *desirable* means “worth having or wishing for.” Explain that when farmers breed animals, they want the offspring to have desirable traits like thick wool and high-quality meat—traits that make their animals more desirable, or more worth having.



ELL Note

The Spanish cognate of *desirable* is *deseable*.

Teacher Note

You might explain that the word *desirable* is related to the word *desire*, which means “want, wish for, or long for something.”

Display word card 99 (🗨️ WA2) and have the students say the word *desirable*.

5 Discuss Desirable Things

Remind the students that *desirable* means “worth having or wishing for.”

Ask:

 **Q** Which of these animals do you think is more desirable, or worth having, as a pet: a cat or a dog? Why? [Click 1 on WA2 to reveal the first prompt.] Turn to your partner.

PROMPT 1: “I think a [cat/dog] is more desirable as a pet because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Then use the same procedure to discuss the following question:

 **Q** If you could have any job you wanted when you grew up, what job would be most desirable? Why? [Click 2 to reveal the next prompt.] Turn to your partner.

PROMPT 2: “I think [being a police officer] would be the most desirable job because . . .”

Point to the word *desirable* and review the pronunciation and meaning of the word.

EXTENSION

Discuss Other Words with the Prefix *un-*

Write the word *unethical* where everyone can see it. Point to the prefix *un-* in *unethical* and explain that *un-* is a prefix that means “not.” Explain that adding the prefix *un-* to the beginning of the word *ethical* makes the new word *unethical*, which means “not ethical, or wrong according to a society’s beliefs.” Review that *ethical* and *unethical* are antonyms.

Have the students use what they know about the prefix *un-* to discuss the meanings of these words: *unbundled*, *uncomfortable*, *unconcerned*, *undesirable*, and *undignified*.

Invite the students to listen and watch for other words that use the prefix *un-*, and discuss the words the students find.

Teacher Note

You might remind the students that they learned the meanings of these vocabulary words earlier: *bundle* (“wrap or tie things together”), *desirable* (“worth having or wishing for”), and *dignified* (“confident, calm, and in control”).

Review *Ethical, Unethical,* and *Desirable*

Day 2

In this lesson, the students:

- Review and practice using the words *ethical*, *unethical*, and *desirable* from Day 1
- Build their speaking and listening skills
- Include everyone in the group work

Words Reviewed

ethical

Ethical means “right according to a society’s beliefs.” When people think something is ethical, they believe it is the right thing to do.

unethical

Unethical means “wrong according to a society’s beliefs.” When people think something is unethical, they believe it is the wrong thing to do.

desirable

Desirable means “worth having or wishing for.”

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (🔊 WA3) and review the pronunciation and meaning of each word.

Use “Think, Pair, Share” to discuss:



Q Which of these words might you use if you were writing a report about the pros and cons of hunting animals for sport? How might you use the word? [Pause; click 1 on WA3 to reveal the first prompt.] Turn to your partner.

ethicalunethicaldesirable

PROMPT 1: I might use the word _____. I might write . . .

1 2

WA3

Materials

- Daily review cards (WA3)

PROMPT 1: “I might use the word *[ethical]*. I might write . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

PRACTICE USING THE WORDS

2 Play “Does That Make Sense?”

Tell the students that partners will play the game “Does That Make Sense?” Explain that you will read a scenario that includes one of yesterday’s vocabulary words. Partners will decide whether or not the word makes sense in the scenario and explain why they think so.

Point to the word *ethical* on the daily review cards (WA3), and explain that the first scenario includes the word *ethical*.

Then read the following scenario aloud twice:

- *The Centerville city council wants to build a zoo in the town park. Mr. Torres is against the zoo project. He thinks it is ethical to keep wild animals penned up in zoos.*

Ask:



Q *Does the word ethical make sense in the scenario? Why do you think that?*
[Click 2 to reveal the prompt.] Turn to your partner.

PROMPT 2: “The word *[ethical]* [does/does not] make sense because . . .”

Use the same procedure to discuss the following scenarios:

[unethical]

- *Margo’s soccer teammates plan to trip their opponents on purpose in their next game. Margo refuses to do it because she thinks tripping a player on purpose is unethical.*

[desirable]

- *Mr. Lee is watching a TV show about life in a big city. When it is over, he says, “Living in a big city would be desirable for me, because I hate noise, traffic, and crowds.”*

Teacher Note

If the students struggle to answer the questions, signal for their attention. Reread the scenario aloud, and explain that *ethical* does not make sense. If Mr. Torres thinks it is ethical, or right, to keep animals in zoos, then he will be *for* the zoo project, rather than *against* it. Then read the scenario that uses the word *unethical*, and have the students discuss it in pairs.

Introduce *Regulate*, *Influence*, and *Consume/Consumer*

Day 3

In this lesson, the students:

- Learn and use the words *regulate*, *influence*, and *consume/consumer*
- Review using context to determine word meanings
- Review the suffix *-er*
- Build their speaking and listening skills
- Work in a responsible way during group work

Words Taught

regulate (p. 390)

Regulate means “control or manage, usually through rules or laws.”

influence (p. 390)

Influence means “affect the way someone develops, behaves, or thinks.”

consume/consumer (p. 391)

Consume means “buy and use products and services.” A *consumer* is a “person who consumes.”

INTRODUCE AND USE *REGULATE*

1 Introduce and Define *Regulate* and Review Using Context to Determine Word Meanings

Briefly review “The Debate on Banning Junk Food Ads.” Remind the students that on average children and teenagers see between 13 and 16 food commercials on TV each day. Then read “What’s Junk?” on page 390 aloud, emphasizing the word *regulate*.

Tell the students that the first word they will learn today is *regulate*. Display the “Sentence from ‘The Debate on Banning Junk Food Ads’” chart (WA4) and explain that this is one of the sentences you just read. Point to the word *regulate* and underline it. Remind the students that they can sometimes figure out the meaning of an unfamiliar word, like *regulate*, by rereading the sentence that includes the word to look for clues.

Explain that as you reread the sentence that includes the word *regulate*, you want the students to think about what *regulate* might mean and which words in the sentence are clues to its meaning.

Materials

- “The Debate on Banning Junk Food Ads” (see page 390)
- “Sentence from ‘The Debate on Banning Junk Food Ads’” chart (WA4)
- Word card 100 (WA5)
- Word card 101 (WA6)
- Word card 102 (WA7)

ELL Note

The Spanish cognate of *regulate* is *regular*.

Teacher Note

Alternatively, you might write the sentence from “The Debate on Banning Junk Food Ads” where everyone can see it and underline the word *regulate*.

Teacher Note

If the students do not immediately determine the meaning of *regulate* from the context, give them the definition, rather than have them guess.

Teacher Note

You might explain that *regulate*, *control*, and *manage* are synonyms. If you started a synonym chart, add *regulate* and its synonyms to it.

You might also explain that a writer sometimes provides the definition of a word immediately after the word to make the word's meaning clear to readers. For more practice with context clues, see the more strategy practice activity "Play 'Use the Clues'" on page 381.

Read the sentence aloud twice, slowly and clearly. Then point to the word *regulate*, and discuss as a class:

Q *Based on what you just heard, what do you think the word regulate might mean?*

Point to prompt 1 and have a few volunteers use the prompt to share their thinking with the class.

WA4

Sentence from "The Debate on Banning Junk Food Ads"

Many people argue that one way to encourage people—especially children—to choose more nutritious foods is to regulate, or control, the messages they receive about food from advertising.

PROMPT 1: I think *regulate* might mean . . .

PROMPT 2: The words _____ are a clue to the meaning because . . .

PROMPT 1: "I think *regulate* might mean . . ."

If necessary, explain that *regulate* means "control or manage."

Then ask:

Q *What clue in the sentence helps us figure out that regulate means "control or manage"?*

Point to prompt 2 on the chart (WA4) and have a few volunteers use the prompt to share their thinking with the class. Circle the context clues on the chart as the students identify them.

PROMPT 2: "The words ['or control'] are a clue to the meaning because . . ."

If necessary, tell the students that the words "or control" are a clue to the meaning of *regulate*. Explain that some people want the government to regulate, or control, junk food ads on TV to help people choose more nutritious foods.

Display word card 100 (WA5) and have the students say the word *regulate*.

2 Discuss Things That Might Be Regulated

Explain that something that is regulated is controlled or managed, usually through rules or laws set up by the government or a person with authority or power. For example, as the article tells us, some people want the United States government to regulate junk food ads. A city government regulates traffic in the city by putting up signs and signals that control how fast people can drive and when they must stop or slow down. Our school librarian regulates, or controls or manages, the movement of books in and out of our library by setting rules for how books are checked in and checked out.

Tell the students that you will describe a situation; then partners will discuss whether or not the situation should be regulated, or controlled or managed, and explain why they think so.

Begin by reading the following scenario aloud:

- *Mrs. Kim's children watch 4 or 5 hours of TV every school night. Often they stay up late watching TV. Recently Mrs. Kim's children have been falling asleep in class, and they have not been turning in their homework.*

Use “Think, Pair, Share” to discuss:



- Q** *Do you think Mrs. Kim should regulate the amount of TV her children watch? Why?* [Pause; click 1 on WA5 to reveal the first prompt.]
Turn to your partner.

regulate

PROMPT 1: I [do/do not] think Mrs. Kim should **regulate** the amount of TV her children watch because . . .

1 2 3 4

WA5

PROMPT 1: “I [do/do not] think Mrs. Kim should regulate the amount of TV her children watch because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Follow up by discussing as a class:

- Q** *What might Mrs. Kim do to regulate the amount of TV her children watch?*

Click 2 on word card 100 (WA5) to reveal the next prompt. Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 2: “To regulate the amount of TV her children watch, Mrs. Kim might . . .”

Use the same procedure to discuss the following scenario:

- *A severe drought is causing a water shortage in the town of Dryville. If people do not conserve water, the water supply will run out.*

 **Q** *Do you think that the town council of Dryville should regulate the amount of water residents can use? Why? [Pause; click 3 to reveal the prompt.] Turn to your partner.*

PROMPT 3: “I [do/do not] think that the town council should regulate the use of water because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Follow up by discussing as a class:

Q *What might the Dryville town council do to regulate the use of water?*

Click 4 to reveal the next prompt. Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 4: “They might regulate the use of water by . . .”

Point to the word *regulate* and review the pronunciation and meaning of the word.

INTRODUCE AND USE *INFLUENCE*

3 Introduce and Define *Influence*

Review that some countries, including England, ban junk food ads during children’s TV shows. Then read the first paragraph of “Good Habits Start Young” on page 390 aloud, emphasizing the word *influenced*.

Tell the students that the next word they will learn is *influence*, and explain that *influence* means “affect the way someone develops, behaves, or thinks.”

Explain that junk food ads influence, or affect, the way many children think about junk food. Children are especially influenced, or affected, by ads in which a favorite cartoon character or superhero tells them to buy junk food. Often after children see one of these ads, they ask their parents to buy the junk food.

Display word card 101 (C WA6) and have the students say the word *influence*.

ELL Note

The Spanish cognate of *influence* is *influenciar*.

4 Discuss People Who Are Positive Influences

Explain that all of us have people in our lives who have influenced us, or affected the way we think or behave. Explain that we say that a person who has influenced us in positive, or good, ways is a “positive influence” in our lives. A person who is a positive influence often influences others by serving as an example of a good person or by giving advice about how to live a good life.

Give a couple of examples of people who have been positive influences in your life.

You might say:

“When I was growing up, my sister was a positive influence in my life. I looked up to her and tried to be honest and kind like she was. She encouraged me to work hard in school and gave me a lot of good advice. My friend Jasmin is a positive influence in my life these days. She encourages me to try new things and introduces me to interesting new activities, like playing golf.”

Use “Think, Pair, Share” to discuss:



Q *Who is a positive influence in your life? How does he or she influence you in positive ways?* [Pause; click 1 on WA6 to reveal the prompt.] Turn to your partner.

PROMPT 1: “[My mom] is a positive influence. She influences me by . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *influence* and review the pronunciation and meaning of the word.

INTRODUCE AND USE CONSUME AND CONSUMER

5 Introduce and Define *Consume* and *Consumer* and Review the Suffix *-er*

Remind the students that junk food ads influence the way children think about junk food and that some people think the ads should be regulated. Review that other people, however, believe the ads should not be regulated.

Read the last paragraph of the article aloud, emphasizing the word *consumer*'s.

Tell the students that the last words they will learn today are *consume* and *consumer*. Explain that *consume* means “buy and use products and services.” Explain that a *consumer* is a “person who consumes.”

ELPS 2.C.iv
Steps 5–7



ELL Note

The Spanish cognate of *consume* is *consumir*.

Teacher Note

You might remind the students that they discussed the suffix *-er* earlier when they learned the words *moocher* (“a person who tries to get something without paying or working for it”) and *deserter* (“a person who deserts”). If you started a chart of *-er* words, add the word *consumer* to it.

Explain that food is one of the products that consumers consume, or buy and use. Point out that some people believe that it is their right as consumers of food to have as much information about the food as possible. These people believe that if the government regulates junk food ads, then consumers will not have all the information they need to make their own choices about buying this kind of food.

Display word card 102 (🗨️ WA7) and have the students say the words *consume* and *consumer*.

Point to the suffix *-er* in the word *consumer*, and review that *-er* is a suffix that means a “person who.” Explain that when *-er* is added to the end of the word *consume*, it makes the new word *consumer*, which means a “person who consumes, or a person who buys and uses products and services.”

6 Discuss Consume and Consumer

Tell the students that all of us are consumers. Explain that we consume, or buy and use products and services, every day.

Explain that, in addition to foods, consumers consume products such as clothing, computers, pencils and pens, cars, bikes, and toys. Remind the students that consumers also buy and use services, and explain that a service is something you pay someone to do or provide for you. For example, as consumers we pay for services such as getting our hair cut, having pizza or other food delivered to our houses, or receiving treatment from a doctor.

Ask:



Q *What is a product or service that you have consumed, or bought and used, recently?* [Click 1 on WA7 to reveal the first prompt.] *Turn to your partner.*

PROMPT 1: “A [product/service] that I have consumed recently is . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

7 Discuss Being a Smart Consumer

Tell the students that companies try to influence us as consumers through advertising—they try to affect the way we think about their products and services and get us to buy them. Explain that sometimes advertisers don’t tell consumers the whole story; they tell us only what they hope will convince us to buy their products. For that reason, we have to be smart consumers when we are deciding which products to buy. For example, we need to think carefully about what we want before we buy anything. We also need to think about how much we can spend. Explain that a smart consumer might ask someone with more experience for advice before buying a product, or he might try a product out before spending his money on it.

Discuss as a class:

Q *If you were going to buy a new bicycle, what might you do to be a smart consumer? What might you need to do or think about before you bought the bicycle?*

Click **2** on word card 102 (WA7) to reveal the next prompt. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 2: “To be a smart consumer, I might . . .”

Use the same procedure to discuss:

Q *If you were going to buy a new kite, what might you do to be a smart consumer?*

Point to the words *consume* and *consumer* and review the pronunciation and meaning of the words.

MORE STRATEGY PRACTICE

Play “Use the Clues”

Display the “Use the Clues” chart (🗨️ WA8).

Use the Clues

Vanden was _____ before the doctor’s appointment.
His palms were sweaty and his stomach was upset.

“I don’t want to go!” _____ Vanden. His sobs
could be heard from one end of the house to the other as his
mother hurried him toward the door.

PROMPT: I think the missing word is _____
because . . .

WA8

Explain that partners will play the game “Use the Clues,” in which they use clues to figure out a word that is missing from a sentence. Direct the students’ attention to the sentences on the chart. Review that as you read the sentences aloud, you want them to think about what the missing word might be and what words in the sentences are clues to the missing word. Remind them that more than one word might make sense as the missing word and that the word does not have to be a vocabulary word.

Teacher Note

If the students struggle to answer the question, think aloud about things you might do to be a smart consumer. For example, say “To be a smart consumer, I might check to see how much the bike costs, I might ride the bike to see if I liked it, and I might ride other bikes so that I could compare them to each other.” Then discuss the next question as a class.

Materials

- “Use the Clues” chart (WA8)

Teacher Note

Alternatively, you might write the “Use the Clues” sentences where everyone can see them.

ELPS 2.C.iv
More Strategy Practice

Teacher Note

Listen as partners share. If the students suggest words that are not supported by the context, call for their attention. Provide a word and point out the context clues.

Teacher Note

Although *nervous* or *scared* are logical responses, the students may reasonably argue that *upset*, *sick*, or another word is also supported by the clues in the sentence. What is important is that the students explain their thinking.

Teacher Note

Possible responses for the second example include *screamed*, *yelled*, *shouted*, *cried*, and *exclaimed*.

Read the first sentence aloud twice, slowly and clearly, saying “blank” for the missing word.

Use “Think, Pair, Share” to discuss:



Q *What’s the missing word? What words are clues to the missing word?*
[Pause; point to the prompt.] *Turn to your partner.*

PROMPT: “I think the missing word is [*nervous*] because . . .”

After partners have talked, have a few pairs share their ideas with the class.

If necessary, explain that the missing word might be *nervous* or *scared* and that the words “his palms were sweaty” and “his stomach was upset” are clues that Vanden was nervous or scared.

Use the same procedure to discuss the second example on the chart.

Day 4

Review Regulate, Influence, and Consume/Consumer

Materials

- Daily review cards (WA9)
- “Tell Me a Story” chart (WA10)
- Copy of this week’s family letter (BLM1) for each student

In this lesson, the students:

- Review and practice using the words *regulate*, *influence*, and *consume/consumer* from Day 3
- Build their speaking and listening skills
- Work in a responsible way during group work

Words Reviewed

regulate

Regulate means “control or manage, usually through rules or laws.”

influence

Influence means “affect the way someone develops, behaves, or thinks.”

consume/consumer

Consume means “buy and use products and services.” A *consumer* is a “person who consumes.”

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (🗉 WA9) and review the pronunciation and meaning of each word.

Discuss as a class:

Q *Do you think that parents should regulate their children's bedtimes? Why?*

Click **1** on the daily review cards (WA9) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

regulate

influence

consume/consumer

PROMPT 1: I [do/do not] think that parents should **regulate** their children's bedtimes because . . .

1 **2** **3**

WA9

PROMPT 1: "I [do/do not] think that parents should regulate their children's bedtimes because . . ."

Ask:

 **Q** *Do you think that your friends influence you? Why?* [Click **2** on WA9 to reveal the next prompt.] *Turn to your partner.*

PROMPT 2: "I think that my friends [do/do not] influence me because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss:

 **Q** *As a consumer, are you influenced by what your friends buy? Why?* [Click **3** to reveal the next prompt.] *Turn to your partner.*

PROMPT 3: "As a consumer, I [am/am not] influenced by what my friends buy because . . ."

PRACTICE USING THE WORDS

2 Do the Activity “Tell Me a Story”

Tell the students that partners will do the activity “Tell Me a Story.” Remind the students that you will tell the beginning of a story that includes one of yesterday’s vocabulary words. Then students will use their imaginations and what they know about the word to make up an ending for the story.

Display the “Tell Me a Story” chart (🗨️ WA10) and show story 1 and its accompanying prompt. Tell the students that story 1 uses the word *regulate*. Then read story 1 aloud, slowly and clearly.

- Story 1: “*We are wasting too much paper,*” Mr. Paulson told his students. “*To stop the waste, I plan to regulate our use of paper by . . .*”

Use “Think, Pair, Share” to discuss:

-  **Q** How might you finish the story? What might Mr. Paulson tell his students about how he plans to regulate their use of paper? [Pause; point to prompt 1.] Turn to your partner.

Tell Me a Story

“We are wasting too much paper,” Mr. Paulson told his students. “To stop the waste, I plan to regulate our use of paper by . . .”

PROMPT 1: “To stop the waste, I plan to **regulate** our use of paper by . . .”

WA10

PROMPT 1: “To stop the waste, I plan to regulate our use of paper by . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the remaining stories:

- Story 2: *Buckley’s mother wants him to be a good influence on his little brother. She is always telling him, “To be a good influence on your brother, you need to . . .”*

-  **Q** How might you finish the story? What might Buckley’s mother tell him about how to be a good influence on his little brother? [Pause; point to prompt 2.] Turn to your partner.

PROMPT 2: “To be a good influence on your brother, you need to . . .”

- Story 3: Claire’s father looked around her bedroom. “Wow!” he said to Claire. “From now on I’m going to call you ‘Claire the Consumer’ because . . .”



Q How might you finish the story? What might Claire’s father say to explain why he will call her “Claire the Consumer”? [Pause; point to prompt 3.] Turn to your partner.

PROMPT 3: “From now on I’m going to call you “Claire the Consumer” because . . .”

Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

Ongoing Review

Day 5

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Work in a responsible way during group work

Words Reviewed

clank

When something clanks, it makes a short, loud sound like metal being hit.

desirable

Desirable means “worth having or wishing for.”

hunger

Hunger is a “strong desire or want.”

reuse

Reuse means “use again.”

rustle

Rustle means “make a soft brushing sound.” Things like paper, leaves, and stiff cloth rustle.

REVIEW THE WORDS

1 Briefly Review the Words

Display the ongoing review cards (WA11) and review the pronunciation and meaning of each word.

Materials

- Ongoing review cards (WA11)
- Ongoing review activity (WA12)

Teacher Note

Each story on the ongoing review activity (WA12) has a corresponding number: the first story is 1; the second story is 2; the third story is 3; and so on. To play the game, click the corresponding number four times:

- The first click reveals the story.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the story with the answer in place.
- The fourth click clears the screen.

Teacher Note

You might remind the students that they learned the word *clamber* earlier and that *clamber* means “climb something that is difficult to climb, using your hands and feet.”

PRACTICE USING THE WORDS

2 Play “Find Another Word”

Tell the students that partners will play the game “Find Another Word.” Remind the students that you will show several stories with one or more words underlined. You will read each story aloud, and partners will decide which of the vocabulary words could replace the underlined part of the story.

Display the ongoing review activity (WA12) and begin playing the game:

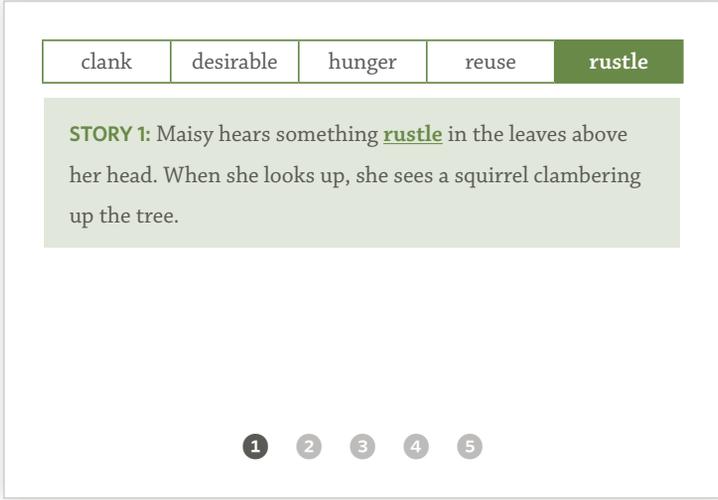
1. Click 1 to reveal the first story. Point to the story and read it aloud, emphasizing the underlined word.
 - Story 1: *Maisy hears something make a soft brushing sound in the leaves above her head. When she looks up, she sees a squirrel clambering up the tree.*
2. Give the students a few moments to think about the story and the underlined word. Then point to the five word choices and ask:

 **Q** Which vocabulary word could replace the underlined words? Why? [Click 1 again to reveal the prompt.] Turn to your partner.

PROMPT 1: “I think the word [*rustle*] could replace *make a soft brushing sound* because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking 1 a third time to highlight the correct vocabulary word and reveal the story with the correct word in place.



WA12

4. Click 1 to clear the screen.

Use the same procedure to discuss the following stories:

- Story 2: Sean goes shopping for school supplies. He makes sure to buy a lunch bag that he will be able to use again. (reuse)
- Story 3: Kate is not sure that her parents will let her get a new bike, but she decides to ask anyway. In her opinion, a new bike is worth having. (desirable)
- Story 4: Kingston was startled when he heard a loud sound like metal was being hit behind him. He was relieved to see that it was just his little sister hitting two pans together. (clank)
- Story 5: Rosa loves to run. She has a strong desire to run a marathon when she is older. (hunger)

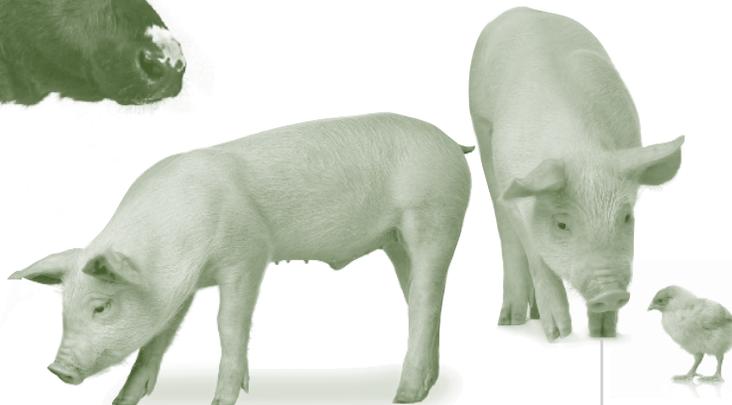
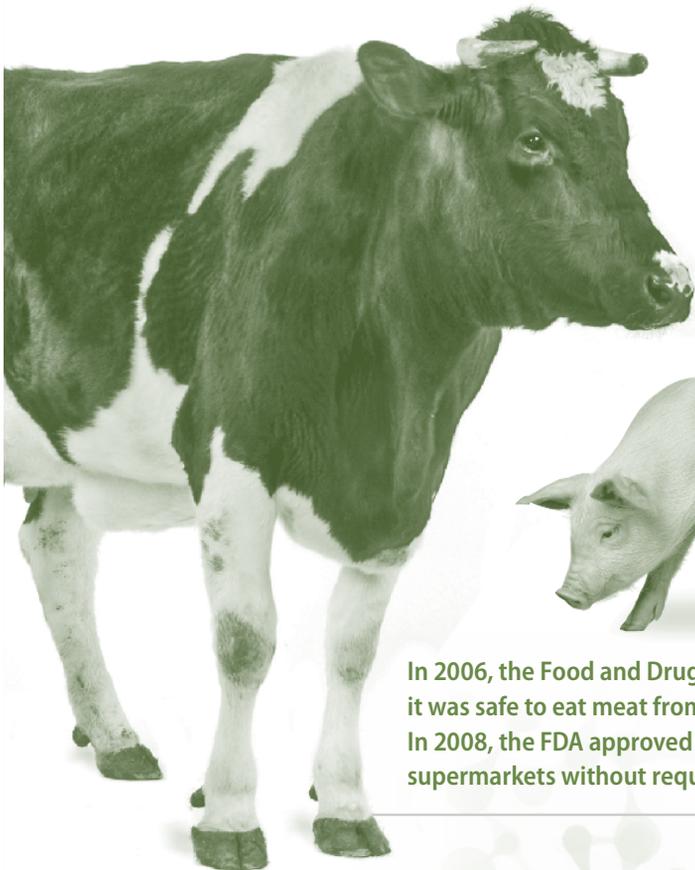
COPYCATS

Why Clone?

Cloning is a high-tech way to create a living thing that is an exact genetic copy of another. Why would we want to create identical living things? For farmers, there are many reasons. Farmers already use cloning techniques to produce desirable varieties of plants, such as apple trees that grow crisp, juicy fruit. One technique is to grow plants from cuttings taken from other plants. A plant that grows from a cutting is a clone because it has the same genetic makeup as the original plant.



In 1996, scientists succeeded in cloning the first mammal. Since then, a debate has raged about whether it is ethical or necessary to clone animals—including humans. Although the idea is controversial, some scientists believe that cloned human beings could one day become a reality. Other high-tech procedures, such as organ transplants, once faced the same kind of debate, but today they are widely performed.



In 2006, the Food and Drug Administration (FDA) reported that it was safe to eat meat from animals that had been cloned. In 2008, the FDA approved the sale of cloned-animal meat in supermarkets without requiring them to be labeled as such.

PROS

Building a Better Breed

Since the first mammal was cloned, scientists have cloned many other creatures, including cows, cats, and fruit flies. Traditionally, farmers have paired a male animal with a female and hoped that they would produce offspring with desirable traits, such as animals that have thick wool or high-quality meat. Today, farmers are starting to use cloning as a surer way to get that same result.

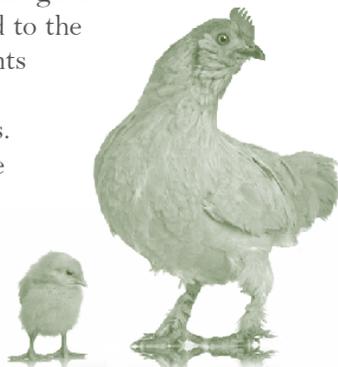
Protection from Extinction

Cloning might also be a way to protect endangered species from extinction. In 2005, scientists created clones of the gray wolf, a species once hunted to near extinction. Today, thanks to a U.S. protection law, gray wolves are thriving in several states, including Minnesota and Wisconsin. But if gray wolves ever become endangered again, scientists now know how to clone them so they won't become extinct.

Human Health

There are many potential advantages of cloning human beings. It might give infertile couples a chance to have children. Additionally, people who are likely to have a child with a genetic disorder might use cloning to have a better chance at producing a healthy child. Cloning could also be used to create healthy organs for people who are sick and need a transplant.

Cloning might help us understand how human genes work. This could lead to the discovery of treatments for genetic disorders such as cystic fibrosis. Discoveries like these have the potential to make many people's lives easier. These discoveries might even save lives.



CONS

Cloning for the Wrong Reasons

Where do we draw the line between the right reasons and the wrong reasons for using cloning? If human cloning is allowed in a few specific cases, people might begin to use it in other ways. For example, cloning might be used to create children who have specialized talents—such as amazing mathematical or athletic abilities—much like animals might be cloned for specific desirable traits. From there, cloning could lead to the creation of groups of people for specific purposes, such as fighting in wars. Many people argue that it is wrong to experiment with human life in this way.

Health Risks

Studying human cloning has big complications. Real human cells must be used, so if a particular experiment does not work out, the result could be a flawed copy of a human being—and that person would never have a normal life.

So far, scientists have found it difficult to produce healthy clones of mammals. For example, studies done in Japan have shown that cloned mice have poor health and die early. About a third of cloned cows have died young, and many of them were too large. Many cloned animals appear healthy at a young age but die suddenly and mysteriously. We should expect the same problems in human clones.

Even if scientists were able to produce human clones that were physically healthy, other important parts of human development might be affected. For example, a person's mood, intelligence, or sense of individuality might not develop normally.

Legal Roadblocks

In many countries it is against the law to clone a human being because of the many ethical and safety concerns. Congress is currently considering passing a law to ban human cloning in the United States.



"Junk food" is a slang term for food with little nutritional value. It includes food that is high in fat, sugar, or salt (or all three). Junk food makes up a large portion of food we see advertised on TV.



THE DEBATE ON

BANNING



JUNK FOOD ADS

Advertising Works

Food companies spend billions of dollars on TV advertising each year. The reason is simple: Advertising works. It's especially effective with children. A 2013 study found that the average American child sees about 13 food commercials a day, or 4,700 a year. Teens see more than 16 a day, or 5,900 a year. The study found that these kids see only about one ad per week for healthy foods such as fruits, vegetables, and bottled water. Most of the food ads they see are for junk food.

What's Junk?

Junk food may taste good, but it's low in nutritional value. For example, a sugary donut doesn't have as many nutrients as an apple. Many people argue that one way to encourage people—especially children—to choose more nutritious foods is to regulate, or control, the messages they receive about food from advertising. Others argue that regulating advertising will simply create more problems.

PROS

Good Habits Start Young

Some countries already regulate TV advertising for junk food. The people who support such regulations say that TV advertising encourages bad eating habits among young people because young people are more easily influenced than adults by advertising. In 2007, the United Kingdom started banning junk food advertising during children's TV shows. In 2011, the U.S. government proposed voluntary guidelines for food ads targeting children and teenagers. The guidelines state that foods advertised to children must include healthful ingredients and be limited in the amounts of sugar, saturated fat, trans fat, and salt they contain. The nation's largest food companies responded that the guidelines were too strict and proposed more lenient guidelines for ads.

A child who develops unhealthy habits is also likely to keep on making unhealthy choices as an adult. So it is preferable to control the messages that young people receive. This gives them a better chance at having a healthy future.

Good health is a big concern for many people today. Worldwide, hundreds of millions of people have serious problems related to an unhealthy diet, including diabetes and heart disease. A common problem in the United States is obesity: In a 2011–2012 survey, the Center for Disease Control found that about 80 million adults and about 12.5 million children were obese. Limiting junk food ads may be one way to help people make choices that will prevent obesity and other health problems.



The United Kingdom bans junk food ads during children's TV shows and on children's channels.



CONS

Giving Food a Bad Name

There are some big problems with creating rules about junk food advertising. For example, how do we decide exactly what is junk food and what is not? In the United Kingdom, foods such as olive oil, honey, and cheese have been banned from

“In the United Kingdom, foods such as olive oil, honey, and cheese are labeled as junk food.”

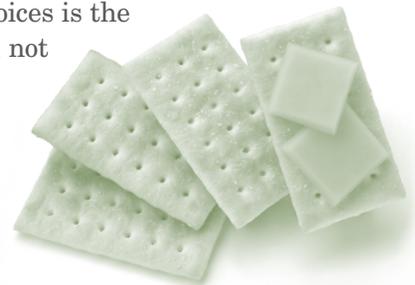
advertising during certain hours because they are labeled “junk food.” These foods have nutritional value, but they are also high in fat, salt, or sugar. Calling these foods “junk food” makes it

more difficult for people to understand what makes up a healthy, balanced diet.

To make things even more complicated, some fast food companies' ads now emphasize more nutritious choices—for example, providing fruit and milk with children's meals. Some promote health and fitness, too. If all fast food ads were banned from children's TV, these healthy messages would be as well.

Some parents feel that they have the right to decide what is best for their children and that regulating TV ads takes away that right. It is up to the parent to say yes or no when a child asks for something he or she has seen advertised on TV. What the parent says helps the child learn about how advertising affects the people who see it.

Regulating TV ads takes away some of the information parents and children have access to. They need that information in order to make their own buying decisions. Making these choices is the consumer's right, not the right of the government.



Week 18

RESOURCES



Read-alouds

- “All-girls and All-boys Schools: Better for Kids” (see page 414)
- “Do Kids Really Need Cell Phones?” (see page 416)

More Strategy Practice

- “Discuss Other Words with the Prefix *pre-*”

Extension

- “Explore the Prefix *inter-*”



More ELL Support

- “Further Explore the Prefix *pre-*”

Assessment Resource Book

- Week 18 vocabulary assessment



Online Resources

Visit the CCC Learning Hub (cclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA10

Assessment Form

- “Class Vocabulary Assessment Record” sheet (CA1)

Reproducibles

- Week 18 family letter (BLM1)
- (Optional) “Week 18 Word Cards” (BLM2)
- (Optional) “Week 18 Crossword Puzzle” (BLM3)

OVERVIEW

Words Taught

interact
academic
get on board
dependent
device
preteen

Words Reviewed

efficient
ethical
inefficient
selfless
unethical

Word-learning Strategies

- Using Latin roots to determine word meanings (review)
- Recognizing idioms (review)
- Using the prefix *pre-* to determine word meanings (review)

Vocabulary Focus

- Students learn and use six words from the articles.
- Students use the Latin root *act* to determine word meanings.
- Students review idioms and the prefix *pre-*.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.

① DO AHEAD

- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Discuss Other Words with the Prefix *pre-*” on page 406.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 5, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 199 of the *Assessment Resource Book*.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print “Week 18 Word Cards” (BLM2) and “Week 18 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words.

Introduce *Interact*, *Academic*, and “Get on Board”

Day 1

In this lesson, the students:

- Learn and use the words *interact* and *academic* and the idiom “get on board”
- Discuss the Latin root *act*
- Review idioms
- Build their speaking and listening skills
- Work in a responsible way

Words Taught

interact (p. 414)

Interact means “talk or work with people.”

academic (p. 415)

Academic means “having to do with school, studying, and learning.”

get on board (p. 415)

“Get on board” means “accept or go along with something.”

INTRODUCE AND USE *INTERACT*

1 Introduce and Define *Interact* and Introduce the Latin Root *act*

Briefly review “All-girls and All-boys Schools: Better for Kids.”

Then read the introduction on page 414 aloud, emphasizing the word *interact* in the first sentence.

Tell the students that the first word they will learn today is *interact*, and explain that *interact* means “talk or work with people.” Explain that outside of school, boys and girls often interact, or talk or work with one another. But in all-girls and all-boys schools, boys and girls do not interact because they are not in school together.

Display word card 103 (🌐 WA1) and have the students say the word *interact*.

Point to the root *act* in the word *interact* and explain that *act* is a root. Review that a *root* is a “word or part of a word that is used to make other words.” Remind the students that many roots come to English from other languages. Explain that *act* comes from Latin, which was the language spoken by the people of ancient Rome. Tell the students that in Latin *act* means “do.” Explain that when you interact with a person, you do things—like talk or work—with the person.

Materials

- “All-girls and All-boys Schools: Better for Kids” (see page 414)
- Word card 103 (WA1)
- Word card 104 (WA2)
- Word card 105 (WA3)

TEKS 3.C.iv

Student/Teacher Narrative

Step 1 and Teacher Note on p. 395



ELL Note

The Spanish cognate of *interact* is *interactuar*.

Teacher Note

You might remind the students that earlier they discussed the Latin roots *mem* (“mind”) and *memor* (“to remember”) when they learned the word *memento* (“something given or kept as a reminder of a person, place, or experience”), and the Latin root *mot* (“move”) when they learned the word *motionless* (“without motion, still, or not moving”).

2 Discuss People with Whom We Interact

Point out that we all interact, or talk or work with, many different people during the day. Give a few examples of people you have interacted with today, and describe how you interacted with them.

You might say:

"This morning I interacted with my wife and children before I left for work. I talked with each of them during breakfast and I helped my son pack his lunch. On the way to work, I interacted with the crossing guard at the end of my street by waving and saying hello. This morning I've interacted with many of you by talking or joking with you and helping you with your work."

Ask:



Q *Who have you interacted with today? How did you interact with those people?* [Click **1** on WA1 to reveal the first prompt.] Turn to your partner.

interact

PROMPT 1: I **interacted** with _____ by _____.

1 **2**

WA1

PROMPT 1: "I interacted with [Megan] by [talking to her and playing basketball with her before school]."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Explain that we often interact with people we know differently from how we would interact with strangers. For example, when you interact with family members, you feel very comfortable. You can talk and joke easily with them because you know them well. But when you interact with a stranger, you might feel shy and have little to say, or you might be careful about what you say.

Discuss as a class:

Q *How might you interact differently with an adult than with a friend your own age? Why?*

Click **2** on word card 103 (WA1) to reveal the prompt. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 2: “When I interact with an adult, I [might not joke around like I do with a friend my own age] because . . .”

Point to the word *interact* and review the pronunciation and meaning of the word.

INTRODUCE AND USE ACADEMIC

3 Introduce and Define *Academic*

Review that one method people use to measure the success of all-boys and all-girls classrooms is to compare the test scores of the students in them with the scores of students in coeducational classes (classes with boys and girls).

Read “Positive Proof in Test Results” on page 415 aloud, emphasizing the word *academic* in the first sentence.

Tell the students that the next word they will learn today is *academic*. Explain that *academic* means “having to do with school, studying, and learning.”

Explain that researchers of all-boys and all-girls schools saw an improvement in the students’ academic results on tests that measure how much the students learned.

Display word card 104 (WA2) and have the students say the word *academic*.

4 Discuss Academic Subjects

Explain that academic subjects, or subjects that we study in school, include reading, writing, math, science, and social studies.

Ask:



Q *What is your favorite academic subject? Why?* [Click **1** on WA2 to reveal the first prompt.] *Turn to your partner.*

PROMPT 1: “My favorite academic subject is [math] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Then discuss as a class:

Q *Do you think being in an all-boys or all-girls class [would help/helps] you to do better in your academic work? Why?*

ELL Note

The Spanish cognate of *academic* is *académico/a*.

Click 2 on word card 104 (WA2) to reveal the prompt. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 2: “I [do/do not] think being in an all-girls or all-boys class [would help/helps] me to do better in my academic work because . . .”

Point to the word *academic* and review the pronunciation and meaning of the word.

INTRODUCE AND USE “GET ON BOARD”

5 Introduce and Define “Get on Board” and Review Idioms

Review that all-girls and all-boys schools are becoming more popular throughout the United States. Read “An Increasingly Popular Option” on page 415 aloud, emphasizing the words “getting on board” in the last sentence.

Explain that “get on board” means “accept or go along with something.” Explain that more and more people are getting on board with, or accepting or going along with, the idea that all-boys and all-girls schools are a way to improve students’ academic test scores and confidence.

Display word card 105 (WA3) and have the students say “get on board.”

Point to the words “get on board” and explain that “get on board” is an idiom. Review that an *idiom* is an “expression or phrase that means something different from what it appears to mean.” Explain that “get on board” is a phrase we often use to talk about getting onto a bus or train to go somewhere. Explain that when we say school districts, parents, and students are “getting on board” with all-girls and all-boys schools, we do not mean they are taking a train or bus somewhere. Instead, we mean that they are joining others in accepting or going along with these types of schools.

6 Discuss “Get on Board”

Explain that people “get on board” with an idea or activity, or accept or go along with it, because they think it is a good idea or because it sounds like a fun or interesting activity. Tell the students that you will describe an activity or idea; then partners will discuss whether or not they would get on board with it and explain why.

Begin by reading the following scenario aloud:

- *The music teacher in our school wants to put on a play. He is looking for students who are interested in singing, dancing, and acting.*

Teacher Note

For a list of common idioms, visit the CCC Learning Hub (ccclearninghub.org) to view the “Idioms” list in the General Resources section.

Teacher Note

If you started an idiom chart, add “get on board” to it.

Ask:



Q *Would you get on board with being in the school play? Why?* [Click **1** on WA3 to reveal the first prompt.] *Turn to your partner.*

PROMPT 1: “I [would/would not] get on board with being in the school play because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following scenario:

- *The principal wants to add an hour to the school day so that students can complete their homework assignments at school and get extra help if they need it.*



Q *Would you get on board with the principal’s idea? Why?* [Click **2** to reveal the prompt.] *Turn to your partner.*

PROMPT 2: “I [would/would not] get on board with the principal’s idea because . . .”

Point to the idiom “get on board” on the word cards (WA3) and review the pronunciation and meaning of the idiom.

EXTENSION

Explore the Prefix *inter-*

Write the word *interact* where everyone can see it, and underline the prefix *inter-*. Review that a *prefix* is a “letter or group of letters that is added to the beginning of a word to make a new word.” Explain that the prefix *inter-* means “between or among.” Explain that when the prefix *inter-* is added to the beginning of the word *act* it makes the new word *interact*, which means “talk or work with people.”

Explain that knowing that the prefix *inter-* means “between or among” can help the students figure out the meanings of other words that use the prefix. For example, an interstate highway is a highway that runs between, or connects, two or more states. An international conference is a conference that takes place between or among people from many nations.

Have the students discuss the meanings of other words that use the prefix *inter-*, such as *interchangeable*, *intergalactic*, *intergenerational*, *interplanetary*, and *interpersonal*.

Teacher Note

You might remind the students that they learned the word *international* earlier, and that *international* means “having to do with more than one country.”

Day 2

Review *Interact*, *Academic*, and "Get on Board"

Materials

- Daily review cards (WA4)

In this lesson, the students:

- Review and practice using the words *interact* and *academic* and the idiom "get on board" from Day 1
- Build their speaking and listening skills
- Work in a responsible way

Words Reviewed

interact

Interact means "talk or work with people."

academic

Academic means "having to do with school, studying, and learning."

get on board

"Get on board" means "accept or go along with something."

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (WA4) and review the pronunciation and meaning of each word.

Then ask:



Q Which of yesterday's words do you think was interesting or fun to talk about? Why? [Click 1 on WA4 to reveal the first prompt.] Turn to your partner.

interact academic get on board

PROMPT 1: I think the word _____ was [interesting/fun] to talk about because . . .

1 2 3 4

WA4

PROMPT 1: “I think the word [*academic*] was [interesting/fun] to talk about because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

PRACTICE USING THE WORDS

2 Do the Activity “What Might You Say or Do?”

Tell the students that partners will do the activity “What Might You Say or Do?” Review that you will describe a situation; then partners will use the vocabulary words to discuss what they might say or do in that situation.

Begin by reading the following situation aloud:

- *It is your first day at a new school. You interact with your new classmates.*

Ask:



Q *What might you say or do when you interact with your new classmates?* [Click 2 to reveal the prompt.] *Turn to your partner.*

PROMPT 2: “When I interact with my new classmates, I might . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the remaining situations:

- *You decide you want to do better in all your academic subjects.*



Q *What might you say or do if you want to do better in your academic subjects?* [Click 3 to reveal the next prompt.] *Turn to your partner.*

PROMPT 3: “If I want to do better in my academic subjects, I might . . .”

- *A group of friends asks if you’ll get on board with their idea of establishing a gardening club.*



Q *What might you say or do if your friends asked you to get on board with their idea of establishing a gardening club?* [Click 4 to reveal the next prompt.] *Turn to your partner.*

PROMPT 4: “If my friends asked me to get on board with their idea of establishing a gardening club, I might . . .”

Teacher Note

You might remind the students that they learned the word *establish* earlier and that *establish* means “begin, create, or set up.”

Day 3

Introduce *Dependent*, *Device*, and *Preteen*

Materials

- “Do Kids Really Need Cell Phones?” (see page 416)
- Word card 106 (WA5)
- Word card 107 (WA6)
- Word card 108 (WA7)

ELL Note

The Spanish cognate of *dependent* is *dependiente*.

Teacher Note

You might explain that *dependent* is related to the word *depend*, which means “rely on or need.”

In this lesson, the students:

- Learn and use the words *dependent*, *device*, and *preteen*
- Review the prefix *pre-*
- Build their speaking and listening skills
- Work in a responsible way

Words Taught

dependent (p. 417)

Dependent means “relying on or needing someone or something for help or support.”

device (p. 417)

A *device* is a “tool, machine, or piece of equipment that does a particular job.”

preteen (p. 417)

A *preteen* is a “boy or girl before he or she becomes a teenager.” A preteen is between the ages of 8 and 12.

INTRODUCE AND USE *DEPENDENT*

1 Introduce and Define *Dependent*

Briefly review “Do Kids Really Need Cell Phones?”

Remind the students that the article argues that there are benefits to allowing children to have cell phones. Read the first paragraph of the section titled “Cell Phones Promote Familiarity with Technology” on page 417 aloud, emphasizing the word *dependent* in the first sentence.

Tell the students that the first word they will learn today is *dependent*. Explain that *dependent* means “relying on or needing someone or something for help or support.”

Explain that one argument for allowing children to have cell phones is that giving children experience with cell phones now will help them in their jobs as adults, because in the future, people will be more dependent on, or will rely on or need, cell phones to do their jobs.

Display word card 106 ( WA5) and have the students say the word *dependent*.

2 Discuss Things and People We Are Dependent On

Review that according to the article, people in the future will be dependent on, or need, cell phones to do their jobs, and explain that even now many people are dependent on cell phones for their work. For example, people who work in sales need cell phones to stay in touch with customers and call their offices when they are traveling.

Give a few more examples of things that people are dependent on to do their jobs.

You might say:

"I'm dependent on my lesson plans and my computer to do my job. A farmer is dependent on his tractor to plant and tend his crops. An airplane pilot is dependent on her gauges to make sure she is flying at the right altitude."

Ask:



Q What are you dependent on to get your classwork done? [Click 1 on WA5 to reveal the first prompt.] Turn to your partner.

dependent

PROMPT 1: To get my classwork done, I am **dependent** on . . .

1 2

WA5

PROMPT 1: "To get my classwork done, I am dependent on . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Explain that we are dependent on people as well as things, and give a few examples of people you are dependent on.

You might say:

"I am dependent on our parent volunteers. I rely on them to create your homework packets and to be reading buddies. I am dependent on my doctor. When I am sick, I rely on her to give me the correct medicine or advice so that I can get better."

Discuss as a class:

Q *In what ways are children dependent on their parents? In what ways do children rely on or need their parents?*

Click **2** on word card 106 (WA5) to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 2: “Children are dependent on their parents to [feed them and give them a place to live].”

Point to the word *dependent* and review the pronunciation and meaning of the word.

INTRODUCE AND USE DEVICE

3 Introduce and Define Device

Review that cell phones are just one type of technology that people are becoming dependent on to do their jobs. Reread the first two sentences from the section titled “Cell Phones Promote Familiarity with Technology” aloud, emphasizing the word *devices*.

Tell the students that the next word they will learn today is *device*. Explain that a *device* is a “tool, machine, or piece of equipment that does a particular job.” Explain that a cell phone is a device, or piece of equipment, that allows people to talk to one another, connect to the Internet, send text messages, and take pictures.

Display word card 107 (WA6) and have the students say the word *device*.

4 Discuss Devices the Students Use

Remind the students that some devices, such as cell phones, are used to help people communicate, complete tasks, or do jobs. Explain that other devices, such as TVs and video-game players, are used for entertainment.

Give a few examples of devices you or someone you know uses, and explain how each device is used.

You might say:

“My dad has a device that automatically sorts his coins. My friend Lena has a device that she uses to adjust the seat on her bike. Our custodian Mr. Phelps uses a device he calls ‘the waxer’ to wax and polish the floors. My favorite device is my blender. I use my blender to make smoothies for breakfast each morning.”

Tell the students that you will give them a few moments to look around the classroom for devices—or tools, machines, or other pieces of equipment—they might use during the day. Then they will discuss what they noticed.

Give the students a few moments to look around for devices. Then discuss as a class:

Q *What devices do we have in the classroom? What do the devices do?*

Click **1** on word card 107 (WA6) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 1: “One device we have is [a document camera]. It is a device that . . .”

Then use “Think, Pair, Share” to discuss:



Q *What device at home do you consider especially useful or important? Why?* [Pause; click **2** on WA6 to reveal the next prompt.] *Turn to your partner.*

PROMPT 2: “[The smoke detector] is an especially [useful/important] device because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *device* and review the pronunciation and meaning of the word.

INTRODUCE AND USE PRETEEN

5 Introduce and Define *Preteen* and Review the Prefix *pre-*

Review that the number of children who have cell phones is increasing every day. Read the first sentence from the section titled “An Unstoppable Trend” on page 417 aloud, emphasizing the word *preteens*.

Tell the students that the last word they will learn today is *preteen*, and explain that a *preteen* is a “boy or girl before he or she becomes a teenager.” Explain that a preteen is between the ages of 8 and 12. Point out to the students that they are preteens.

Display word card 108 (WA7) and have the students say the word *preteen*.

Point to the prefix *pre-* in *preteen* on the chart, and review that *pre-* is a prefix that means “before.” Explain that when the prefix *pre-* is added to the beginning of the word *teen*, which means a “teenager,” it makes the new word *preteen*, which means “before a teenager, or a boy or girl before he or she becomes a teenager.”

6 Discuss the Privileges of Being a Preteen

Explain that now that the students are preteens, or boys and girls between the ages of 8 and 12, they have more privileges than when they were 5, 6, or 7 years old. For example, as preteens they can probably stay up later than they used to.

Teacher Note

Students might mention devices such as an overhead projector or document camera, interactive whiteboard, pencil sharpener, three-hole punch, stapler, microscope, loudspeaker, tape dispenser, fan, calculator, telephone, printer, or computer.

Teacher Note

Remind the students that earlier they learned another word that uses the prefix *pre-*: *prejudice* (an “unfair opinion of someone based on the person’s race, religion, or other characteristic”). If you started a chart of *pre-* words, add *preteen* to it.

Use “Think, Pair, Share” to discuss:



Q *What are other privileges you have as a preteen that you did not have when you were younger?* [Pause; click ❶ on WA7 to reveal the first prompt.] *Turn to your partner.*

PROMPT 1: “As a preteen, I am allowed to . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Explain that in a few years the students will no longer be preteens. They will be teenagers, or boys and girls who are 13 years old or older.

Discuss as a class:

Q *Do you think being a teenager will be more fun than being a preteen? Why?*

Click ❷ on word card 108 (WA7) to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 2: “I [do/do not] think being a teenager will be more fun than being a preteen, because . . .”

Point to the word *preteen* and review the pronunciation and meaning of the word.

MORE STRATEGY PRACTICE

Discuss Other Words with the Prefix *pre-*

Write the word *preteen* where everyone can see it. Point to the letters *pre* and review that the prefix *pre-* means “before.” Review that adding *pre-* to the word *teen* makes the new word *preteen*, which means a “boy or girl before he or she becomes a teenager.”

Remind the students that one part of the article “Do Kids Really Need Cell Phones?” suggests things parents can do to control their children’s cell phone usage. Tell the students that as you read a sentence from that part of the article aloud, you want them to listen for a word that begins with the prefix *pre-*. Then read the following sentence from “Cell Phone Use Is Easy to Limit” on page 417 aloud twice: “Parents can also opt for a prepaid plan so that their children can’t go over spending limits but can still call their parents if they need to.”

Discuss as a class:

- Q *What word did you hear that begins with the prefix pre-?*
- Q *Based on what you know about the prefix pre- and the word paid, what do you think the word prepaid means? What would a prepaid phone plan be?*

If necessary, explain that *prepaid* means “paid for before it is needed or used.” Explain that parents who choose a prepaid phone plan pay for a certain number of minutes of phone use before the minutes are used. Children using the phone can only use the number of minutes that have been paid for ahead of time. After the minutes are used, only calls to and from certain numbers can be dialed or received.



MORE ELL SUPPORT

Further Explore the Prefix pre-

Review that *pre-* is a prefix and that a *prefix* is a “letter or group of letters that is added to the beginning of a word to make a new word.” Remind the students that the prefix *pre-* means “before” and that when *pre-* is added to the word *teen*, it makes the word *preteen*, which means a “boy or girl before he or she becomes a teenager.”

Write the word *pretest* where everyone can see it. Discuss as a group:

- Q *Based on what you know about the prefix pre- and the word test, what do you think the word pretest means? Why would someone take a pretest?*

If necessary, explain that a *pretest* is a “test taken before the final test.” Explain that teachers sometimes give students pretests to find out what students already know before they begin studying a new subject. Looking at students’ pretests can help teachers understand what they need to teach about a subject or topic. For example, if a student’s pretest shows that she already knows how to multiply two-digit numbers correctly but needs help multiplying three-digit numbers, the teacher will know that she needs to teach three-digit multiplication.

Use the same procedure to discuss the word *preview*.

Teacher Note

If you started a “Words with the Prefix pre-” chart, add *prepaid* to it. Invite the students to think of other words that use the prefix *pre-*, and add them to the chart. If the students struggle to think of words, stimulate their thinking by asking questions such as “What word means ‘mix beforehand’? ‘record before’? ‘cook beforehand’?” (*premix*, *prerecord*, *precook*). Other *pre-* words you might discuss are *pretest*, *preshrink*, and *presoak*.

Teacher Note

Before doing this activity, we recommend that you do the more strategy practice activity “Discuss Other Words with the Prefix pre-” on the previous page.

Day 4

Review *Dependent*, *Device*, and *Preteen*

Materials

- Daily review cards (WA8)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of the "Week 18 Crossword Puzzle" (BLM3) for each student

In this lesson, the students:

- Review and practice using the words *dependent*, *device*, and *preteen* from Day 3
- Build their speaking and listening skills
- Listen respectfully to the thinking of others

Words Reviewed

dependent

Dependent means "relying on or needing someone or something for help or support."

device

A *device* is a "tool, machine, or piece of equipment that does a particular job."

preteen

A *preteen* is a "boy or girl before he or she becomes a teenager." A preteen is between the ages of 8 and 12.

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (WA8) and review the pronunciation and meaning of each word.

Ask:



Q *In what way is a pet dependent on its owner?* [Click 1 on WA8 to reveal the first prompt.] *Turn to your partner.*

dependent device preteen

PROMPT 1: A pet is **dependent** on its owner

1 2

WA8

PROMPT 1: “A pet is dependent on its owner [to feed it and take it to the animal hospital if it’s sick].”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss:



Q *Do you think a computer is a necessary device for a preteen to have? Why?* [Click 2 to reveal the next prompt.] Turn to your partner.

PROMPT 2: “I [do/do not] think a computer is a necessary device for a preteen to have because . . .”

PRACTICE USING THE WORDS

2 Do the Activity “Create a Sentence”

Tell the students that partners will do the activity “Create a Sentence.” Review that partners will work together to create sentences that use the vocabulary words.

Point to the word *dependent* and review that *dependent* means “relying on or needing someone or something for help or support.”

Use “Think, Pair, Share” to discuss:



Q *How might you use the word dependent in a sentence? [Pause.] Turn to your partner.*

After partners have talked, have a few volunteers share their sentences with the class.

Follow up by asking:

Q *Does it make sense to say [“I am dependent on my friends because I need people to have fun with”]? Why?*

Repeat the procedure to have partners work together to create sentences that use the words *device* and *preteen*.

Teacher Note

Support struggling students by asking questions such as “Who or what are you dependent on?” If they continue to struggle, provide a sentence starter such as “I am dependent on my friends because . . .” or “I am dependent on my computer because . . .”

Teacher Note

For the word *device*, support struggling students by asking questions such as “What is a device you wish you had? Why?” and “What is a device you would like to invent? Why?” If they continue to struggle, provide a sentence starter.

For the word *preteen*, support struggling students by asking questions such as “What do you [like/dislike] about being a preteen?” and “What is something your parents let you do because you are a preteen?” If they continue to struggle, provide a sentence starter.

Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

Teacher Note

To provide students with additional review of words taught during Weeks 17 and 18, you might distribute a copy of the “Week 18 Crossword Puzzle” (BLM3) to each student.

Materials

- Ongoing review cards (WA9)
- Ongoing review activity (WA10)
- “Class Vocabulary Assessment Record” sheet (CA1)

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Listen respectfully to the thinking of others

Words Reviewed

efficient

If someone or something is efficient, the person or thing works well and does not waste time or energy.

ethical

Ethical means “right according to a society’s beliefs.” When people think something is ethical, they believe it is the right thing to do.

inefficient

If someone or something is inefficient, the person or thing does not work well and wastes time or energy.

selfless

Selfless means “unselfish, or without thought for yourself.” When you are selfless, you are more concerned about others than about yourself.

unethical

Unethical means “wrong according to a society’s beliefs.” When people think something is unethical, they believe it is the wrong thing to do.

REVIEW THE WORDS

1 Briefly Review the Words

Display the ongoing review cards (WA9) and review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Do the Activity “Describe the Character”

Tell the students that partners will do the activity “Describe the Character.” Review that you will show several stories; then partners will discuss which vocabulary word best describes the main character in the story and explain why they think so.

Display the ongoing review activity (🎧 WA10) and begin playing the game:

1. Click ❶ to reveal the first story. Explain that the main character of the story is Wally; then point to the story and read it aloud:
 - Story 1: *Wally works for a recycling company called “We’ll Recycle Your Junk.” Instead of taking the trash he collects to the recycling center, he dumps it into the town lake.*
2. Give the students a few moments to think about the story and the underlined word. Then point to the five word choices and ask:



Q Which vocabulary word best describes Wally? Why? [Click ❶ again to reveal the prompt.] Turn to your partner.

PROMPT 1: “The word [*unethical*] best describes Wally because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking ❶ a third time to highlight the correct vocabulary word and reveal the story with the correct word in place.

efficient	ethical	inefficient	selfless	unethical
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STORY 1: Wally works for a recycling company called “We’ll Recycle Your Junk.” Instead of taking the trash he collects to the recycling center, he dumps it into the town lake.

❶ ❷ ❸ ❹ ❺

WA10

4. Click ❶ to clear the screen.

Use the same procedure to discuss the following scenarios:

- Story 2: *Each evening, Sue makes her lunch and sets her clothes for the next day on her dresser. Each morning, she is able to get ready for school and head out the door very quickly.* (efficient)
- Story 3: *All of Solomon’s friends are going to watch a baseball game, but Solomon decides to stay home to care for his sick sister.* (selfless)
- Story 4: *Just as her spelling test is about to start, Lucy begins to search in her backpack for her pencil. Everything in Lucy’s backpack is helter-skelter, so it takes her a very long time to find the pencil.* (inefficient)

Teacher Note

Each story on the ongoing review activity (WA10) has a corresponding number: the first story is ❶; the second story is ❷; the third story is ❸; and so on. To play the game, click the corresponding number four times:

- The first click reveals the story.
- The second click reveals the prompt.
- The third click highlights the correct answer.
- The fourth click clears the screen.

Teacher Note

If the students struggle to answer the questions, call for their attention, reread the story, and think aloud about which word best describes Wally. For example, say “I think the word *unethical* best describes Wally, because if something is unethical it is the wrong thing to do. Wally is dumping garbage into a lake, and that is wrong, or unethical.”

Teacher Note

You might remind the students that they learned the word *helter-skelter* earlier and that if things are helter-skelter, they are lying about in a disorganized, confusing, or careless way.

- Story 5: *Eamon went to the store to buy a bottle of orange juice. When he was ready to pay for the juice, the clerk was not at the counter. Eamon left the money for the juice on the counter with a note that said, "This money is for a bottle of orange juice. Yours truly, Eamon."* (ethical)



CLASS VOCABULARY ASSESSMENT NOTE

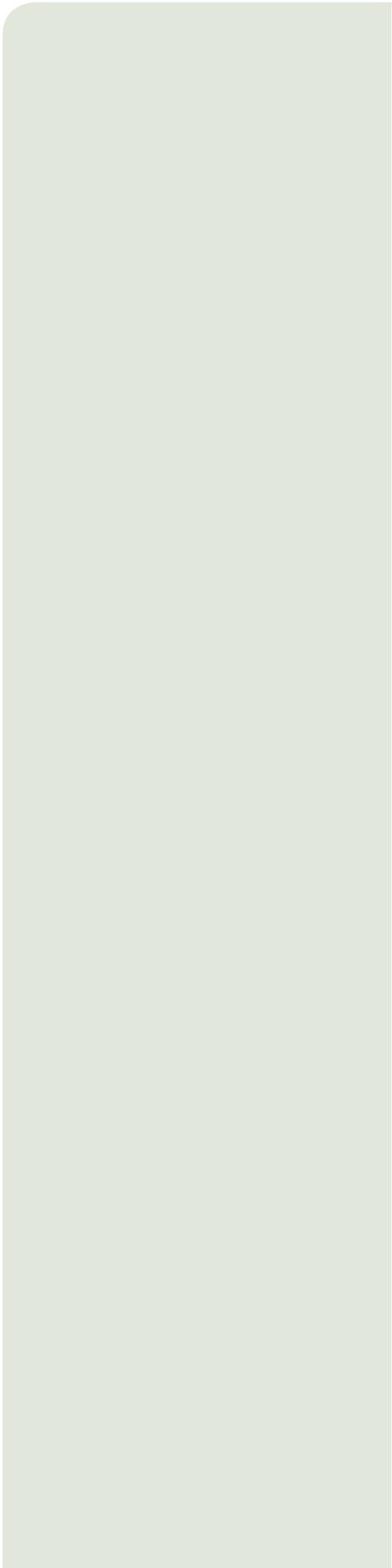
Observe the students and ask yourself:

- Can the students identify the vocabulary words?
- Do their explanations show that they understand the words' meanings?
- Are they using the words accurately in writing and in conversations outside of the vocabulary lessons?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 199 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice through an activity modeled on "Does That Make Sense?" (see Week 1, Day 5, Step 2).



All-girls and All-boys Schools Better for Kids

Out in the world, males and females live, work, and interact with one another. But at many schools, the classrooms are filled with just boys or just girls. Life isn't separated into male and female sides, so why should schools be?

Together or Apart?

Because male and female students think, learn, and behave differently from one another, it makes sense that they would do better at schools that understand these differences. Research has shown that students at all-boys or all-girls schools are more confident and more willing to try new things, and that they might even perform better academically than students at coeducational schools.

Different Brains, Different Gains

You might not realize it, but your brain develops differently from the brain of a classmate of the opposite sex. For example, the area of a girl's brain that understands language is one of the first areas to develop. In a boy's brain, other areas develop first, such as the part that makes sense of math. Because of differences like these, males and females learn various subjects in different ways.

An all-boys or all-girls school can focus its instruction to meet the needs of either male or female students, not both at the same time. This helps students make faster, stronger progress. For example, one Michigan study compared graduates of all-boys and all-girls high schools with graduates of coeducational



In 1972, a new law came into effect stating that all U.S. public schools should be coeducational. However, the law was changed in 2006 to allow all-boys and all-girls public schools.

high schools. The researchers found that male students in all-boys schools scored better in reading and writing than male graduates of coeducational schools. Likewise, female students in all-girls schools scored better in science and reading than their female peers in coed schools.

Positive Proof in Test Results

In 2008, researchers in Florida found that students in all-boys and all-girls classrooms made greater academic gains: 55 percent of boys in coed classrooms scored proficient (at or above a passing level), while 85 percent in all-boys classrooms scored proficient. Girls also saw gains: 59 percent of girls in coed classrooms scored proficient, while 75 percent in all-girls classrooms scored proficient.

In England, researchers at Cambridge University did a four-year study on the different ways that boys and girls learn. The researchers found that all-boys and all-girls classrooms were remarkably effective at boosting boys' performance, particularly in English and foreign languages, as well as improving girls' performance in math and science.

Building Confidence

Supporters of all-boys and all-girls classrooms argue that the students are less distracted in

those environments. This makes it easier for all students to focus on their lessons.

Students who feel shy around people of the opposite sex could benefit the most from all-boys or all-girls schools. Without the pressure of worrying about how they might look to members of the opposite sex, they can feel free to be themselves. For example, they might explore subjects they wouldn't normally explore and join clubs or sports teams. Shy students are likely to feel more comfortable in an all-boys or all-girls class, so they're more likely to feel enthusiastic about speaking up in class, asking questions, and participating in class discussions.

Many people argue that an all-boys or all-girls education could make it more difficult for young people to learn how to relate to members of the opposite sex. It's true that we live in a world where males and females live and work with one another and are not segregated as in all-boys or all-girls schools. But many graduates of these schools say that they feel confident not only about their academic abilities, but also about their personalities. And this confidence can give graduates a head start in building friendships with the opposite sex.

An Increasingly Popular Option

All-boys and all-girls classes and schools are gaining favor across the United States. In 2002, only a dozen or so public schools in the United States offered this option. In 2012, there were around 500 all-girls and all-boys schools. School districts, parents, and students are increasingly getting on board with all-boys and all-girls education as a great way to boost students' scores and confidence.



Shy students may feel happier about participating in an all-boys or all-girls class. Taking part in classroom discussions helps them get more out of the lesson.

Do Kids Really Need Cell Phones?



There are nearly seven billion cell phones in use worldwide—and the trend has caught on among eight- to twelve-year-olds. With bright colors and catchy ringtones, cell phones are hard for young people to resist.

But why does a person as young as eight years old need a cell phone? He or she is likely to come up with a list of reasons, including “All my friends have them.” However, for very young kids, there are many benefits to having cell phones beyond the obvious “cool” factor.

Cell Phones Are a Lifeline

In an emergency, a cell phone can be indispensable. Cell phones allow children to dial 911 or call their parents if there is an accident or emergency. Also, cell phones allow children to stay in contact with family. Children, parents, and other caregivers are often in different places throughout the day, and things often don’t go as expected. For example, if soccer practice ends early or a parent is stuck in traffic, a cell phone can let everyone know how plans have changed.

As the lives of families become more and more hectic, the number of students who are alone after school is increasing. Today, the number of children in the United States with mothers in the labor force is around 70 percent. This means that many students are at home alone after school. It is more important than ever to have a way of keeping in touch with family—and a way of getting help in an emergency.



Cell phones can help the day run smoothly by keeping family members in touch with one another.

Cell Phone Use Is Easy to Limit

Many people worry that cell phones put young children in danger. Bullies or even criminals might use the phones to contact children, and the Internet access on many cell phones puts children even more at risk. There is also the chance that children would run up high cell phone charges.

However, many cell phones now have parental controls. For example, it's possible to place limits on who can call and be called with some phones, and parents can limit or block Internet access on phones. Most cell phones have a Global Positioning System (GPS) so that parents can find their child easily using another cell phone or a website.

Parents can also opt for a prepaid plan so that their children can't go over spending limits but can still call their parents if they need to. Features like these make it possible for children to get the benefits of cell phone use without the risks.

Cell Phones Promote Familiarity with Technology

Today, many jobs are dependent on cell phones and similar devices. Mobile devices such as cell phones have become just as important as the computer has been in the last 20 years. One way to ensure that young people are familiar with this technology is to allow them to use cell phones now.

Students can use a cell phone for more than just text messaging and talking. For example, cell phones can be helpful when doing schoolwork. On most cell phones, students can check the Internet for definitions and spellings of tricky words, take photos and make short videos for school projects, and listen to audiobooks. Carrying out a variety of tasks using cell phones can help



Workplaces around the world are becoming more and more reliant on technology.

boost young people's confidence around technology—and, in turn, help them feel confident when they grow up and begin working.

Cell Phones Teach Responsibility

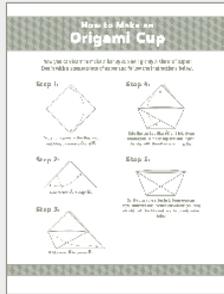
Owning a tool such as a cell phone can be a great way for children to learn responsibility. Because cell phones are valuable and can be used in different ways, children must learn to use them wisely—for example, making sure they don't lose them, keeping them charged, and using them only when they are not in school. These things help young people learn to treat personal possessions with care. Learning responsibility in this way helps children to respect other people's belongings, too.

An Unstoppable Trend

Researchers say that about 56 percent of American preteens have cell phones. If young children don't already own cell phones, it's likely that they will in the future. The best way for young people to benefit from this technology when they grow older is to learn to use it responsibly today.

Week 19

RESOURCES



Read-alouds

- “How to Make an Origami Cup” (see page 437)
- “Ashton Hammerheads Schedule for September 2015” (see page 438)
- “Frontier Fun Park” (see page 439)

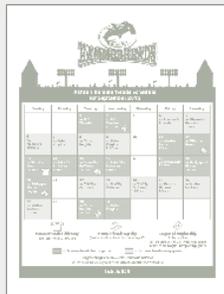
Extension

- “Explore the Suffix *-tion*”



More ELL Support

- “Discuss the Students’ Bedtime Procedures”



Online Resources

Visit the CCC Learning Hub (cclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA10

Reproducibles

- Week 19 family letter (BLM1)
- (Optional) “Week 19 Word Cards” (BLM2)

OVERVIEW

Words Taught

procedure

sequence

indicate

supreme

hair-raising

priority

Words Reviewed

consume/consumer

device

influence

regulate

vast

Word-learning Strategies

- Recognizing words with multiple meanings (review)
- Recognizing synonyms (review)
- Recognizing idioms (review)

Vocabulary Focus

- Students learn and use six words from or about the functional texts.
- Students review words with multiple meanings.
- Students review synonyms and idioms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students include everyone in and contribute to group work.
- Students build on one another's thinking during small group discussions.
- Students explain their thinking.

① DO AHEAD

- ✓ Prior to Day 1, collect a map of the United States. You will use the map to discuss the word *indicate*.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 19 Word Cards" (BLM2). These cards can be used to provide your students with more opportunities to review the words.

Introduce Procedure, Sequence, and Indicate

Day 1

In this lesson, the students:

- Learn and use the words *procedure*, *sequence*, and *indicate*
- Review words with multiple meanings
- Build their speaking and listening skills
- Explain their thinking
- Use discussion prompts in small group discussions

Words Taught

procedure

A *procedure* is a “way to do something, or method of doing it, especially by a series of steps.”

sequence

A *sequence* is a “series of events or objects in a particular order.”

indicate (p. 438)

Indicate means “point out or show.” *Indicate* also means “be a sign of.”

INTRODUCE AND USE PROCEDURE

1 Introduce and Define *Procedure*

Briefly review “How to Make an Origami Cup.”

Tell the students that the first word they will learn today is *procedure*. Explain that a *procedure* is a “way to do something, or method of doing it, especially by a series of steps.”

Show “How to Make an Origami Cup.” Explain that these instructions tell you the procedure, or the way to make, an origami cup in a series of steps. Tell the students that if you follow the procedure step-by-step, you will be able to make the cup.

Display word card 109 (WA1) and have the students say the word *procedure*.

2 Discuss Procedures

Explain that you have certain procedures, or ways to do things, that you and the students follow in your classroom. Point out that these procedures keep your classroom running smoothly. Give an example of a classroom procedure.

Materials

- “How to Make an Origami Cup” (see page 437)
- “Ashton Hammerheads Schedule for September 2015” (see page 438)
- Word card 109 (WA1)
- Word card 110 (WA2)
- Word card 111 (WA3)
- A map of the United States, collected ahead
- (Optional) *Making Meaning Student Response Book*

Teacher Note

You might have the students bring their *Making Meaning Student Response Books* to the rug to refer to as you discuss the functional texts used in today’s lesson.

You might say:

"We have a procedure, or way, for starting our day. First, I check attendance and a volunteer puts the attendance slip outside the door. Next, I call everyone to the rug for our morning meeting. We begin the meeting by going through the daily schedule, which is written on the board. Then, I answer any questions you have about what we will be learning or doing."

Explain that the school also has procedures. Discuss as a class:

Q *What is our school's procedure for evacuating the building during a fire drill?*

Click **1** on word card 109 (WA1) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

WA1

PROMPT 1: "Our procedure for evacuating the building during a fire drill is . . ."

Follow up by discussing as a class:

Q *Why do you think we have a procedure for evacuating the building in case of a fire? What might happen if we did not have a procedure?*

Click **2** to reveal the next prompt. Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 2: "We have a procedure for evacuating the building because . . ." or "If we did not have a procedure for evacuating the building . . ."

3 Do the Activity "Imagine That!"

Tell the students that partners will do the activity "Imagine That!" Have the students visualize the following scenario as you read it aloud:

- *Space aliens have landed in our town. You have been selected by the Society for Clean Teeth to teach the aliens a procedure for brushing their teeth.*



Q *What step-by-step procedure for brushing teeth will you teach the aliens?*
[Click **3** on WA1 to reveal the prompt.] *Turn to your partner.*

PROMPT 3: “The step-by-step procedure I will teach the aliens is . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following scenario:

- *You did a great job for the Society for Clean Teeth. Now the Pedestrian Safety Committee wants you to teach the aliens a step-by-step procedure for crossing the street safely.*

Point to the word *procedure* and review the pronunciation and meaning of the word.

INTRODUCE AND USE SEQUENCE

4 Introduce and Define Sequence

Tell the students that the next word they will learn today is *sequence*, and explain that a *sequence* is a “series of events or objects in a particular order.”

Show “How to Make an Origami Cup” again. Point out that the instructions include a sequence, or series, of steps. Explain that the first step in the sequence is step 1. The second step in the sequence is step 2.

Display word card 110 (🌐 WA2) and have the students say the word *sequence*; then discuss as a class:

Q *Which step in the sequence is the last step?*

Click **1** on word card 110 (WA2) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 1: “[Step 5] is the last step in the sequence.”

Follow up by discussing as a class:

Q *What might happen if you do not follow the steps in the sequence as you are making the cup?*

Click **2** to reveal the next prompt. Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 2: “If you do not follow the steps in the sequence, . . .”

5 Discuss Sequence

Explain that books, TV shows, movies, and people’s lives are all made up of sequences, or series of events, with one event following another.



ELL Note

The Spanish cognate of *sequence* is *secuencia*.

ELPS 3.D.ii

Steps 4–5 and Teacher Notes next to Steps 4 and 5

Teacher Note

Support struggling students by asking questions such as “What is the first thing you did or that happened to you today? What did you do or what happened after that? Then what did you do or what happened?”

Teacher Note

If the students struggle to answer the questions, give an example of something you do that has a sequence of steps, or ask questions such as “What are some things you do in sequence in the morning to get ready for school?” “What are some things you do in sequence when you are doing schoolwork or playing a game?” and “What is something you make by following a sequence of steps?”

ELL Note

The Spanish cognate of *indicate* is *indicar*.

Ask:



Q *What is the sequence of events that has made up your day so far?*
[Click **3** on WA2 to reveal the prompt.] *Turn to your partner.*

PROMPT 3: “The sequence of events that has made up my day is . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Tell the students that a sequence is often important when you are carrying out a procedure. Remind them that if we do not follow the sequence of steps for making the origami cup, the cup will not look the way it should or it will not hold water.

Discuss as a class:

Q *What is something you do every day that has a sequence of steps? Why do you do the steps in sequence?*

Click **4** to reveal the prompt. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 4: “I use a sequence of steps to [get ready for school] because . . .”

Follow up by asking each volunteer:

Q *What sequence do you follow when you [get ready for school]?*

Click **5** to reveal the next prompt and have the volunteers use the prompt to share their thinking with the class.

PROMPT 5: “The sequence I follow when I [get ready for school] is . . .”

Point to the word *sequence* and review the pronunciation and meaning of the word.

INTRODUCE AND USE *INDICATE*

6 Introduce and Define *Indicate*

Show “Ashton Hammerheads Schedule for September 2015” and review that the schedule provides information such as when the Hammerheads will be playing, what teams they will be playing against, and what time each game begins.

Read the following sentence from the legend aloud, emphasizing the word *indicated*: “All games begin at 6:00 p.m. unless otherwise indicated.”

Tell the students that the last word they will learn today is *indicate*, and explain that *indicate* means “point out or show.”

Explain that the sentence “All games begin at 6:00 p.m. unless otherwise indicated” means that every game begins at 6:00 p.m. unless another time is indicated, or shown. Show the schedule again, and point out

that no time is indicated, or shown, for September 1, so that day's game will start at 6:00 p.m. Point out that a time is indicated, or shown, for September 2, so that day's game will start at a different time—12:30 p.m.

Display word card 111 (C WA3) and have the students say the word *indicate*.

7 Act Out and Discuss Indicating

Tell the students that you are going to ask a volunteer to indicate, or point out or show, where your state is on the map of the United States. Ask the students to watch carefully. Then have a volunteer indicate where the state is on the map.

Discuss as a class:

Q *What did you see [Caitlin] do when she indicated where our state is?*

Click **1** on word card 111 (WA3) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 1: "When [Caitlin] indicated where our state is, she . . ."

Then ask:



Q *If your backpack looks like other backpacks in our class, what might you do to indicate, or show, that your backpack belongs to you? [Click **2** on WA3 to reveal the next prompt.] Turn to your partner.*

PROMPT 2: "To indicate that my backpack belongs to me, I might . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

8 Discuss Another Meaning of *Indicate*

Remind the students that words can have more than one meaning. Point to the word *indicate* on the word card (WA3), and review that *indicate* means "point out or show." Explain that *indicate* has another meaning; *indicate* can also mean "be a sign of." For example, a high fever indicates, or is a sign, that someone is sick. Dark clouds indicate, or are a sign, that a storm is coming. Smoke indicates, or is a sign, that something is on fire.

Ask:



Q *What might a ringing bell indicate? [Click **3** to reveal the prompt.] Turn to your partner.*

PROMPT 3: "A ringing bell might indicate . . ."



Technology Tip

You might display a web-based map of the United States. To find a web-based map, search online using the keywords "United States map."

TEKS 1.A.ii
Student/Teacher Activity
Step 7

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following question:



Q *What might tears on a person's face indicate?* [Click 4 to reveal the prompt.] *Turn to your partner.*

PROMPT 4: “Tears might indicate that . . .”

Point to the word *indicate* and review the pronunciation and meanings of the word.

MORE ELL SUPPORT

Discuss the Students' Bedtime Procedures

Remind the students that a *procedure* is a “way to do something, or method of doing it, especially by a series of steps.” Review that they discussed the following procedures:

- *Evacuating the school building during a fire drill*
- *Brushing teeth*
- *Crossing the street safely*

Use “Think, Pair, Share” to discuss:

Q *What is your procedure, or what steps do you take, to get ready for bed?* [Pause.] *Turn to your partner.*

PROMPT: “My procedure to get ready for bed is . . .”

After partners have talked, have one or two volunteers share their thinking with the group.

EXTENSION

Explore the Suffix *-tion*

Write the word *indication* where everyone can see it. Point to the suffix *-tion* and explain that *-tion* is a suffix that means the “act, state, or result of doing something.” Explain that when you add *-tion* to a verb, you turn the verb into a noun. When *-tion* is added to the verb *indicate*, it makes the noun *indication*, which means “something that indicates, or is a sign of.”

Remind the students that earlier they learned the words *regulate* and *interact*. Review the words' meanings; then write the words *regulation* and *interaction* where everyone can see them. Discuss the way each word

Teacher Note

You might write the students' procedures where everyone can see them. Additionally, you might number the steps in the procedures and point out that the steps are a *sequence*, or a “series of events or objects in a particular order.”

is made and what it means. (A *regulation* is a “rule or law that controls or manages how people behave or what they can do.” An *interaction* is an “activity in which people talk or work with one another.”)

Ask the students for other examples of words that use the suffix *-tion*, and discuss them, or have the students discuss words you provide (for example, *demonstration*, *education*, and *reaction*). During the next few days, have the students watch and listen for other words with the suffix *-tion*, and discuss each one.

Teacher Note

You might explain that the suffix *-sion* also means the “act, state, or result of doing something” and is used in words such as *decision*, *collision*, *explosion*, and *confusion*.

Review Procedure, Sequence, and Indicate

Day 2

In this lesson, the students:

- Review and practice using the words *procedure*, *sequence*, and *indicate* from Day 1
- Build their speaking and listening skills
- Include everyone in the group work
- Use discussion prompts in small group discussions

Materials

- Daily review cards (WA4)

Words Reviewed

procedure

A *procedure* is a “way to do something, or method of doing it, especially by a series of steps.”

sequence

A *sequence* is a “series of events or objects in a particular order.”

indicate

Indicate means “point out or show.” *Indicate* also means “be a sign of.”

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (WA4) and review the pronunciation and meaning of each word.

Ask:

Q *Which of yesterday’s words might you use when you are talking with your friends or family? How might you use the word?*

Click **1** on the daily review cards (WA4) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

procedure

sequence

indicate

PROMPT 1: I might use the word _____ when I'm talking with _____. I might say . . .

1

2

3

ELPS 3.H.iii

Step 2 and Teacher Notes on page 428

Teacher Note

If the students struggle to answer the questions, think aloud about associations you might make and why. For example, say "I think *procedure* goes with *recipe*, because a recipe is a procedure, or way to prepare something to eat. I think *sequence* goes with *recipe*, too, because the steps of a recipe are listed in sequence. I think *indicate* can go with *recipe* also, because the measurements in a recipe indicate, or show, how much of each ingredient to use." Then discuss the word *number* as a class, rather than in pairs.

Teacher Note

If the students have trouble making associations, think aloud about associations you might make or ask questions such as "How might the word *procedure* go with *number*? When might a procedure be numbered? Where might you see a procedure organized by numbered steps?" "How might the word *sequence* go with *number*? Where might you see a sequence of numbers?" and "How might the word *indicate* go with *number*? What do the numbers on a [thermometer/clock] indicate?"

PROMPT 1: "I might use the word [*procedure*] when I'm talking with [my little brother]. I might say . . ."

PRACTICE USING THE WORDS**2** Do the Activity "Which Word Goes With?"

Tell the students that partners will do the activity "Which Word Goes With?" Review that you will write a word where everyone can see it, and partners will discuss which of yesterday's vocabulary words goes with the word. Then you will ask some pairs to share their thinking with the class.

Write the word *recipe* where everyone can see it and read the word aloud. Use "Think, Pair, Share" to discuss:



Q Which of yesterday's words do you think goes with *recipe*? Why do you think that? [Pause; click **2** on WA4 to reveal the prompt.] Turn to your partner.

PROMPT 2: "I think [*procedure*] goes with *recipe* because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Then write the word *number* where everyone can see it and read the word aloud.

Use "Think, Pair, Share" to discuss:



Q Which of yesterday's words do you think goes with *number*? Why do you think that? [Pause; click **3** to reveal the next prompt.] Turn to your partner.

PROMPT 3: "I think [*procedure*] goes with *number* because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Introduce *Supreme*, *Hair-raising*, and *Priority*

Day 3

In this lesson, the students:

- Learn and use the words *supreme* and *priority* and the idiom *hair-raising*
- Review synonyms
- Review idioms
- Build their speaking and listening skills
- Include everyone in and contribute to the group work

Words Taught

supreme

Supreme means the “best or the highest in quality, power, or rank.”

hair-raising

Hair-raising means “exciting, thrilling, or terrifying.”

priority (p. 439)

A *priority* is “something that is more important or more urgent than other things.”

INTRODUCE AND USE SUPREME

1 Introduce and Define *Supreme*

Briefly review “Frontier Fun Park.”

Remind the students that in addition to giving ticket prices, the price list tells about Pine Mountain, the park’s roller coaster. Read the description of Pine Mountain, beginning with the following sentence: “At 460 feet, Pine Mountain is the nation’s highest roller coaster!”

Tell the students that the first word they will learn today is *supreme*. Explain that *supreme* means the “best or the highest in quality, power, or rank.”

Explain that the owners of the amusement park believe that Pine Mountain is the supreme, or best, roller coaster in the nation. They think it is supreme, or highest in quality, because it is the highest roller coaster in the country and the “greatest, most thrilling roller coaster ever.”

Display word card 112 (🗉 WA5) and have the students say the word *supreme*.

Materials

- “Frontier Fun Park” (see page 439)
- Word card 112 (WA5)
- Word card 113 (WA6)
- Word card 114 (WA7)

Teacher Note

You might explain that the words *supreme*, *best*, and *greatest* are synonyms. If you started a synonym chart, add the word *supreme* and its synonyms to it.

ELL Note

The Spanish cognate of *supreme* is *supremo/a*.

2 Imagine Creating Supreme Products

Remind the students that we use the word *supreme* to describe something that is the best of its kind or the highest in quality, power, or rank. For example, we call the highest, most powerful court in the United States the Supreme Court. Kings, emperors, or other rulers with great power are sometimes called “supreme rulers.”

Explain that businesses sometimes use the word *supreme* to describe a product because they want customers to think the product is the best of its kind or the highest in quality. For example, a restaurant that makes hamburgers might call their best hamburger the “Supreme Burger” or the “Burger Supreme.”

Have the students imagine the following scenario as you read it aloud:

- *You work in a sandwich shop. The owner asks you to create a new sandwich called the “Supreme Sandwich.”*

Use “Think, Pair, Share” to discuss:



Q *What ingredients might you use to create the Supreme Sandwich? Why would those ingredients make the sandwich supreme? [Pause; click 1 on WA5 to reveal the first prompt.] Turn to your partner.*

supreme

PROMPT 1: The ingredients in the **Supreme** Sandwich might be _____. The ingredients would make the sandwich **supreme** because . . .

1 **2**

WA5

Teacher Note

You might remind the students that they learned the word *preteen* earlier, and that a *preteen* is a “boy or girl before he or she becomes a teenager.” A preteen is between the ages of 8 and 12.

PROMPT 1: “The ingredients in the Supreme Sandwich might be [chicken, cheese, and tomatoes]. The ingredients would make the sandwich supreme because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following scenario:

- *You are an expert who knows what preteens think is fun and exciting. The owners of a summer camp ask you to design the best summer camp for preteens ever. It will be called “Camp Supreme.”*



Q What will *Camp Supreme* look like? What kind of activities will the campers do there? [Pause; click 2 to reveal the prompt.] Turn to your partner.

PROMPT 2: “Camp Supreme . . .”

Point to the word *supreme* and review the pronunciation and meaning of the word.

INTRODUCE AND USE HAIR-RAISING

3 Introduce and Define *Hair-raising* and Review Synonyms and Idioms

Show “Frontier Fun Park” again, and review that the Pine Mountain roller coaster is described as the “most thrilling roller coaster ever.”

Tell the students that the next word they will learn is *hair-raising*. Explain that *hair-raising* means “exciting, thrilling, or terrifying” and that *hair-raising*, *exciting*, *thrilling*, and *terrifying* are synonyms. Explain that the owners of Pine Mountain think that riding their roller coaster is a hair-raising, or thrilling, experience.

Display word card 113 (🗨️ WA6) and have the students say the word *hair-raising*.

Point to the word *hair-raising* and explain that *hair-raising* is an idiom. Remind the students that an *idiom* is an “expression or phrase that means something different from what it appears to mean.” Explain that when we say a roller coaster ride is hair-raising, we do not mean that your hair actually stands on end from fear or excitement when you ride it. Instead, we mean that the ride is so exciting or thrilling that your skin tingles, and it feels like your hair is standing on end. Explain that scary movies and stories are sometimes described as hair-raising because they can be thrilling or terrifying.

4 Discuss a Hair-raising Experience

Tell the students about a time when you or someone you know had a hair-raising experience.

You might say:

“When I was young, I was chased by a stray dog. It was a hair-raising experience because I was terrified that the dog was going to bite me. A friend told me that when she parachuted out of an airplane, it was a hair-raising experience because it was so exciting. She said it was thrilling to fall and float through the air.”

Teacher Note

If you started a synonym chart, add *hair-raising* and its synonyms to it.

Teacher Note

You might explain that sometimes the hair on your arms or legs might actually stand up straight when you are excited or scared, causing your skin to tingle and sometimes causing goose bumps.

Teacher Note

If you started an idiom chart, add *hair-raising* to it.

Teacher Note

Support struggling students by asking questions such as “What is the most exciting or thrilling thing you have ever done?” “What is the scariest thing that has ever happened to you?” and “When have you seen a movie or read a book that was hair-raising?” If the students cannot think of a hair-raising experience, ask alternative questions such as “What is something that might happen to you that would be hair-raising?” or “Who do you know who has had a hair-raising experience?”

ELL Note

The Spanish cognate of *priority* is *prioridad*.

Use “Think, Pair, Share” to discuss:



Q *When have you had a hair-raising experience? What made it hair-raising?* [Pause; click 1 on WA6 to reveal the prompt.] *Turn to your partner.*

PROMPT 1: “I had a hair-raising experience when I [went skiing for the first time]. It was hair-raising because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *hair-raising* and review the pronunciation and meaning of the word.

INTRODUCE AND USE PRIORITY

5 Introduce and Define *Priority*

Direct the students’ attention to the disclaimer at the bottom of “Frontier Fun Park” and explain that this part of the text gives information about park safety. Read the following sentence aloud, emphasizing the word *priority*: “The safety of our guests is Frontier Fun Park’s highest priority.”

Tell the students that the last word they will learn today is *priority*. Explain that a *priority* is “something that is more important or more urgent than other things.” Explain that the owners of the amusement park want guests to know that their safety is the park’s highest priority. Safety is more important than anything else.

Reveal word card 114 ( WA7) and have the students say the word *priority*; then discuss as a class:

Q *Why do you think safety is the park’s highest priority, or more important than anything else?*

Click 1 on word card 114 to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 1: “I think safety is the park’s highest priority because . . .”

6 Discuss Tulip’s Priorities

Tell the students that you will describe two things that Tulip needs to do; then partners will discuss which one should be Tulip’s priority and explain why they think that.

Begin by reading the following situation aloud:

- *Tulip gets home late from school and finds a note from her mom. The note says, “Please study for your math test and clean your room before I get home.” Tulip realizes she has time to do only one thing before her mother gets home.*

Ask:



Q Which of these should be Tulip's priority: studying for her math test or cleaning her room? Why? [Click 2 on WA7 to reveal the prompt.] Turn to your partner.

PROMPT 2: "[Studying for her math test] should be Tulip's priority because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Repeat the procedure to discuss the following situation:

- Tulip tells her friend Iris that she will help her with her homework after school. Then she remembers that she told her little brother Angelo she would play with him after school.



Q Which of these should be Tulip's priority: helping her friend Iris with her homework or playing with her little brother Angelo? Why? [Point to prompt 2.] Turn to your partner.

Point to the word *priority* and review the pronunciation and meaning of the word.

Review Supreme, Hair-raising, and Priority

Day 4

In this lesson, the students:

- Review and practice using the words *supreme* and *priority* and the idiom *hair-raising* from Day 3
- Build their speaking and listening skills
- Contribute to the group work
- Explain their thinking

Words Reviewed

supreme

Supreme means the "best or the highest in quality, power, or rank."

hair-raising

Hair-raising means "exciting, thrilling, or terrifying."

priority

A *priority* is "something that is more important or more urgent than other things."

Materials

- Daily review cards (WA8)
- Copy of this week's family letter (BLM1) for each student

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (WA8) and review the pronunciation and meaning of each word.

Ask:

-  **Q** Which of these words might you use if you were writing a story about the most frightening creature in the world? How might you use the word? [Click 1 on WA8 to reveal the first prompt.] Turn to your partner.

WA8

supreme hair-raising priority

PROMPT 1: I might use the word _____. I might write . . .

1 2

PROMPT 1: “I might use the word [supreme]. I might write . . .”

PRACTICE USING THE WORDS

2 Do the Activity “What Do You Think About?”

Tell the students that partners will do the activity “What Do You Think About?” Point to the words on the daily review cards (WA8) and explain that you want the students to notice what they think about, or what they visualize, when they hear each of the words.

Have the students close their eyes. Then use “Think, Pair, Share” to discuss:

-  **Q** What do you think about when you hear the word supreme? Why? [Pause.] Open your eyes. [Click 2 to reveal the prompt.] Turn to your partner.

PROMPT 2: “When I hear the word *supreme*, I think about [a king] because . . .”

Use the same procedure to discuss the remaining words.

Teacher Note

Support struggling students by thinking aloud about what you picture in your mind when you hear the word or by asking questions such as “What [foods/activities] do you think are supreme?” “What kind of experience would be hair-raising?” and “What might your first priority be if you want to do well in school?”

Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Explain their thinking

Words Reviewed

consume/consumer

Consume means “buy and use products and services.” A *consumer* is a “person who consumes.”

device

A *device* is a “tool, machine, or piece of equipment that does a particular job.”

influence

Influence means “affect the way someone develops, behaves, or thinks.”

regulate

Regulate means “control or manage, usually through rules or laws.”

vast

Vast means “very large in number or area.”

REVIEW THE WORDS

1 Briefly Review the Words

Display the ongoing review cards (WA9) and review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Play “Find Another Word”

Tell the students that partners will play the game “Find Another Word.” Remind them that you will show several stories with one or more words underlined. You will read each story aloud, and partners will decide which of the vocabulary words could replace the underlined part of the story.

Display the ongoing review activity (WA10) and begin playing the game:

1. Click ❶ to reveal the first story. Point to the story and read it aloud, emphasizing the underlined word.
 - Story 1: *One day, Greg found a strange little machine on the floor of his shop.*

Materials

- Ongoing review cards (WA9)
- Ongoing review activity (WA10)

Teacher Note

Each story on the ongoing review activity (WA10) has a corresponding number: the first story is ❶; the second story is ❷; the third story is ❸; and so on. To play the game, click the corresponding number four times:

- The first click reveals the story.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the story with the answer in place.
- The fourth click clears the screen.

2. Give the students a few moments to think about the story and the underlined word. Then point to the five word choices and ask:



Q Which vocabulary word could replace the underlined word? Why? [Click **1** again to reveal the prompt.] Turn to your partner.

PROMPT 1: “I think the word [*device*] could replace *machine* because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking **1** a third time to highlight the correct vocabulary word and reveal the story with the correct word in place.

consume/consumer		device
influence	regulate	vast

STORY 1: One day, Greg found a strange little device on the floor of his shop.

1 **2** **3** **4** **5**

WA10

4. Click **1** to clear the screen.

Use the same procedure to discuss the following stories:

- Story 2: *The newspaper article said we can reduce pollution by controlling the number of cars on the road.* (regulating)
- Story 3: *Sylvia is going camping this summer. She plans to buy and use a can of chili, some dinner rolls, a jug of water, and ingredients for s'mores.* (consume)
- Story 4: *The mayor of Arborton has decided to convert the very large empty space in the middle of town into a community park. The park will have a lake, playground, farmers' market, and baseball field.* (vast)
- Story 5: *Hugh wants to affect the behavior of his little brother in a positive way. He shows him how to be selfless by volunteering with him at the local food bank.* (influence)

Teacher Note

You might remind the students that they learned the word *convert* earlier and that *convert* means “change from one form or use into another.”

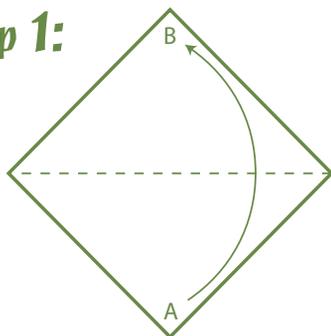
Teacher Note

You might remind the students that they learned the word *selfless* earlier and that *selfless* means “unselfish, or without thought for yourself.” Review that when you are selfless, you are more concerned about others than about yourself.

How to Make an Origami Cup

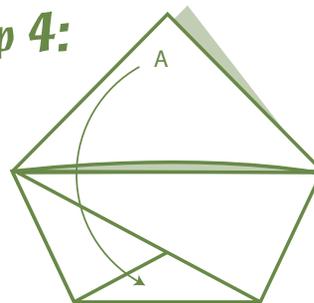
Now you can learn to make a handy cup using only a sheet of paper!
Begin with a square piece of paper and follow the instructions below.

Step 1:



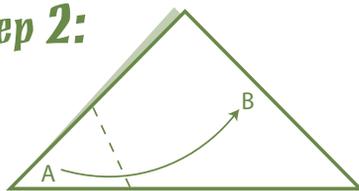
Fold your square on the diagonal, matching up corners **A** and **B**.

Step 4:



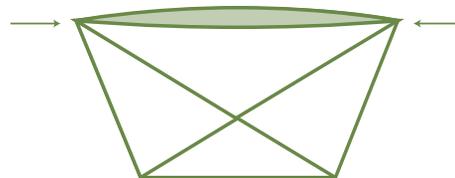
Take the top flap (**A**) and fold down toward you. Turn the cup over and repeat the step with the other remaining flap.

Step 2:



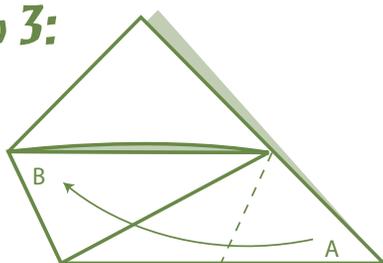
Fold corner **A** to edge **B**.

Step 5:



Gently push the sides in to form your cup.
If you followed the instructions above, your cup should look like this and be able to hold water.
Enjoy!

Step 3:



Fold corner **A** to corner **B**.



Ashton Hammerheads Schedule for September 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 vs. E.C. Thunder	2 vs. E.C. Thunder 12:30 P.M.	3	4 vs. Plymouth Bobcats	5 vs. Plymouth Bobcats 12:15 P.M.
6 vs. Plymouth Bobcats	7 vs. Tulsa Knights	8 vs. Tulsa Knights	9 vs. Tulsa Knights 12:30 P.M.	10	11 vs. Winston Bears 3:00 P.M.	12 vs. Winston Bears
13 vs. Winston Bears 12:00 P.M.	14 vs. Lake City Buffaloes 7:00 P.M.	15 vs. Lake City Buffaloes 7:00 P.M.	16 vs. Lake City Buffaloes 1:30 P.M.	17	18 vs. Bridgeport Pirates	19 vs. Bridgeport Pirates 1:00 P.M.
20 vs. Bridgeport Pirates 1:00 P.M.	21	22 vs. Tri-City Cyclones	23 vs. Tri-City Cyclones	24 vs. Tri-City Cyclones 12:15 P.M.	25 vs. Hudson Hackers 1:00 P.M.	26 vs. Hudson Hackers
27 vs. Hudson Hackers 1:15 P.M.	28	29 vs. Tulsa Knights 2:00 P.M.	30 vs. Tulsa Knights			



Hammerheads T-shirt day
(free T-shirt for first 1,500 fans)



Hammerheads cap day
(free baseball cap for all fans under age 15)



**League Championship
ticket raffle**
(all fans entered into a drawing for four free
tickets to the League Championship game)



= Hammerheads home game



= Hammerheads away game

All games begin at 6:00 P.M. unless otherwise indicated.
All home games are played at Hammerhead Stadium, Rockville Center.

Tickets \$25

**FRONTIER
FUN PARK**

Home of the
Legendary **PINE
MOUNTAIN**

At 460 feet, Pine Mountain is the nation's highest roller coaster!
We think it's the world's greatest, most thrilling roller coaster ever!
You must be more than 4 feet tall to ride Pine Mountain.

SINGLE-DAY PASSES

	Adult (age 10+)	Child (age 3–9)
1-DAY BASIC PASS	\$40.00	\$30.00
Includes entry to all main attractions except for Pine Mountain roller coaster		

	Adult (age 10+)	Child (age 3–9)
1-DAY PINE MOUNTAIN PASS	\$50.00	\$40.00
Includes entry to all main attractions, including Pine Mountain roller coaster		

1-DAY PINE MOUNTAIN FAMILY PASS	\$140.00
(Up to 2 adults and 2 children ages 3–9)	
Includes entry to all main attractions, including Pine Mountain roller coaster	

1-DAY PINE MOUNTAIN PLUS FAMILY PASS	\$160.00
(Up to 2 adults and 2 children ages 3–9)	
Includes entry to all main attractions, including Pine Mountain roller coaster, plus a 20% discount on all purchases from the Frontier Cabin Outdoor Superstore	

ONE-WEEK PASS

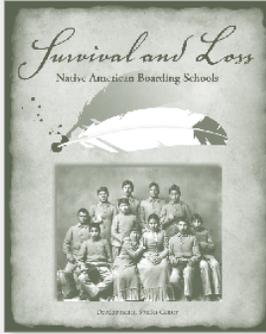
1-WEEK PINE MOUNTAIN FAMILY PASS	\$320.00
(Up to 2 adults and 2 children ages 3–9)	
Includes entry to all main attractions, including Pine Mountain roller coaster, for 7 consecutive days	

Disclaimer:

The safety of our guests is Frontier Fun Park's highest priority. However, Frontier Fun Park will not be liable for any injuries, damages, or losses that occur in connection with the Fun Park's activities.

Week 20

RESOURCES



Read-aloud

- *Survival and Loss: Native American Boarding Schools*

More Strategy Practice

- "Use an Online Thesaurus"

Assessment Resource Book

- Week 20 vocabulary assessments



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1-WA11

Assessment Forms

- "Class Vocabulary Assessment Record" sheet (CA1)
- "Individual Vocabulary Assessment: Word Check 5" answer sheet (IA1)
- "Individual Vocabulary Assessment Student Record" sheet (SR1)
- "Individual Vocabulary Assessment Class Record" sheet (CR1)
- (Optional) "Student Self-assessment" response sheet (SA1)

Reproducibles

- Week 20 family letter (BLM1)
- (Optional) "Week 20 Word Cards" (BLM2)
- (Optional) "Week 20 Crossword Puzzle" (BLM3)

OVERVIEW

Words Taught

resolve
compel
comply
squander
clash
defenseless

Words Reviewed

dependent
exert
indicate
prejudice
priority

Word-learning Strategies

- Recognizing synonyms (review)
- Using the suffix *-less* to determine word meanings (review)
- Using a dictionary, glossary, and thesaurus (review)

Vocabulary Focus

- Students learn and use six words from or about the book.
- Students review synonyms.
- Students review the suffix *-less*.
- Students use an online thesaurus to find synonyms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students work in a responsible way during group work.

1 DO AHEAD

- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Use an Online Thesaurus” on page 454. If necessary, plan time for your students to use computers or tablets in the school library or media center.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 5, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 200 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a class set of the “Individual Vocabulary Assessment: Word Check 5” answer sheet (IA1); see page 204 of the *Assessment Resource Book*. Make enough copies for each student to have one; set aside a reference copy for yourself.
- ✓ (Optional) Prior to Day 5, make a master copy of the “Student Self-assessment” response sheet (SA1); see page 207 of the *Assessment Resource Book*. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: “Week 20 Word Cards” (BLM2) and “Week 20 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words.

Introduce *Resolve*, *Compel*, and *Comply*

Day 1

In this lesson, the students:

- Learn and use the words *resolve*, *compel*, and *comply*
- Review synonyms
- Build their speaking and listening skills
- Work in a responsible way during group work

Words Taught

resolve (p. 3)

Resolve means “find an answer or solution to a problem.”

compel

Compel means “force.”

comply

Comply means “do what you are asked to do or what a law or rule requires you to do.”

INTRODUCE AND USE *RESOLVE*

1 Introduce and Define *Resolve*

Briefly review *Survival and Loss: Native American Boarding Schools*.

Show pages 2–3 of the book and review that as the number of European settlers increased, the settlers began to compete with Native Americans for land. Read the following sentence from the second paragraph of page 3 aloud, emphasizing the word *resolve*: “In 1836, the U.S. government tried to resolve its ‘Indian problem’ by giving the eastern Native American tribes two years to move westward from their homelands.”

Tell the students that the first word they will learn today is *resolve* and explain that *resolve* means “find an answer or solution to a problem.”

Explain that the U.S. government had a problem: settlers wanted land that Native Americans were living on. The government tried to resolve the problem, or find an answer or solution, by requiring that eastern Native American tribes give up their land and move west.

Display word card 115 (🌐 WA1) and have the students say the word *resolve*.

Materials

- *Survival and Loss*
- Word card 115 (WA1)
- Word card 116 (WA2)
- Word card 117 (WA3)

ELL Note

The Spanish cognate of *resolve* is *resolver*.

2 Discuss Ways the Students Might Resolve a Problem

Explain that people resolve, or find answers or solutions to, problems every day, and give an example of a problem you or someone you know resolved.

You might say:

“When I got to school this morning, I realized I had left my house key at home. I resolved the problem by calling my son and asking him to bring me the key. The other day, my son wanted to go for a bike ride with a friend, but he didn’t have his bike because it was at the bike shop being repaired. He resolved the problem by borrowing his brother’s bike.”

Discuss as a class:

Q *What is a problem you have resolved recently? How did you resolve the problem?*

Click **1** on word card 115 (WA1) to reveal the first prompt. Have one or two volunteers use the prompt to share their thoughts with the class.

resolve

PROMPT 1: I had a problem when _____.
I **resolved** the problem by . . .

1 **2**

WA1

PROMPT 1: “I had a problem when [my shoelace broke]. I resolved the problem by . . .”

Tell the students that you will describe a problem and partners will discuss how they might resolve it.

Begin by reading the following problem aloud:

- *You are locked out of your house.*

Ask:



Q *How might you resolve the problem? [Click **2** on WA1 to reveal the prompt.] Turn to your partner.*

PROMPT 2: “I might resolve the problem by . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Repeat the procedure to discuss the following problem:

- *When you get home from school, you find that your cat is stuck in a tree.*

Point to the word *resolve* and review the pronunciation and meaning of the word.

INTRODUCE AND USE COMPEL

3 Introduce and Define *Compel* and Review Synonyms

Show pages 2–3 again, and review that the U.S. government gave eastern Native American tribes two years to move westward. Read the following sentence from the second paragraph of page 3 aloud: “If these tribes didn’t move within the two-year period, they would be forced to leave.”

Tell the students that the next word they will learn is *compel*. Explain that *compel* means “force” and that the words *compel* and *force* are synonyms. Explain that the government told the Native Americans that if they did not move westward within two years, they would be compelled, or forced, to leave.

Display word card 116 (🗨️ WA2) and have the students say the word *compel*.

4 Discuss *Compel*

Explain that we usually use the word *compel* to talk about situations in which people are forced to do things they do not want to do. For example, if you are sick, you might feel compelled, or forced, to go to the doctor even though you do not want to. If you are very hungry but the cafeteria is not serving anything you like to eat, you might feel compelled, or forced, to eat something you do not want to eat. If a hurricane is heading toward the town where you live, you might feel compelled to leave your home to be safe.

Discuss as a class:

Q *What else might compel you to leave your home to be safe?*

Click **1** on word card 116 (WA2) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 1: “A [fire or flood] might compel me to leave my home.”

Explain that in most communities recycling bottles, cans, and other trash is voluntary. That means that people do not have to recycle if they do not want to.

Teacher Note

If you started a synonym chart, add the words *compel* and *force* to it.

ELL Note

The Spanish cognate of *compel* is *compeler*.

ELL Note

The Spanish cognate of *comply* is *cumplir*.

Ask:



Q *Do you think the government should compel people to recycle? Why?*
[Click **2** on WA2 to reveal the next prompt.] *Turn to your partner.*

PROMPT 2: “I [do/do not] think the government should compel people to recycle because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *compel* and review the pronunciation and meaning of the word.

INTRODUCE AND USE COMPLY

5 Introduce and Define *Comply*

Tell the students that the last word they will learn today is *comply*, and explain that *comply* means “do what you are asked to do or what a law or rule requires you to do.”

Show pages 2–3 again, and read the following sentence from the second paragraph of page 3 aloud: “While many tribes had little choice but to go, some tribes fought against removal.”

Explain that when the government told the tribes they must move westward, many tribes complied, or did what they were required to do. But other tribes did not comply—they did not do what the government told them to do. Those tribes fought against being removed from their land.

Display word card 117 ( WA3) and have the students say the word *comply*.

6 Discuss Times When the Students Comply

Tell the students that we comply with many rules and requests at school, and give a few examples.

You might say:

“When our PE teacher Mrs. King asks you to put away basketballs and other equipment after class, you comply, or do what you are asked to do, by putting the equipment where it belongs. When the principal announces that we will have indoor recess, we comply by staying in the classroom. When I ask you to gather on the rug for a vocabulary lesson, you comply by coming to the rug.”

Discuss as a class:

Q *In what other ways do you comply at school?*

Click **1** on word card 117 (WA3) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 1: “We comply by [cleaning up our table area when you ask us to].”

Point out that the students also comply with the rules and requests of their parents at home.

Ask:



Q *In what ways do you comply with your parents?* [Click 2 on WA3 to reveal the next prompt.] *Turn to your partner.*

PROMPT 2: “I comply with my parents by [doing my chores when they ask me to].”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *comply* and review the pronunciation and meaning of the word.

Review *Resolve*, *Compel*, and *Comply*

Day 2

In this lesson, the students:

- Review and practice using the words *resolve*, *compel*, and *comply* from Day 1
- Build their speaking and listening skills
- Work in a responsible way during group work

Words Reviewed

resolve

Resolve means “find an answer or solution to a problem.”

compel

Compel means “force.”

comply

Comply means “do what you are asked to do or what a law or rule requires you to do.”

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (WA4) and review the pronunciation and meaning of each word.

Materials

- Daily review cards (WA4)

Ask:



Q Which of yesterday's words do you think was interesting or fun to talk about? Why? [Click **1** on WA4 to reveal the first prompt.] Turn to your partner.

WA4

resolve compel comply

PROMPT 1: I think the word _____ was [interesting/fun] to talk about because . . .

1 2 3

PROMPT 1: "I think the word [*comply*] was [interesting/fun] to talk about because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

PRACTICE USING THE WORDS

2 Think More About the Words

Tell the students that you will describe a situation, and partners will use yesterday's vocabulary words to discuss it. Explain that partners may not always agree about a situation and that is fine. What is important is that they explain their thinking.

Read the following scenario aloud twice:

- *Mrs. Gilbert has a problem. Her children are not eating enough fruits and vegetables. To resolve the problem, Mrs. Gilbert compels her children to eat at least one fruit and one vegetable at dinner. Until they do, they cannot leave the table.*

Use "Think, Pair, Share" to discuss:



Q Do you think compelling the children to eat at least one fruit and one vegetable before they can leave the table is a good way for Mrs. Gilbert to resolve the problem? Why? [Pause; click **2** to reveal the prompt.] Turn to your partner.

PROMPT 2: "I [do/do not] think compelling the children to eat at least one fruit and one vegetable before they can leave the table is a good way to resolve the problem because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following scenario:

- *Mrs. Gilbert has another problem. Her children do not keep their bedroom tidy. She has asked the children several times to clean up their room, but they do not comply.*



Q *What might Mrs. Gilbert do to get the children to comply with her request to clean up their room? [Pause; click 3 to reveal the prompt.] Turn to your partner.*

PROMPT 3: “To get the children to comply with her request, Mrs. Gilbert might . . .”

Introduce *Squander*, *Clash*, and *Defenseless*

Day 3

In this lesson, the students:

- Learn and use the words *squander*, *clash*, and *defenseless*
- Review synonyms
- Review the suffix *-less*
- Build their speaking and listening skills
- Work in a responsible way during group work

Words Taught

squander

Squander means “carelessly waste something such as money, time, or opportunities.”

clash

Clash means “fight or argue.”

defenseless (p. 13)

Defenseless means “without defense, helpless, or unprotected.”

INTRODUCE AND USE SQUANDER

1 Introduce and Define *Squander*

Show pages 4–5 of *Survival and Loss*, and review that settlers passed through Native American hunting grounds as they moved west to find gold. Read the following sentences from the second paragraph of “The Reservations” aloud: “Unlike Native Americans, the settlers were not

Materials

- *Survival and Loss*
- Word card 118 (WA5)
- Word card 119 (WA6)
- Word card 120 (WA7)

Teacher Note

You might explain that a *resource* is “something that is valuable or useful to people.”

respectful of the land. They cut down many trees and hunted too many animals.”

Tell the students that the first word they will learn today is *squander*. Explain that *squander* means “carelessly waste something such as money, time, or opportunities.”

Explain that when the settlers cut down many trees and hunted too many animals, they were squandering, or carelessly wasting, resources that were important to Native Americans. Explain that when the Native Americans saw that the settlers were squandering trees and animals that were a source of food, they fought with the settlers.

Display word card 118 (🗨️ WA5) and have the students say the word *squander*.

2 Play “Is Tulip Squandering?”

Tell the students that partners will play a game called “Is Tulip Squandering?” Explain that you will describe something that Tulip is doing; then partners will discuss whether or not she is squandering something and explain why they think so.

Begin by reading the following scenario aloud:

- *Tulip wants to be an artist, so she takes an art class. When her instructor tells her what she might do to be a better painter, Tulip ignores the suggestions.*

Ask:

🗨️ **Q** *Do you think Tulip is squandering the opportunity to become a better painter? Why? [Click 1 on WA5 to reveal the first prompt.] Turn to your partner.*

WA5

squander

PROMPT 1: I [do/do not] think Tulip is **squandering** the opportunity to become a better painter because . . .

1 2 3

PROMPT 1: “I [do/do not] think Tulip is squandering the opportunity to become a better painter because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following scenarios:

- *Tulip is eating dinner. She takes a few bites and then feeds the rest of her meal to her dog.*



Q *Do you think Tulip is squandering her food? Why?* [Click 2 to reveal the next prompt.] *Turn to your partner.*

PROMPT 2: “I [do/do not] think Tulip is squandering her food because . . .”

- *Each week Tulip’s parents give her five dollars as an allowance. Tulip usually spends the money on things she needs, like pencils and healthy snacks.*



Q *Do you think Tulip is squandering her allowance? Why?* [Click 3 to reveal the next prompt.] *Turn to your partner.*

PROMPT 3: “I [do/do not] think Tulip is squandering her allowance because . . .”

Point to the word *squander* and review the pronunciation and meaning of the word.

INTRODUCE AND USE CLASH

3 Introduce and Define *Clash* and Review Synonyms

Show pages 4–5 of *Survival and Loss* again. Review that the U.S. government passed a law that required Native Americans to live on areas of land known as reservations. Read the following sentence from page 5 aloud: “In some cases, the U.S. government had promised the same land to more than one tribe, and fights broke out between the tribes as they competed for water, game, and land.”

Tell the students that the next word they will learn is *clash*. Explain that *clash* means “fight or argue” and that the words *clash*, *fight*, and *argue* are synonyms. Explain that because many tribes lived on the same land, they clashed, or fought with one another, over the land and the water and animals that were on it.

Display word card 119 (🗨️ WA6) and have the students say the word *clash*.

4 Discuss Times the Students Have Clashed with Others

Explain that individuals sometimes clash, or fight or argue, with one another. Give one or two examples of times when you have clashed with someone.

Teacher Note

If you started a synonym chart, add the words *clash*, *fight*, and *argue* to it.

You might say:

“My sister and I used to clash, or argue, over who would sit in the front seat of the car. We would also clash about whose turn it was to take out the garbage.”

Ask:



Q *When have you clashed with someone?* [Click **1** on WA6 to reveal the first prompt.] *Turn to your partner.*

PROMPT 1: “[My brother] and I clashed when . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following question:



Q *What might you do to avoid clashing with someone who has made you angry?* [Click **2** to reveal the next prompt.] *Turn to your partner.*

PROMPT 2: “To avoid clashing with someone who has made me angry, I might . . .”

Point to the word *clash* and review the pronunciation and meaning of the word.

INTRODUCE AND USE DEFENSELESS

5 Introduce and Define *Defenseless* and Review the Suffix *-less*

Show pages 12–13 of the book. Remind the students that Captain Richard Henry Pratt wanted to “Americanize” Native American children by educating them in boarding schools, so Pratt built a boarding school in Pennsylvania in 1879. Then read page 13 aloud, emphasizing the word *defenseless* in the second paragraph.

Tell the students that *defenseless* is the last word they will learn today, and explain that *defenseless* means “helpless or unprotected.”

Explain that Captain Pratt persuaded Spotted Tail to send his children to the boarding school by telling him that his people were defenseless, or helpless or unprotected, because they could not read and write in English. Pratt argued that if Native Americans learned to speak, read, and write English, they would be able to defend themselves against unfair treatment by European Americans. They would no longer be defenseless.

Display word card 120 (WA7) and have the students say the word *defenseless*.

Point to the suffix *-less* in *defenseless* and review that *-less* is a suffix that means “without.” Explain that adding the suffix *-less* to the word *defense* makes the new word *defenseless*, which means “without defense, helpless, or unprotected.”

6 Play “Defenseless or Not Defenseless?”

Remind the students that a person or animal that is defenseless is helpless or unprotected. Tell the students that partners will play a game called “Defenseless or Not Defenseless?” Explain that you will describe a situation; then partners will decide whether or not the person or animal in the situation is defenseless and explain why they think so.

Begin by reading the following scenario aloud:

- *A hunter spots a deer a few yards away. The deer raises its ears and sniffs the air.*

Ask:



Q *Is the deer defenseless, or helpless, against the hunter? Why?* [Click **1** on WA7 to reveal the first prompt.] *Turn to your partner.*

PROMPT 1: “The deer [is/is not] defenseless against the hunter because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the remaining scenarios:

- *A hungry fox creeps up on a baby chick asleep in its nest. The chick’s mother is nowhere in sight.*



Q *Is the baby chick defenseless against the fox? Why?* [Click **2** to reveal the next prompt.] *Turn to your partner.*

PROMPT 2: “The baby chick [is/is not] defenseless against the fox because . . .”

- *A bully is teasing a little boy on the playground. A teacher and other students are standing nearby.*



Q *Is the little boy defenseless against the bully? Why?* [Click **3** to reveal the next prompt.] *Turn to your partner.*

PROMPT 3: “The little boy [is/is not] defenseless against the bully because . . .”

Point to the word *defenseless* and review the pronunciation and meaning of the word.

Teacher Note

You might remind the students that earlier they learned these words that use the suffix *-less*: *selfless* (“unselfish, or without thought for yourself”), *thoughtless* (“without thought for the feelings or needs of others”), and *motionless* (“without motion, still, or not moving”). If you started a chart of *-less* words, add the word *defenseless* to it.

Materials

- Computers or tablets with Internet access for each pair of students

Teacher Note

For an activity on using a print thesaurus, see the more strategy practice activity “Use a Print Thesaurus” (see Week 16, Day 1).

Technology Tip

To find an appropriate online thesaurus, search online using the keywords “children’s thesaurus” or “online thesaurus for students.”

Teacher Note

Alternatively, you might have the students look up vocabulary words that are not on the synonym chart and add those words and their synonyms to the chart.

MORE STRATEGY PRACTICE

Use an Online Thesaurus

Post the synonym chart where everyone can see it. Alternatively, you might write the vocabulary words for which the students have discussed synonyms where everyone can see them (for example, *hair-raising*, *compel*, and *clash*).

Have partners sit together. Ask the students to navigate to the thesaurus you selected. Direct their attention to the Search box. Ask them to type a familiar word, such as *afraid* or *small* into the box and click the Search button or icon. Then discuss:

Q *What information is provided for the word [afraid]?*

Have a few volunteers share their thinking with the class. As necessary, point out these key features:

- The word’s part of speech (whether the word is a noun, verb, adjective, or other part of speech)
- The word’s synonyms
- The word’s antonyms
- Definitions of the word

Then briefly discuss:

Q *In what ways is this online thesaurus [different from/the same as] a print (book) thesaurus?*

Q *Which type of thesaurus do you prefer? Why?*

Direct the students’ attention to the synonym chart. Tell the students that partners will choose one of the words on the chart and use the online thesaurus to find synonyms for it. Explain that after partners search for the word they will share additional synonyms they found with the class.

Give partners a minute or two to choose a word, look it up in the online thesaurus, and discuss its synonyms. When most pairs have finished talking, signal for the students’ attention. Then discuss the words and their synonyms as a class by asking:

Q *What word did you look up? What synonyms did you find for the word?*

Follow up by asking:

Q *Which of these synonyms are already on our synonym chart? Which synonyms should we add to the chart?*

Add the synonyms the students suggest to the chart.

Review Squander, Clash, and Defenseless

Day 4

In this lesson, the students:

- Review and practice using the words *squander*, *clash*, and *defenseless* from Day 3
- Build their speaking and listening skills
- Work in a responsible way during group work

Words Reviewed

squander

Squander means “carelessly waste something such as money, time, or opportunities.”

clash

Clash means “fight or argue.”

defenseless

Defenseless means “without defense, helpless, or unprotected.”

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (🔊 WA8) and review the pronunciation and meaning of each word.

Ask:



Q *Would an efficient person be likely to squander time? Why?* [Click 1 on WA8 to reveal the first prompt.] *Turn to your partner.*

squander clash defenseless

PROMPT 1: An efficient person [would/would not] be likely to **squander** time because . . .

1 2 3

WA8

Materials

- Daily review cards (WA8)
- “Tell Me a Story” chart (WA9)
- Copy of this week’s family letter (BLM1) for each student
- (Optional) Copy of the “Week 20 Crossword Puzzle” (BLM3) for each student

Teacher Note

You might review that if someone or something is efficient, the person or thing works well and does not waste time or energy.

PROMPT 1: “An efficient person [would/would not] be likely to squander time because . . .”

Teacher Note

You might review that *discourteous* means “not courteous, or disrespectful or rude.”

Teacher Note

You might review that *solitary* means “living or being alone.”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following questions:



Q *Would an angry customer be likely to clash with a discourteous store clerk? Why?* [Click **2** to reveal the next prompt.] *Turn to your partner.*

PROMPT 2: “An angry customer [would/would not] be likely to clash with a discourteous store clerk because . . .”



Q *Would a solitary seal be defenseless against a group of sharks? Why?* [Click **3** to reveal the next prompt.] *Turn to your partner.*

PROMPT 3: “A solitary seal [would/would not] be defenseless against a group of sharks because . . .”

PRACTICE USING THE WORDS

2 Do the Activity “Tell Me a Story”

Tell the students that partners will do the activity “Tell Me a Story.” Review that you will tell the beginning of a story that includes one of the vocabulary words. Then the students will use their imaginations and what they know about the word to make up an ending for the story.

Display the “Tell Me a Story” chart (WA9) and show the first story and its accompanying prompt. Tell the students that the first story uses the word *squander*. Then read story 1 aloud, slowly and clearly.

- **Story 1:** *Alicia’s mother told her it was time for bed. “Can I stay up another hour?” Alicia asked. “I need to do my homework.” “No, Alicia, you cannot stay up,” answered her mother. “You shouldn’t have squandered so much time this evening by . . .”*

Use “Think, Pair, Share” to discuss:



Q *How might you finish the story? What might Alicia have been doing to squander time?* [Pause; point to prompt 1.] *Turn to your partner.*

Tell Me a Story

Alicia’s mother told her it was time for bed. “Can I stay up another hour?” Alicia asked. “I need to do my homework.” “No, Alicia, you cannot stay up,” answered her mother. “You should not have squandered so much time this evening by . . .”

PROMPT 1: “You should not have **squandered** so much time this evening by . . .”

WA9

PROMPT 1: “You should not have squandered so much time this evening by . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the remaining stories:

- Story 2: *Rory and Tory are twins. Most of the time they get along, but there are some days when they clash over things like . . .*



Q How might you finish the story? What things might Rory and Tory clash over? [Pause; point to prompt 2.] Turn to your partner.

PROMPT 2: “There are some days when they clash over things like . . .”

- Story 3: *While her mother dozed in the sun, a bear cub searched for berries. When her belly was full, she looked around and realized she had wandered far from her mother. She was alone in the forest, defenseless against . . .*



Q How might you finish the story? What might the bear cub be defenseless against? [Pause; point to prompt 3.] Turn to your partner.

PROMPT 3: “She was alone in the forest, defenseless against . . .”

Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

Teacher Note

To provide students with additional review of words taught during Weeks 19 and 20, you might distribute a copy of the “Week 20 Crossword Puzzle” (BLM3) to each student.

Ongoing Review

Day 5

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Work in a responsible way during group work

Words Reviewed

dependent

Dependent means “relying on or needing someone or something for help or support.”

exert

When you exert yourself, you work hard to do something.

indicate

Indicate means “point out or show.” *Indicate* also means “be a sign of.”

prejudice

Prejudice is an “unfair opinion of someone based on the person’s race, religion, or other characteristic.”

priority

A *priority* is “something that is more important or more urgent than other things.”

Materials

- Ongoing review cards (WA10)
- Ongoing review activity (WA11)
- “Class Vocabulary Assessment Record” sheet (CA1)
- Class set of the “Individual Vocabulary Assessment: Word Check 5” answer sheet (IA1)
- Class set of the “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) Class set of the “Student Self-assessment” response sheet (SA1)

REVIEW THE WORDS

1 Briefly Review the Words

Display the ongoing review cards (🗂️ WA10) and review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Play “What’s the Missing Word?”

Tell the students that partners will play the game “What’s the Missing Word?” Remind them that you will read a sentence that has a word missing. Partners must decide which of the vocabulary words is the missing word and explain why they think so.

Display the ongoing review activity (🗂️ WA11) and begin playing the game:

1. Click ❶ to reveal the first sentence. Point to the sentence and read it aloud.

- Sentence 1: *Mr. Winters has a _____ against teenagers; he thinks all teenagers are immature and should not be allowed to drive.*

2. Give the students a few moments to think about the sentence. Then point to the five word choices and ask:



Q *What’s the missing word? Why do you think so?* [Click ❶ again to reveal the prompt.] *Turn to your partner.*

PROMPT: “I think [*prejudice*] is the missing word because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking ❶ a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place.

dependent	exert	indicate	prejudice	priority
-----------	-------	----------	-----------	----------

SENTENCE 1: Mr. Winters has a **prejudice** against teenagers; he thinks all teenagers are immature and should not be allowed to drive.

❶ ❷ ❸ ❹ ❺

WA11

4. Click ❶ to clear the screen.

Teacher Note

Each sentence on the ongoing review activity (WA11) has a corresponding number: the first sentence is ❶; the second sentence is ❷; the third sentence is ❸; and so on. To play the game, click the corresponding number four times:

- The first click reveals the sentence.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the sentence with the answer in place.
- The fourth click clears the screen.

Use the same procedure to discuss the following sentences:

- Sentence 2: *Marveion and Trang _____ themselves when they worked together to heave open the stuck door.* (exerted)
- Sentence 3: *Rashon makes the classroom lights dim to _____ that it is time for the students to start getting quiet.* (indicate)
- Sentence 4: *Missy is extremely hungry when she gets home from school, so her first _____ is to make herself a snack.* (priority)
- Sentence 5: *Most plants are _____ on soil, water, and sunlight to survive.* (dependent)



Assessment Notes

CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Can the students identify the word that completes each sentence?
- Do their explanations show that they understand the vocabulary words' meanings?
- Are they using the words they are learning in their writing and conversations outside of the vocabulary lessons?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 200 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice by inviting the students to tell or write stories in which they use the word.

INDIVIDUAL VOCABULARY ASSESSMENT NOTE

Before continuing with the week 21 lesson, take this opportunity to assess individual students' understanding of words taught in Weeks 17–20 by using the "Individual Vocabulary Assessment: Word Check 5" answer sheet (IA1). For instructions on administering this assessment, see "Completing the Individual Vocabulary Assessment" on page 201 of the *Assessment Resource Book*.

STUDENT SELF-ASSESSMENT NOTE

In addition to or in place of the Individual Vocabulary Assessment, you might have each student evaluate his understanding of words taught in Weeks 17–20 using the "Student Self-assessment" response sheet (SA1). For instructions on administering this assessment, see "Completing the Student Self-assessment" on page 205 of the *Assessment Resource Book*.

Teacher Note

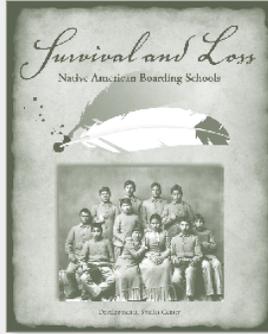
You might remind the students that they learned the word *heave* earlier and that *heave* means "pull, throw, or lift with a lot of effort."

Teacher Note

You might remind the students that they learned the word *dim* earlier and that *dim* means "somewhat dark or not bright or clear."

Week 21

RESOURCES



Read-aloud

- *Survival and Loss: Native American Boarding Schools*

More Strategy Practice

- “Discuss Other Words with the Suffix *-less*”



More ELL Support

- “Give Your Best Friend a New Name”



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA9

Reproducibles

- Week 21 family letter (BLM1)
- (Optional) “Week 21 Word Cards” (BLM2)

OVERVIEW

Words Taught

befuddled
heartless
quality
deliberately
drastic
injustice

Words Reviewed

befuddled
deliberately
hair-raising
resolve
squander

Word-learning Strategies

- Recognizing synonyms (review)
- Using the suffix *-less* to determine word meanings (review)
- Recognizing antonyms (review)

Vocabulary Focus

- Students learn and use six words from or about the book.
- Students review synonyms.
- Students review the suffix *-less*.
- Students review antonyms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students work in a responsible way.
- Students develop the skill of giving reasons for their opinions.
- Students make decisions and solve problems respectfully.

① DO AHEAD

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Discuss Other Words with the Suffix *-less*” on page 467.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print “Week 21 Word Cards” (BLM2). These cards can be used to provide your students with more opportunities to review the words.

Introduce *Befuddled*, *Heartless*, and *Quality*

Day 1

In this lesson, the students:

- Learn and use the words *befuddled*, *heartless*, and *quality*
- Review synonyms
- Review the suffix *-less*
- Review antonyms
- Build their speaking and listening skills
- Give reasons for their opinions

Words Taught

befuddled

Befuddled means “completely confused.”

heartless

Heartless means “without heart (kindness or compassion), unkind, or cruel.”

quality (p. 16)

A *quality* is a “special characteristic, or feature, of a person’s personality or character.” Friendliness and honesty are examples of qualities a person might have.

INTRODUCE AND USE *BEFUDDLED*

1 Introduce and Define *Befuddled* and Review Synonyms

Briefly review *Survival and Loss: Native American Boarding Schools*.

Show pages 14–15 of the book. Review that Captain Pratt persuaded the Sioux chief Spotted Tail to send his tribe’s children to Carlisle Indian Industrial School. Read “The Journey” on page 14 aloud.

Tell the students that the first word they will learn today is *befuddled*. Explain that *befuddled* means “completely confused” and that the words *befuddled* and *confused* are synonyms.

Explain that the children were befuddled, or completely confused, about where they were going and why they had to leave their families and homes. They were also befuddled, or confused, by the crowds of people that stared at them curiously whenever they stopped.

Display word card 121 (🗉 WA1) and have the students say the word *befuddled*.

Materials

- *Survival and Loss*
- Word card 121 (WA1)
- Word card 122 (WA2)
- Word card 123 (WA3)

Teacher Note

If you started a synonym chart, add the words *befuddled* and *confused* to it.

2 Discuss Being Befuddled

Explain that new or strange situations can befuddle people. Give examples of times when you or someone you know was befuddled.

You might say:

"My husband got a new computer last week, and the directions for setting it up befuddled, or completely confused, him. He finally had to call the computer company for help. Recently, I was driving in an unfamiliar city, and I took a wrong turn. I was befuddled. I didn't know where I was. I finally stopped at a gas station and got directions. When I was your age, some math problems befuddled me. I would become confused and had trouble solving them."

Use "Think, Pair, Share" to discuss:



Q *When have you been befuddled? Why were you befuddled?* [Pause; click **1** on WA1 to reveal the prompt.] *Turn to your partner.*

Teacher Note

Support struggling students by asking questions such as "When have you been befuddled, or confused, by something someone said to you or asked you to do?" "When have you been befuddled by something at school?" and "When have you been befuddled by instructions or directions you were following?"

WA1

befuddled

PROMPT 1: I was **befuddled** by _____. I was **befuddled** because . . .

1

PROMPT 1: "I was befuddled by [a question on our social studies quiz the other day]. I was befuddled because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *befuddled* and review the pronunciation and meaning of the word.

INTRODUCE USE *HEARTLESS*

3 Introduce and Define *Heartless* and Review Synonyms and the Suffix *-less*

Show pages 14–15 of the book again. Review that when the children arrived at the boarding school, the process of forcibly educating them to live like European Americans began immediately. Read “‘Before’ and ‘After’” on page 14 aloud.

Tell the students that the next word they will learn is *heartless*. Explain that *heartless* means “unkind or cruel” and that the words *heartless*, *unkind*, and *cruel* are synonyms.

Explain that the treatment the Native American children received at Carlisle was *heartless*, or *unkind* and *cruel*. Review that the children were stripped of their traditional clothing and beaded necklaces and that the clothing was burned. They were scrubbed in hot baths and given uncomfortable clothing and shoes to wear. The boys’ hair was cut, which caused the boys to wail, or cry. Explain that all of these are examples of the *heartless*, or *cruel*, way the children were treated.

Display word card 122 (🗨️ WA2) and have the students say the word *heartless*.

Point to the suffix *-less* in *heartless*, and review that *-less* is a suffix that means “without.” Point to the word *heart* and explain that people consider the heart to be the part of the body that feels emotions such as kindness or compassion. Explain that adding the suffix *-less* to the word *heart* makes the new word *heartless*, which means “without heart, or without kindness or compassion.” Point out that *heartless* behavior is unkind or cruel.

4 Review Antonyms and Discuss *Heartless* and *Kind*

Tell the students that the antonym, or opposite, of the word *heartless* is the word *kind*.

Explain that you will describe a situation involving our friend Tulip. Partners will first discuss what Tulip might do or say in the situation if she were *heartless*. Then they will discuss what she might do or say if she were *kind*.

Begin by reading the following scenario aloud:

- *Tulip’s friend is upset because she lost a necklace she got for her birthday.*

Ask:



Q *If Tulip were heartless, what might she do or say? [Click 1 on WA2 to reveal the first prompt.] Turn to your partner.*

PROMPT 1: “If Tulip were heartless, she might . . .”

Teacher Note

If you started a synonym chart, add the words *heartless*, *unkind*, and *cruel* to it.

Teacher Note

If you started a “Words with the Suffix *-less*” chart, add the word *heartless* to it.

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class. Then ask:



Q *If Tulip were kind, what might she do or say?* [Click 2 to reveal prompt 2.] *Turn to your partner.*

PROMPT 2: “If Tulip were kind, she might . . .”

Repeat the procedure to discuss the following scenario:

- *A stray dog follows Tulip home.*

Point to the word *heartless* and review the pronunciation and meaning of the word.

INTRODUCE AND USE QUALITY

5 Introduce and Define *Quality*

Show pages 16–17 of the book. Review that Native American children were forbidden to speak their native languages or use their Native American names at school. Explain that names are very important to Native Americans and that without their names, the children no longer felt like themselves. Then read “What’s in a Name?” on page 16 aloud, emphasizing the word *qualities*.

Tell the students that the last word they will learn today is *quality*. Explain that a *quality* is a “special characteristic, or feature, of a person’s personality or character.”

Explain that friendliness is an example of a quality, or feature, that we might admire in a person’s personality or character. Honesty is another quality that we might admire in people.

Explain that Native American names sometimes honor a quality, or feature of a person’s personality. For example, a Cherokee who possessed the quality of faithfulness (loyalty) might be named *Hantaywee*, which means “faithful.”

Display word card 123 (WA3) and have the students say the word *quality*.

6 Discuss Qualities People Admire

Explain that we sometimes refer to qualities we admire or like in people, such as friendliness and honesty, as “positive qualities.” Explain that other positive qualities are loyalty, sense of humor, kindness, compassion, gentleness, generosity, courage, and wisdom.

Tell the students that the people we choose as friends often have qualities we like or admire. Give some examples of qualities you look for in a friend.

Teacher Note

You might list positive qualities where everyone can see them.

You might say:

“One quality I look for in my friends is kindness. I want my friends to be people who treat other people with kindness rather than cruelty. I also think a good sense of humor is an important quality in a friend, because I really enjoy laughing and being around funny people.”

Use “Think, Pair, Share” to discuss:



Q *What is a quality you look for in a friend? Why?* [Pause; Click **1** on WA3 to reveal the first prompt.] *Turn to your partner.*

PROMPT 1: “A quality I look for in a friend is [courage] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Then ask:



Q *What is a positive quality you think you possess (have)?* [Click **2** to reveal prompt 2.] *Why do you think that? Turn to your partner.*

PROMPT 2: “A positive quality I think I possess is [a sense of humor], because . . .”

Point to the word *quality* and review the pronunciation and meaning of the word.

MORE STRATEGY PRACTICE

Discuss Other Words with the Suffix *-less*

Write the word *heartless* where everyone can see it. Point to the suffix *-less* in the word *heartless* and review that the word part *-less* is a suffix. Review that a *suffix* is a “letter or group of letters that is added to the end of the word to make a new word.”

Remind the students that the suffix *-less* means “without” or “having no.” Review that adding the suffix *-less* to the word *heart* makes the new word *heartless*, which means “without heart, or without kindness or compassion.” Review that heartless behavior is unkind or cruel.

Write the word *shoeless* where everyone can see it, and explain that this is another word that uses the suffix *-less*. Point to the word *shoeless* and discuss as a class:

Q *Based on what you know about the word shoe and the suffix -less, what do you think the word shoeless means?*

Have a few volunteers share their thinking with the class. If necessary, explain that *shoeless* means “without shoes, or barefoot.” Use the same procedure to discuss the words *penniless*, *shapeless*, *useless*, and *weightless*.

Teacher Note

If you started a “Words with the Suffix *-less*” chart, add the words *shoeless*, *penniless*, *shapeless*, *useless*, and *weightless* to it.



MORE ELL SUPPORT

Give Your Best Friend a New Name

Review that Native Americans are sometimes given names that honor or recognize positive qualities. They are also given names that honor things they can do or have done. For example, the Cherokee name *Ayita* means “first to dance.”

Tell the students that you want them to think of a name they might give to their best friend that honors a positive quality or something the friend can do or has done. Give a few examples of names that you might give to friends.

You might say:

“I would give my friend Eric the name ‘Eric the Friendly’ because he is one of the friendliest people I know. My sister Kelly is my best friend. I would give Kelly the name ‘Caring Kelly’ because she is a very caring person. She cares about her family and about the other people in her life.”

Use “Think, Pair, Share” to discuss:



Q *What is a name you would give to your best friend that would honor one of his or her positive qualities? Why? [Pause.] Turn to your partner.*

PROMPT: “I would give my friend the name [Gary the Brave] because one of his positive qualities is [bravery].”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Tell the students that all names have meanings and that the study of names is called “onomastics.” If they are interested in learning about the meaning of their own or others’ names, you might have them search online using the keywords “name meanings.”

Review *Befuddled*, *Heartless*, and *Quality*

Day 2

In this lesson, the students:

- Review and practice using the words *befuddled*, *heartless*, and *quality* from Day 1
- Build their speaking and listening skills
- Give reasons for their opinions

Words Reviewed

befuddled

Befuddled means “completely confused.”

heartless

Heartless means “without heart (kindness or compassion), unkind, or cruel.”

quality

A *quality* is a “special characteristic, or feature, of a person’s personality or character.” Friendliness and honesty are examples of qualities a person might have.

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (WA4) and review the pronunciation and meaning of each word.

Ask:

-  **Q** Which of yesterday’s words do you think was especially fun or interesting to talk about? Why? [Click 1 on WA4 to reveal the first prompt.]
Turn to your partner.

befuddledheartlessquality

PROMPT 1: I think the word _____ was especially [fun/interesting] to talk about because . . .

1 2 3 4

WA4

Materials

- Daily review cards (WA4)

PROMPT 1: “I think the word [*befuddled*] was especially [fun/interesting] to talk about because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

PRACTICE USING THE WORDS

2 Discuss “Would You?” Questions

Tell the students that you will ask questions that include one of yesterday’s words and a word they learned earlier in the year.

Point to the word *befuddled* and ask:

 **Q** *If you went home and everything in your bedroom was helter-skelter, would you be befuddled? Why?* [Click 2 to reveal the prompt.] *Turn to your partner.*

PROMPT 2: “If everything in my bedroom was helter-skelter, I [would/would not] be befuddled because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following questions:

[heartless]

 **Q** *If a friend deserted you on a hike, would you think that was heartless? Why?* [Click 3 to reveal the prompt.] *Turn to your partner.*

PROMPT 3: “If a friend deserted me on a hike, I [would/would not] think it was heartless because . . .”

[quality]

 **Q** *If your partner for a science project possessed qualities that you liked, would you protest? Why?* [Click 4 to reveal the next prompt.] *Turn to your partner.*

PROMPT 4: “If my partner for a science project possessed qualities that I liked, I [would/would not] protest because . . .”

Teacher Note

You might tell the students that they learned the word *helter-skelter* earlier and that if things are helter-skelter, they are lying about in a disorganized, confusing, or careless way.

Teacher Note

You might review that *desert* means “abandon, or leave someone or something that should not be left behind.”

Teacher Note

You might tell the students that they learned the word *protest* earlier and the *protest* means “complain about something or object to something you feel is wrong or unfair.”

Introduce *Deliberately*, *Drastic*, and *Injustice*

Day 3

In this lesson, the students:

- Learn and use the words *deliberately*, *drastic*, and *injustice*
- Build their speaking and listening skills
- Give reasons for their opinions

Words Taught

deliberately (p. 17)

Deliberately means “intentionally or on purpose.”

drastic (p. 24)

Drastic means “harsh, extreme, or very severe.”

injustice (p. 26)

An *injustice* is a “situation in which people are treated very unfairly.”

INTRODUCE AND USE *DELIBERATELY*

1 Introduce and Define *Deliberately*

Show pages 16–17 of *Survival and Loss*.

Review that many restrictions were placed on Native American children in boarding schools, but that some students found ways to fight back.

Read the following sentences from the first paragraph of “Keeping Culture Alive” on page 17 aloud, emphasizing the word *deliberately*:

“Many refused to respond to their teachers. If a teacher asked a question, a student might stare into space, blank faced and silent. Some students would deliberately do their work very slowly.”

Tell the students that the first word they will learn today is *deliberately* and explain that *deliberately* means “intentionally or on purpose.”

Explain that some of the children rebelled against their teachers by deliberately, or intentionally, doing their work slowly.

Display word card 124 (WA5) and have the students say the word *deliberately*.

2 Discuss Things the Students Have Done Deliberately

Tell the students that when something is done deliberately, it is done with a plan and a result in mind. Give a few examples of things you do deliberately in the classroom or elsewhere.

Materials

- *Survival and Loss*
- Word card 124 (WA5)
- Word card 125 (WA6)
- Word card 126 (WA7)

ELL Note

The Spanish cognate of *deliberately* is *deliberadamente*.

Teacher Note

You might explain that the words *deliberately* and *intentionally* are synonyms and add them to the synonym chart.

You might say:

"I deliberately, or intentionally, arranged the desks in our classroom this way so that we would have a place to meet as a group on the rug. I deliberately schedule our independent reading time after math so that students who finish their math work early can begin reading right away. At home last night, I deliberately put my briefcase next to the front door so that I would not forget it this morning."

Use "Think, Pair, Share" to discuss:



Q *When have you deliberately done something? Why did you do it deliberately?* [Pause; click 1 on WA5 to reveal the prompt.] Turn to your partner.

WA5

deliberately

PROMPT 1: I **deliberately** _____ because . . .

1

PROMPT 1: "I deliberately [put my homework in my backpack] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *deliberately* and review the pronunciation and meaning of the word.

INTRODUCE AND USE *DRASTIC*

3 Introduce and Define *Drastic*

Show pages 24–25 of the book. Review that by the 1930s most Native American boarding schools were closed, because the U.S. government determined that the children should not be taken away from their families to be educated. Read the first paragraph of page 24 aloud, emphasizing the word *drastic*.

Tell the students that the next word they will learn today is *drastic*. Explain that *drastic* means "harsh, extreme, or very severe."

ELL Note

The Spanish cognate of *drastic* is *drástico/a*.

Teacher Note

You might explain that the words *drastic*, *harsh*, *extreme*, and *severe* are synonyms and add the words to the synonym chart.

Explain that the boarding schools used drastic, or harsh or very severe, measures to change Native American children and stop them from living the life they had known before school. Review that the children were forbidden to wear their native clothing or speak their native languages. They were not allowed to eat traditional foods. Even their names were changed. The schools' drastic efforts to give the children a European-style education damaged many of them forever by destroying their connection to their traditional way of life.

Display word card 125 (🗉 WA6) and have the students say the word *drastic*.

4 Discuss Drastic Actions

Remind the students that *drastic* means “harsh, extreme, or very severe,” and explain that something that is drastic is beyond what is normally or usually done. Give a few examples of drastic things you or someone you know has done.

You might say:

“My cousin takes drastic, or extreme, steps to make sure his car stays looking new. He gets it washed and waxed every week, and he won’t park it under a tree or next to another car in a parking lot to make sure it doesn’t get scratched. A friend of mine takes drastic steps to make sure she is never cold. She always wears heavy sweaters and socks—even when it’s warm out—and turns up the heat in her house so high that no one else can stand it.”

Have the students imagine the following scenario:

- *A museum director wants to prevent people from touching the art, so she places a guard next to each painting.*

Ask:



Q *Do you think the museum director’s action is drastic? Why?* [Click 1 on WA6 to reveal the first prompt.] *Turn to your partner.*

PROMPT 1: “I [do/do not] think the museum director’s action is drastic because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Then ask:

Q *What might the museum director do that would be less drastic? More drastic?*

Click 2 on word card 125 (WA6) to reveal the next prompt. Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 2: “A [less/more] drastic action might be . . .”

Teacher Note

You might remind the students that they learned the word *compel* earlier and that *compel* means “force.”



ELL Note

The Spanish cognate of *injustice* is *injusticia*.

Teacher Note

You might remind the students that they learned the word *inform* earlier and that *inform* means “give or tell information.”

Teacher Note

You might explain that the word *injustice* is an antonym of the word *justice*, which means “fair treatment or behavior.”

Use the same procedure to discuss the following scenario:

- *There have been a few skateboarding accidents at the park, so the city council compels people to stop riding skateboards, in-line skates, bicycles, and scooters in the park.*

Point to the word *drastic* and review the pronunciation and meaning of the word.

INTRODUCE AND USE *INJUSTICE*

5 Introduce and Define *Injustice*

Show pages 26–27 of *Survival and Loss*. Review that a few Native Americans were able to use what they learned in the boarding schools to help them work for the rights of all Native Americans.

Read the following sentences from “Hope for the Future” on page 26 aloud, emphasizing the word *injustice*: “They knew enough about the European American world to be able to reason with the government and to inform all Americans about the damage that had been done to Native American culture. It was the first step in bringing to light centuries of injustice and the first step toward healing the wounds.”

Tell the students that *injustice* is the last word they will learn today, and explain that an *injustice* is a “situation in which people are treated very unfairly.” Explain that Native Americans who worked for the rights of their people informed other Americans of the injustices, or unfair treatment, that Native Americans faced.

Display word card 126 (🌐 WA7) and have the students say the word *injustice*.

6 Discuss Native American Injustices

Tell the students that you will read an example from *Survival and Loss* of an injustice, or very unfair situation, faced by Native Americans; then partners will discuss why they think the situation is an injustice.

Begin by reading the following example aloud:

- “When the United States was formed in 1776, Native Americans were not included as citizens.”

Ask:



Q *Why was not including the Native Americans as citizens an injustice?* [Click 1 on WA7 to reveal the first prompt.] Turn to your partner.

PROMPT 1: “Not including the Native Americans as citizens was an injustice because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Then ask:

Q *What could have been done to treat the Native Americans more fairly?*

Click **2** on word card 126 (WA7) to reveal the next prompt. Have one or two volunteers share their thinking with the class.

PROMPT 2: “To treat the Native Americans more fairly . . .”

Use the same procedure to discuss the remaining examples:

- *“Present-day Oklahoma was set aside as Native American territory. However, this land was different from the land the eastern tribes were used to. The crops they had grown in the East didn’t grow on the new land, there were few wild animals to hunt, and the plants and geography were unfamiliar.”*
- *“The (Native American) children were taken away from their families and the lives they knew and sent to boarding schools.”*

Point to the word *injustice* and review the pronunciation and meaning of the word.

Review *Deliberately*, *Drastic*, and *Injustice*

Day 4

In this lesson, the students:

- Review the words *deliberately*, *drastic*, and *injustice* from Day 3
- Build their speaking and listening skills
- Give reasons for their opinions
- Reach agreement before making decisions

Words Reviewed

deliberately

Deliberately means “intentionally or on purpose.”

drastic

Drastic means “harsh, extreme, or very severe.”

injustice

An *injustice* is a “situation in which people are treated very unfairly.”

Materials

- Daily review cards (WA8)
- Copy of this week’s family letter (BLM1) for each student

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (WA8) and review the pronunciation and meaning of each word.

Discuss as a class:

Q Which of yesterday's words might you use in a conversation with your family or friends? How might you use the word?

Click 1 on the daily review cards (WA8) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

WA8

deliberately drastic injustice

PROMPT 1: I might use the word _____ when I talk with _____. I might say . . .

1 2 3 4

PROMPT 1: "I might use the word [*drastic*] when I talk with [my mom]. I might say . . ."

PRACTICE USING THE WORDS

2 Do the Activity "Imagine That!"

Tell the students that partners will do the activity "Imagine That!" Review that you will describe a situation that includes one of yesterday's vocabulary words. Then partners will use their imaginations and what they know about the word to answer a question about the situation.

Have the students imagine the following scenario as you read it aloud:

- *You are leaving your house to go to school, and you deliberately leave the front door open.*

Use "Think, Pair, Share" to discuss:

 **Q** Why might you deliberately leave the front door open? [Pause; click 2 on WA8 to reveal the prompt.] Turn to your partner.

PROMPT 2: "I might deliberately leave the front door open because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the remaining scenarios:

- *Your dad tells you it's time to go to bed. You throw yourself on the floor, grab his leg, and scream, "I don't want to go to bed! I'll die if I have to go to bed!"*



Q *Is your response drastic? Why?* [Pause; click ❸ to reveal the prompt.]
Turn to your partner.

PROMPT 3: "My response [is/is not] drastic because . . ."

- *You go to a movie with your friends. The ticket seller won't sell you a ticket because you must be 17 years old to see the movie without your parents.*



Q *Is this an injustice? Why?* [Pause; click ❹ to reveal the next prompt.]
Turn to your partner.

PROMPT 4: "This [is/is not] an injustice because . . ."

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

Ongoing Review

Day 5

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Give reasons for their opinions
- Reach agreement before making decisions

Words Reviewed

befuddled

Befuddled means "completely confused."

deliberately

Deliberately means "intentionally or on purpose."

hair-raising

Hair-raising means "exciting, thrilling, or terrifying."

resolve

Resolve means "find an answer or solution to a problem."

squander

Squander means "carelessly waste something such as money, time, or opportunities."

Materials

- Ongoing review cards (WA9)

REVIEW THE WORDS

1 Briefly Review the Words

Display the ongoing review cards (🗉 WA9) and review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Do the Activity “What Might You Say or Do?”

Tell the students that partners will do the activity “What Might You Say or Do?” Remind the students that you will describe a situation; then partners will use the vocabulary words to talk about what they might say or do in that situation.

Begin by reading the following situation aloud:

- *Your friend tells you how to get to his house. You are befuddled by his directions.*

Then ask:

-  **Q** *What might you say or do if you are befuddled by your friend’s directions? [Click 1 on WA9 to reveal the first prompt.] Turn to your partner.*

befuddled

deliberately

hair-raising

resolve

squander

PROMPT 1: If I am **befuddled** by my friend’s directions, I might . . .

12345

WA9

PROMPT 1: “If I am befuddled by my friend’s directions, I might . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following situations:

- *You are watching a hair-raising movie.*

-  **Q** *What might you say or do if you are watching a hair-raising movie? [Click 2 to reveal the next prompt.] Turn to your partner.*

PROMPT 2: “If I am watching a hair-raising movie, I might . . .”

- *You've just had your tonsils removed. You cannot speak, but you want to tell your mother that you would like something to drink.*



Q *What might you do to resolve this problem? [Click 3 to reveal the next prompt.] Turn to your partner.*

PROMPT 3: "To resolve this problem, I might . . ."

- *You are working with a partner on a project. You have one hour to get it done, and your partner is squandering her time writing notes to a friend.*



Q *What might you say or do if your partner is squandering her time? [Click 4 to reveal the next prompt.] Turn to your partner.*

PROMPT 4: "If my partner is squandering time, I might . . ."

- *You are walking home from school. You see someone deliberately walk on your neighbor's flowers.*

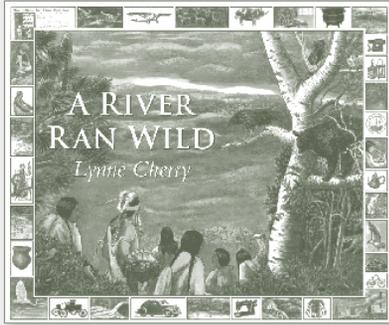


Q *What might you say or do when you see the person deliberately walk on the flowers? [Click 5 to reveal the next prompt.] Turn to your partner.*

PROMPT 5: "When I see the person deliberately walk on the flowers, I might . . ."

Week 22

RESOURCES



Read-aloud

- *A River Ran Wild* by Lynne Cherry

More Strategy Practice

- “Discuss Other Words with the Suffix *-er*”

Extensions

- “Discuss Vivid Verbs and Adjectives”
- “Explore Domain-specific Words: *Industrial Revolution*”



More ELL Support

- “Draw and Discuss Dwellings”

Assessment Resource Book

- Week 22 vocabulary assessment



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA11

Assessment Form

- “Class Vocabulary Assessment Record” sheet (CA1)

Reproducibles

- Week 22 family letter (BLM1)
- (Optional) “Week 22 Word Cards” (BLM2)
- (Optional) “Week 22 Crossword Puzzle” (BLM3)

OVERVIEW

Words Taught

dwelling
deteriorate
vivid
wide-eyed
restore
supporter

Words Reviewed

comply
get on board
heartless
sequence
supreme

Word-learning Strategies

- Recognizing words with multiple meanings (review)
- Using the suffix *-er* to determine word meanings (review)

Vocabulary Focus

- Students learn and use six words from or about the story.
- Students review words with multiple meanings.
- Students review the suffix *-er*.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students work in a responsible way.
- Students develop the skill of giving reasons for their opinions.
- Students discuss their opinions respectfully.

① DO AHEAD

- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Discuss Other Words with the Suffix *-er*” on page 496.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 5, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 208 of the *Assessment Resource Book*.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: “Week 22 Word Cards” (BLM2) and “Week 22 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words.

Introduce *Dwelling*, *Deteriorate*, and *Vivid*

Day 1

In this lesson, the students:

- Learn and use the words *dwelling*, *deteriorate*, and *vivid*
- Review words with multiple meanings
- Build their speaking and listening skills
- Give reasons for their opinions

Words Taught

dwelling (p. 10)

A *dwelling* is a “place where someone lives, such as a house or an apartment.”

deteriorate

Deteriorate means “become worse.”

vivid (p. 24)

Vivid means “sharp and clear.” *Vivid* also means “bright and strong.”

INTRODUCE AND USE *DWELLING*

1 Introduce and Define *Dwelling*

Briefly review *A River Ran Wild*.

Remind the students that the book tells the history of the Nashua River in Massachusetts. Show pages 10–11 and review that many, many years ago Native Americans settled in the Nashua River Valley. Read the first two sentences on page 10 aloud, emphasizing the word *dwelling*s.

Tell the students that the first word they will learn today is *dwelling*. Explain that a *dwelling* is a “place where someone lives, such as a house or an apartment.”

Show the illustration on page 11 and point out the Native American dwellings. Explain that these dwellings are made out of leaves and branches.

Display word card 127 (🔊 WA1) and have the students say the word *dwelling*.

2 Discuss Types of Dwellings

Tell the students that there are many different types of dwellings. Explain that igloos, huts, teepees, apartments, houses, and cabins are examples of dwellings.

Materials

- *A River Ran Wild*
- Word card 127 (WA1)
- Word card 128 (WA2)
- Word card 129 (WA3)

Ask:



Q *If you could build your own dwelling, what type of dwelling would you build? Why?* [Click 1 on WA1 to reveal the first prompt.] *Turn to your partner.*

WA1

dwelling

PROMPT 1: If I could build my own **dwelling**, I would build _____ because . . .

1 **2**

PROMPT 1: “If I could build my own dwelling, I would build [a log cabin] because . . .”

After partners have talked, have a few volunteers share their thinking with the class.

Follow up by asking each volunteer:

Q *Where would you build your dwelling? Why?*

Click 2 on word card 127 (WA1) to reveal the prompt. Have the volunteers use the prompt to share their thinking.

PROMPT 2: “I would build my dwelling [by the ocean] because . . .”

Point to the word *dwelling* and review the pronunciation and meaning of the word.

INTRODUCE AND USE *DETERIORATE*

3 Introduce and Define *Deteriorate*

Show pages 22–23 of the book and review that in the 1800s people built paper mills and other factories along the Nashua River. Read page 22 aloud.

Tell the students that the next word they will learn today is *deteriorate*, and explain that *deteriorate* means “become worse.” Explain that as time passed, and factories dumped more and more waste into the water, the health of the river deteriorated, or became worse.

ELL Note

The Spanish cognate of *deteriorate* is *deteriorar*.

Display word card 128 (🔊 WA2) and have the students say the word *deteriorate*.

Tell the students that you will reread the last paragraph on page 22 aloud. Ask them to listen for evidence that the health of the river had deteriorated. Then reread the paragraph aloud.

Discuss as a class:

Q *What evidence did you hear that the health of the river had deteriorated, or become worse?*

Click **1** on word card 128 (WA2) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 1: “[‘No fish lived in the river’] is evidence that the health of the river had deteriorated.”

If necessary, explain that evidence that the health of the river had deteriorated is that “no fish lived in the river,” “no birds stopped on their migration,” and the water was dark and dirty.

4 Do the Activity “Imagine That!”

Tell the students that partners will do the activity “Imagine That!” Explain that you will read a scenario that includes the word *deteriorate*. Then partners will use their imaginations and what they know about the word to answer a question.

Have the students imagine the following scenario as you read it aloud:

- *When you bought your new bicycle, it was in great condition, but now the condition of the bicycle is deteriorating.*

Use “Think, Pair, Share” to discuss:



Q *In what ways might the bicycle change as its condition deteriorates?* [Pause; click **2** on WA2 to reveal the prompt.] *Turn to your partner.*

PROMPT 2: “As the condition of the bicycle deteriorates, it might . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following scenario:

- *You are on a picnic on a bright, sunny day. Suddenly, the weather begins to deteriorate.*



Q *In what ways might the weather change as it deteriorates?* [Pause; click **3** to reveal the next prompt.] *Turn to your partner.*

PROMPT 3: “As the weather deteriorates, it might . . .”

Point to the word *deteriorate* and review the pronunciation and meaning of the word.

ELL Note

The Spanish cognate of *vivid* is *vívido/a*.

Teacher Note

Support struggling students by asking questions such as “What dreams have you had that felt like they were real?” “When have you awakened from a dream and thought, ‘I’m glad that was just a dream!’” and “When have you awakened from a dream and wished that you could close your eyes and restart the dream where it left off?”

INTRODUCE AND USE *VIVID*

5 Introduce and Define *Vivid*

Show pages 24–25 of *A River Ran Wild* and remind the students that pollution from factories was slowly killing the Nashua River. Read the first paragraph on page 24 aloud, emphasizing the word *vivid*.

Tell the students that the last word they will learn today is *vivid*, and explain that *vivid* means “sharp and clear.” Explain that Oweana’s dream is so vivid, or sharp and clear, that he remembers every detail of it when he wakes up.

Display word card 129 ( WA3) and have the students say the word *vivid*.

6 Discuss Vivid Dreams

Explain that occasionally all of us have vivid dreams, or dreams that are very sharp and clear and seem almost real. Explain that we often remember a vivid dream when we wake up. Give one or two examples of vivid dreams you have had.

You might say:

“I sometimes have vivid dreams about places I’ve visited. In the dreams, I can clearly see the sights I saw when I visited. I can even hear the sounds and see the people I met. I sometimes have vivid dreams about my mother. I see her just as I remember her. When I wake up, it’s as if I have spent time with her. I can remember our conversations from the dreams.”

Use “Think, Pair, Share” to discuss:



Q *What is a vivid dream you have had?* [Pause; click  on WA3 to reveal the first prompt.] *Turn to your partner.*

PROMPT 1: “I had a vivid dream about . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

7 Discuss Another Meaning of *Vivid*

Remind the students that words can have more than one meaning. Explain that in addition to meaning “sharp and clear,” *vivid* can also mean “bright and strong.” Explain that we often use this second meaning of *vivid* to describe colors that are bright and strong. For example, a vivid blue sky is a sky that is bright blue in color.

Ask the students to take a few moments to look quietly for vivid colors that are around the room or outside the window. Then ask:



Q *What do you see that has vivid colors? What are the vivid colors?* [Click  to reveal the prompt.] *Turn to your partner.*

PROMPT 2: “[David’s shirt] has vivid colors. The vivid colors are [red and yellow].”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *vivid* and review the pronunciation and meanings of the word.



MORE ELL SUPPORT

Draw and Discuss Dwellings

Remind the students that a *dwelling* is a “place where someone lives, such as a house or an apartment.” Review that the students discussed dwellings that they might build.

Ask:

Q *What is a dwelling that you or your partner discussed building?*

After the students have shared, ask them to draw a picture of a dwelling that they might build. Explain that the picture can be based on one of the dwellings that they have discussed, or a different dwelling. Have the students share their pictures in pairs. Encourage them to use the following prompt as they talk to one another:

PROMPT: “My dwelling . . .”

Ask one or two volunteers to share their drawings and what they talked about with the class.

EXTENSION

Discuss Vivid Verbs and Adjectives

Write the following sentences where everyone can see them:

Jon ate a sandwich.

Jon devoured a sandwich.

The boat looked tiny in the vast ocean.

The boat looked tiny in the big ocean.

Alice walked through the park.

Alice strolled through the park.

Tell the students that one way that good writers make their writing more interesting and fun to read is by replacing overused verbs like *think* and *clean* with vivid verbs like *contemplate* and *scour*. Good writers also replace overused adjectives like *loud*, *wet*, and *tall* with vivid adjectives like *thunderous*, *moist*, and *towering*. Review that *vivid* means “sharp and clear.” Explain that *vivid verbs* are “action words that are strong, clear, and specific,” and that *vivid adjectives* are “descriptive words that are strong, clear, and specific.” Point out that vivid verbs and adjectives paint word pictures that help readers visualize what is happening in a text.

Direct the students’ attention to the first pair of sentences, and read the sentences aloud. If necessary, review that the students learned the word *devour* earlier, and that *devour* means “eat something quickly and hungrily.” Point to the words *ate* and *devoured* in the sentences, and discuss as a class:

Q Which of these verbs is a vivid verb: ate or devoured? Why do you think that?

PROMPT: “[Devoured] is a vivid verb because . . .”

If necessary, explain that *devoured* is a vivid verb because it helps readers picture exactly how Jon ate the sandwich—quickly and hungrily.

Use the same procedure to discuss the remaining sentences. If necessary, review the meanings of *vast* (“very large in number or area”) and *stroll* (“walk in a slow, relaxed way”).

Review *Dwelling*, *Deteriorate*, and *Vivid*

Day 2

In this lesson, the students:

- Review and practice using the words *dwelling*, *deteriorate*, and *vivid* from Day 1
- Build their speaking and listening skills
- Give reasons for their opinions

Words Reviewed

dwelling

A *dwelling* is a “place where someone lives, such as a house or an apartment.”

deteriorate

Deteriorate means “become worse.”

vivid

Vivid means “sharp and clear.” *Vivid* also means “bright and strong.”

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (WA4) and review the pronunciation and meaning of each word.

Ask:



Q Which of yesterday’s words do you think was interesting or fun to talk about? Why? [Click 1 on WA4 to reveal the first prompt.] Turn to your partner.

dwellingdeterioratevivid

PROMPT 1: I think the word _____ was
[interesting/fun] to talk about because . . .

12345

WA4

PROMPT 1: “I think the word [*deteriorate*] was [interesting/fun] to talk about because . . .”

Materials

- Daily review cards (WA4)

PRACTICE USING THE WORDS

2 Think More About the Words

Tell the students that you will describe a situation, and then partners will use vocabulary words to discuss it.

Read the following scenario aloud twice:

- *Your neighbor's dwelling is deteriorating.*

Use “Think, Pair, Share” to discuss:

 **Q** *What might cause the dwelling to deteriorate?* [Pause; click 2 to reveal the prompt.] *Turn to your partner.*

PROMPT 2: “[Not taking care of the dwelling] might cause it to deteriorate.”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Follow up by asking the volunteers:

Q *What might the dwelling look like after it has deteriorated?*

Click 3 on the daily review cards (WA4) to reveal the next prompt. Have the volunteers use the prompt to share their thinking.

PROMPT 3: “After the dwelling has deteriorated, it might . . .”

Then discuss the following scenario:

- *Your little brother tells you a vivid story.*

 **Q** *What might the vivid story be about?* [Pause; click 4 to reveal the next prompt.] *Turn to your partner.*

PROMPT 4: “The vivid story might be about . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Follow up by asking the volunteers:

Q *What might you say to your brother after he tells you the vivid story?*

Click 5 to reveal the next prompt. Have the volunteers use the prompt to share their thinking with the class.

PROMPT 5: “After my brother tells me the vivid story, I might say . . .”

EXTENSION

Explore Domain-specific Words: *Industrial Revolution*

Show pages 18–19 of *A River Ran Wild* and review that in the early 1800s, “an industrial revolution came to the Nashua’s banks and waters.” Explain that “Industrial Revolution” is the term historians use to describe the period from about 1760 to 1840 when a series of remarkable inventions changed the world and the way people live and work. Remind the students that in the book they learned that new machines were invented for making cloth and paper. Factories were built, and factory workers used the new machines to produce clothing and paper goods that were once made by hand.

Explain that other inventions of the Industrial Revolution changed the way people traveled and communicated. For example, in 1776 a Scottish inventor named James Watt invented a more efficient steam engine. In time, steam engines were used to power steamboats and trains, and people and goods were able to travel faster and farther than ever before. Explain that later, American inventor Alexander Graham Bell invented the telephone, which changed the way people communicate to this day.

Discuss as a class:

Q *Why do you think the telephone was such an important invention? How do you think the invention of the telephone changed the way people lived?*

If necessary, explain that before the invention of the telephone people communicated mainly by writing letters, which sometimes took weeks or even months to arrive at their destinations. Explain that the telephone enabled people to communicate instantly and over long distances. People were able to keep in closer touch with family members and friends who lived far away, and they could receive news from around the country and the world almost as quickly as it happened.

Teacher Note

You might remind the students that they learned the word *efficient* earlier and that if someone or something is efficient, the person or thing works well and does not waste time or energy.

Teacher Note

You might discuss other inventions of the Industrial Revolution that changed people’s lives, such as the sewing machine (Elias Howe, 1846), the internal-combustion engine (Étienne Lenoir, 1858), and the phonograph (Thomas Edison, 1877).

Day 3

Introduce *Wide-eyed*, *Restore*, and *Supporter*

Materials

- *A River Ran Wild*
- Word card 130 (WA5)
- Word card 131 (WA6)
- Word card 132 (WA7)

In this lesson, the students:

- Learn and use the words *wide-eyed*, *restore*, and *supporter*
- Review the suffix *-er*
- Build their speaking and listening skills
- Give reasons for their opinions
- Discuss their opinions respectfully

Words Taught

wide-eyed (p. 24)

Wide-eyed means “with the eyes wide open, especially because you are amazed or surprised.”

restore (p. 26)

Restore means “bring something back to its original condition.”

supporter

A *supporter* is “someone who supports, or helps or favors, a particular person, group, or plan.”

INTRODUCE AND USE *WIDE-EYED*

1 Introduce and Define *Wide-eyed*

Show pages 24–25 of *A River Ran Wild*, and review that Oweana has a vivid dream about the river. Read the first sentence on page 24 aloud, emphasizing the word *wide-eyed*.

Tell the students that the first word they will learn today is *wide-eyed*, and explain that *wide-eyed* means “with the eyes wide open, especially because you are amazed or surprised.”

Explain that Oweana’s dream seemed so real and made such a powerful impression on him that he woke up *wide-eyed*, or with his eyes wide open in surprise or amazement. Demonstrate the way someone looks when he is *wide-eyed* from surprise or amazement.

Display word card 130 (WA5) and have the students say the word *wide-eyed*.

2 Discuss Being Wide-eyed

Give one or two examples of times when you or someone you know was wide-eyed with surprise or amazement, and act out the way you or the person looked.

You might say:

"I was wide-eyed with surprise the other morning when I saw a family of raccoons run across my yard—I could not believe what I was seeing. This morning Adrian was wide-eyed when I invited her to share her poem with the class. She didn't expect that."

Use "Think, Pair, Share" to discuss:



Q *When have you been wide-eyed with amazement or surprise?* [Pause; click 1 on WA5 to reveal the prompt.] *Turn to your partner.*

wide-eyed

PROMPT 1: I was **wide-eyed** with [amazement/surprise] when . . .

1

WA5

PROMPT 1: "I was wide-eyed with [amazement/surprise] when . . ."

Point to the word *wide-eyed* and review the pronunciation and meaning of the word.

INTRODUCE AND USE RESTORE

3 Introduce and Define *Restore*

Show pages 26–27 of the book and review that Oweana and Marion have the same dream about the Nashua River, and together they decide that something needs to be done. Read the first two sentences on page 26 aloud, emphasizing the word *restore*.

Teacher Note

If the students cannot think of times they were wide-eyed, ask "What might happen [in the classroom/at home] that would cause you to be wide-eyed?" or "When have you seen another person who was wide-eyed with amazement or surprise?"

ELL Note

The Spanish cognate of *restore* is *restaurar*.

Teacher Note

You might remind the students that they learned the word *pollute* earlier and that *pollute* means “poison the air, water, or soil.”

Teacher Note

You might remind the students that they learned the word *deteriorate* earlier and that *deteriorate* means “become worse.”

Tell the students that the last word they will learn today is *restore*, and explain that *restore* means “bring something back to its original condition.” Explain that Marion asks the people living along the river to help restore the river, or bring it back to the way it was before it became polluted.

Display word card 131 (🗨️ WA6) and have the students say the word *restore*.

4 Imagine Restoring Things

Have the students imagine the following scenario as you read it aloud:

- *You move into a house that is next to a park. In the park, there is an old, deteriorating tree house.*

Use “Think, Pair, Share” to discuss:



Q *What might you do to restore the old, deteriorating tree house? Why?* [Pause; click 1 on WA6 to reveal the first prompt.] *Turn to your partner.*

PROMPT 1: “To restore the old, deteriorating tree house, I might [replace the old boards and paint the new boards] because . . .”

After the students have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following scenario:

- *You have been lying in bed, coughing, sneezing, and blowing your nose for a week.*



Q *What might you or your parents do to help restore your health?* [Pause; click 2 to reveal the next prompt.] *Turn to your partner.*

PROMPT 2: “To restore my health, [I/my parents] might . . .”

Point to the word *restore* and review the pronunciation and meaning of the word.

INTRODUCE AND USE SUPPORTER

5 Introduce and Define *Supporter* and Review the Suffix *-er*

Show pages 26–27 of the book again, and review that Marion was determined to see that the Nashua River was restored. Read the second paragraph on page 26 aloud.

Tell the students that the last word they will learn today is *supporter*, and explain that a *supporter* is a “person who supports, or helps or favors, a particular person, group, or plan.”

Explain that Marion talked to people about the polluted river, and many of them became supporters of Marion’s effort to clean up the Nashua River. Marion’s supporters helped her by signing petitions, sending letters, protesting, and persuading paper mill and factory owners to stop polluting.

Display word card 132 (🗨️ WA7) and have the students say the word *supporter*.

Point to the suffix *-er* in *supporter* and review that *-er* is a suffix that means a “person who.” Explain that when you add the suffix *-er* to the word *support*, which means “help or favor,” you make the word *supporter*, which means a “person who supports, or helps or favors, a particular person, group, or plan.”

6 Discuss Being a Supporter

Ask:



Q *If a friend wanted to start an after-school homework club, would you be a supporter? Why?* [Click ❶ on WA7 to reveal the first prompt.] Turn to your partner.

PROMPT 1: “I [would/would not] be a supporter because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Follow up by asking each volunteer:

Q *What might you do to show you are a supporter of your friend’s homework club?*

Click ❷ on word card 132 (WA7) to reveal the next prompt. Have the volunteers use the prompt to share their thinking with the class.

PROMPT 2: “To show I’m a supporter, I might . . .”

Review that people, as well as plans and ideas, can have supporters. Point out that during a presidential election each candidate for president has supporters, or people who support the candidate and work to see that he or she is elected. Sports teams also have supporters, or people who favor or support the teams.

Ask:



Q *Who do you know who is a supporter of a sports team? What does the person do that shows that he or she is a supporter?* [Click ❸ to reveal the prompt.] Turn to your partner.

PROMPT 3: “[My mom] is a supporter of [my softball team]. She shows she is a supporter by . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *supporter* and review the pronunciation and meaning of the word.

Teacher Note

If you started a “Words with the Suffix *-er*” chart, add the word *supporter* to it.

MORE STRATEGY PRACTICE

Discuss Other Words with the Suffix *-er*

Write the word *supporter* where everyone can see it. Review that the suffix *-er* means a “person who” and that a *supporter* is a “person who supports, or helps or favors, a particular person, group, or plan.”

Tell the students that you will read a sentence from *A River Ran Wild* and explain that you want them to listen for a word that ends with the suffix *-er*. Then read the following sentence from page 12 aloud, slowly and clearly: “The Nashua had lived for generations by the clear, clean, flowing river when one day a pale-skinned trader came with a boatload full of treasures.”

Discuss as a class:

Q *What word did you hear that ends with the suffix -er?*

Q *What do you think the word trader means?*

If necessary, explain that a *trader* is a “person who trades or sells goods.”

Use the same procedure to discuss the word *settlers* (“people who settle, or move to and make homes, in a place”) in the following sentence from page 14: “The settlers worked together to clear land by cutting down the forests, which they thought were full of danger—wilderness that they would conquer.”

Review *Wide-eyed*, *Restore*, and *Supporter*

Day 4

In this lesson, the students:

- Review and practice using the words *wide-eyed*, *restore*, and *supporter* from Day 3
- Build their speaking and listening skills
- Give reasons for their opinions
- Respectfully consider the opinions of others

Words Reviewed

wide-eyed

Wide-eyed means “with the eyes wide open, especially because you are amazed or surprised.”

restore

Restore means “bring something back to its original condition.”

supporter

A *supporter* is “someone who supports, or helps or favors, a particular person, group, or plan.”

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (WA8) and review the pronunciation and meaning of each word.

Ask:



Q Which of yesterday’s words might you use when you are talking with your friends or family? How might you use the word? [Click 1 on WA8 to reveal the prompt.] Turn to your partner.

wide-eyedrestoresupporter

PROMPT 1: I might use the word _____ when
I talk with _____. I might say . . .

1

WA8

Materials

- Daily review cards (WA8)
- “Tell Me a Story” chart (WA9)
- Copy of this week’s family letter (BLM1) for each student
- (Optional) Copy of the “Week 22 Crossword Puzzle” (BLM3) for each student

PROMPT 1: “I might use the word [*wide-eyed*] when I talk with [my grandmother]. I might say . . .”

PRACTICE USING THE WORDS

2 Do the Activity “Tell Me a Story”

Tell the students that partners will do the activity “Tell Me a Story.” Review that you will tell the beginning of a story that includes one of the vocabulary words. Then the students will use their imaginations and what they know about the word to make up an ending for the story.

Display the “Tell Me a Story” chart (🗨️ WA9) and show the first story and its accompanying prompt. Tell the students that the first story uses the word *wide-eyed*. Then read story 1 aloud, slowly and clearly.

- Story 1: *The burglar turned around, wide-eyed with surprise because . . .*

Use “Think, Pair, Share” to discuss:

 **Q** How might you finish the story? Why might the burglar turn around, wide-eyed with surprise? [Pause; point to prompt 1.] Turn to your partner.

Tell Me a Story

The burglar turned around, wide-eyed with surprise because . . .

PROMPT 1: The burglar turned around, **wide-eyed** with surprise because . . .

WA9

PROMPT 1: “The burglar turned around, wide-eyed with surprise because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the remaining stories:

- Story 2: *Jenna woke up in a good mood, but at school her mood deteriorated. When she got home, Jenna restored her good mood by . . .*

 **Q** How might you finish the story? What might Jenna have done to restore her good mood? [Pause; point to prompt 2.] Turn to your partner.

PROMPT 2: “Jenna restored her good mood by . . .”

- Story 3: *Andrew is excited that his mom is running a marathon. Andrew shows that he is a supporter by . . .*

Teacher Note

You might review that *deteriorate* means “become worse.”

Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

Use “Think, Pair, Share” to discuss:



Q *How might you finish the story? What might Andrew do to show that he is a supporter? [Pause; point to prompt 3.] Turn to your partner.*

PROMPT 3: “Andrew shows that he is a supporter by . . .”

Teacher Note

To provide students with additional review of words taught during Weeks 21 and 22, you might distribute a copy of the “Week 22 Crossword Puzzle” (BLM3) to each student.

Ongoing Review

Day 5

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Give reasons for their opinions
- Respectfully consider the opinions of others

Words Reviewed

comply

Comply means “do what you are asked to do or what a law or rule requires you to do.”

get on board

“Get on board” means “accept or go along with something.”

heartless

Heartless means “without heart (kindness or compassion), unkind, or cruel.”

sequence

A *sequence* is a “series of events or objects in a particular order.”

supreme

Supreme means the “best or the highest in quality, power, or rank.”

REVIEW THE WORDS

1 Briefly Review the Words

Display the ongoing review cards (WA10) and review the pronunciation and meaning of each word.

Materials

- Ongoing review cards (WA10)
- Ongoing review activity (WA11)
- “Class Vocabulary Assessment Record” sheet (CA1)

PRACTICE USING THE WORDS

2 Play “Find Another Word”

Tell the students that partners will play the game “Find Another Word.” Remind them that you will show several stories with one or more words underlined. You will read each story aloud; then partners will decide which of the vocabulary words could replace the underlined part of the story and explain why they think that.

Display the ongoing review activity (🎧 WA11) and begin playing the game:

1. Click ❶ to reveal the first story. Point to the story and read it aloud, emphasizing the underlined word.
 - Story 1: *Miles’s parents buy the more expensive couch because the salesperson says that it is the very best one.*
2. Give the students a few moments to think about the story and the underlined word. Then point to the five word choices and ask:



Q Which vocabulary word could replace the underlined words? Why? [Click ❶ again to reveal the prompt.] Turn to your partner.

PROMPT 1: “I think the word [*supreme*] could replace *the very best one* because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking ❶ a third time to highlight the correct vocabulary word and reveal the story with the correct word in place.

comply get on board heartless sequence **supreme**

STORY 1: Miles’s parents buy the more expensive couch because the salesperson says that it is supreme.

❶ ❷ ❸ ❹ ❺

WA11

4. Click ❶ to clear the screen.

Teacher Note

Each story on the ongoing review activity (WA11) has a corresponding number: the first story is ❶; the second story is ❷; the third story is ❸; and so on. To play the game, click the corresponding number four times:

- The first click reveals the story.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the story with the answer in place.
- The fourth click clears the screen.

Use the same procedure to discuss the following stories:

- Story 2: Hailey decides to go along with her cousin's idea to take a dance class. (get on board)
- Story 3: My dog is well trained. When I give a command, he does what I tell him to do. (complies)
- Story 4: Teri did the steps out of order, so she could not solve the problem. (sequence)
- Story 5: It is cruel to hurt an animal on purpose. (heartless)



CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Can the students identify the vocabulary words that replace the underlined words?
- Do their explanations show that they understand the words' meanings?
- Are they using context clues, prefixes and suffixes, and other word-learning strategies to figure out words in their independent reading?

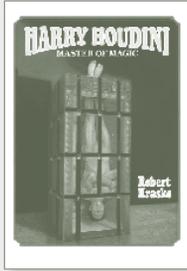
Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 208 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice by inviting the students to each create a picture card of the word with a definition in her own words on the back of the card.

Week 23

RESOURCES



Read-aloud

- *Harry Houdini: Master of Magic* by Robert Kraske

Extension

- “An Interesting Fact About *Preposterous*”



More ELL Support

- “Draw and Discuss a *Preposterous* Animal”



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA10

Reproducibles

- Week 23 family letter (BLM1)
- (Optional) “Week 23 Word Cards” (BLM2)

OVERVIEW

Words Taught

on pins and needles
preposterous
breathhtaking
master
mystify
momentous

Words Reviewed

academic
compel
interact
quality
restore

Word-learning Strategies

- Recognizing idioms (review)
- Recognizing synonyms (review)

Vocabulary Focus

- Students learn and use six words from or about the story.
- Students review idioms.
- Students review synonyms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students relate the value of respect to their behavior.
- Students develop the skills of giving reasons for their opinions and discussing their opinions respectfully.

DO AHEAD

- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 23 Word Cards" (BLM2). These cards can be used to provide your students with more opportunities to review the words.

Day 1

Introduce “On Pins and Needles,” *Preposterous*, and *Breathtaking*

Materials

- *Harry Houdini: Master of Magic*
- Word card 133 (WA1)
- Word card 134 (WA2)
- Word card 135 (WA3)

In this lesson, the students:

- Learn and use the words *preposterous* and *breathtaking* and the idiom “on pins and needles”
- Review idioms
- Review synonyms
- Build their speaking and listening skills
- Discuss their opinions respectfully

Words Taught

on pins and needles

“On pins and needles” means “very nervous or uneasy.”

preposterous

Preposterous means “ridiculous, or very silly or foolish.”

breathtaking

Breathtaking means “extremely impressive, exciting, or surprising.”

INTRODUCE AND USE “ON PINS AND NEEDLES”

1 Introduce and Define “On Pins and Needles” and Review Idioms

Show pages 6–7 of *Harry Houdini: Master of Magic*, and remind the students that earlier they heard the first chapter of the book, called “The Great Houdini.” Review that the chapter begins by telling about a performance in London in which Houdini escaped from a locked safe.

Turn to page 8 and review that after Houdini was locked in the safe, a screen was placed in front of the safe, and the audience waited for Houdini to reappear. Read pages 8–9 aloud, beginning with “A half hour passed,” and ending with “He needs help!”

Tell the students that the audience was on pins and needles as they waited for Houdini to emerge from the safe and that “on pins and needles” is an idiom that they will discuss first. Explain that “on pins and needles” means “very nervous or uneasy.”

Explain that you can tell that the audience was on pins and needles, or uneasy, because they were yelling “Open the door!” and “He’s dead and can’t get out!” Point out that one woman even screamed and fainted.

Teacher Note

You might remind the students that they learned the word *uneasy* earlier and that *uneasy* means “nervous, worried, or anxious.”

Display word card 133 (🗨️ WA1) and have the students say “on pins and needles.”

Remind the students that an *idiom* is an “expression or phrase that means something different from what it appears to mean.” Explain that when we say we are on pins and needles, we do not mean that we are sitting on a seat covered with pins and needles. Instead, we mean that we are nervous or uneasy about something—as nervous or uneasy as we would be if we were actually sitting on pins and needles.

Teacher Note

If you started an idiom chart, add the phrase “on pins and needles” to it.

2 Discuss Being on Pins and Needles

Review that “on pins and needles” means “very nervous or uneasy,” and give one or two examples of times when you have been on pins and needles.

You might say:

“When my dog was sick, I was on pins and needles while I waited to find out what was wrong. I was nervous that it might be something serious. I was on pins and needles while I was watching a movie last night. It was a movie with lots of action and suspense, and I was uneasy because I didn’t know what was going to happen next.”

Use “Think, Pair, Share” to discuss:



Q *When have you been on pins and needles? Why were you on pins and needles?* [Pause; click 1 on WA1 to reveal the prompt.] *Turn to your partner.*

on pins and needles

PROMPT 1: I was **on pins and needles** when _____ because . . .

1

WA1

PROMPT 1: “I was on pins and needles when [I was waiting to find out if I got a part in the school play] because . . .”

Point to the phrase “on pins and needles” and review the pronunciation and meaning of the idiom.

INTRODUCE AND USE PREPOSTEROUS

3 Introduce and Define *Preposterous*

Open *Harry Houdini* to page 8 again, and review that the audience was on pins and needles waiting for Houdini to escape from the safe. Read the last two paragraphs on page 8 and the first two paragraphs on page 9 aloud, beginning with: “How can he possibly get out?” a woman asked,” and ending with: “‘Believe me,’ the man said turning away. ‘It’s true!’”

Tell the students that the next word they will learn today is *preposterous*, and explain that *preposterous* means “ridiculous, or very silly or foolish.” Tell the students that *preposterous*, *ridiculous*, and *silly* are synonyms.

Explain that the woman did not believe the man’s explanation, because she thought the idea of Houdini changing into a spirit was preposterous, or ridiculous.

Display word card 134 (🗉 WA2) and have the students say the word *preposterous*.

4 Discuss Preposterous Things Tulip Might Say

Tell the students that you will describe a situation that Tulip is in; then partners will discuss a preposterous, or ridiculous, silly, or foolish, excuse or reason Tulip might give to explain the situation. Then partners will discuss an excuse or reason she might give that would *not* be preposterous.

Begin by reading the following description aloud:

- *Tulip comes home late from school. Her mother asks, “Tulip, why are you late?”*

Use “Think, Pair, Share” to discuss:



Q *What preposterous explanation might Tulip give her mother to explain why she is late? [Pause; click 1 on WA2 to reveal the first prompt.] Turn to your partner.*

PROMPT 1: “A preposterous explanation Tulip might give is . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Then use “Think, Pair, Share” to discuss:



Q *What explanation might Tulip give that is not preposterous? [Pause; click 2 to reveal the prompt.] Turn to your partner.*

PROMPT 2: “An explanation Tulip might give that is not preposterous is . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Teacher Note

If you started a synonym chart, add the words *preposterous*, *ridiculous*, and *silly* to it.

Teacher Note

Support struggling students by asking questions such as “What is something Tulip might say that is too silly to be believed?” and “What is something that would probably never happen to Tulip on the way home from school?”

Use the same procedure to discuss the following description:

- *Tulip is spending the night at her friend Violet's house. During the night, they hear a scratching sound on the roof. Violet asks, "What's making that noise?"*

Point to the word *preposterous* and review the pronunciation and meaning of the word.

INTRODUCE AND USE BREATH TAKING

5 Introduce and Define *Breathtaking*

Return to pages 8–9 of *Harry Houdini*, and review that the audience could not understand how Houdini might be able to get out of the locked safe. Remind the students that many members of the audience thought that he might be dead.

Read aloud from page 9, beginning with: "At that moment, Houdini stepped from behind the screen," and ending with: "Houdini smiled and bowed to the cheering people."

Explain that when Houdini appeared, the audience was very impressed and extremely surprised—the audience thought Houdini's performance was breathtaking. Tell the students that the last word they will learn today is *brehtaking*, and explain that *brehtaking* means "extremely impressive, exciting, or surprising."

Display word card 135 (🔊 WA3) and have the students say the word *brehtaking*.

6 Discuss Things That Are Breathtaking

Review that when something is breathtaking, it is extremely impressive, exciting, or surprising. Give a few examples of things that you have seen or done that are breathtaking.

You might say:

"When I hiked to the top of a mountain in Lake Tahoe, the view was breathtaking. I was very impressed by the beautiful wilderness around me. I went whitewater rafting a few years ago, and the experience was breathtaking—it was very exciting! The other night there was a deer in my backyard. It was breathtaking because I did not expect to see the lovely animal in my yard."

Use "Think, Pair, Share" to discuss:



Q *When have you experienced or seen something that was breathtaking? Why was it breathtaking?* [Pause; click 🔊 on WA3 to reveal the prompt.] *Turn to your partner.*

Teacher Note

You might explain that something impressive has a strong effect on your mind. You notice and remember it.

You might also explain that something that is breathtaking is so impressive, exciting, or surprising that it seems to take your breath away.

PROMPT 1: “[Seeing my baby sister for the first time] was breathtaking because . . .”

Point to the word *breathtaking* and review the pronunciation and meaning of the word.

MORE ELL SUPPORT

Draw and Discuss a Preposterous Animal

Remind the students that *preposterous* means “ridiculous, or very silly or foolish.” Tell the students that they will imagine a preposterous animal, and then they will draw the preposterous animal. Explain that after the students have finished their drawings, partners will discuss them together.

Have the students close their eyes. Then ask:

Q *What does your preposterous animal look like?*

After a few moments, have the students open their eyes. Have the students use the following prompt to share their thinking in pairs.

PROMPT: “My preposterous animal . . .”

Ask the students to draw a picture of a preposterous animal. Explain that the picture can be based on the animals that they have discussed or a different animal. Have the students share their pictures in pairs. Encourage them to use the prompt as they talk to one another.

Ask one or two volunteers to share their drawings and what they talked about with the group.

Teacher Note

Support struggling students by asking questions such as “What size might a preposterous, or ridiculous, animal be?” “What might a preposterous animal’s [nose/ears/hands/feet] look like?” and “What color might a preposterous animal be?”

Review “On Pins and Needles,” Preposterous, and Breathtaking

Day 2

In this lesson, the students:

- Review and practice using the words *preposterous* and *breathtaking* and the idiom “on pins and needles” from Day 1
- Build their speaking and listening skills
- Give reasons for their opinions
- Discuss their opinions respectfully

Words Reviewed

on pins and needles

“On pins and needles” means “very nervous or uneasy.”

preposterous

Preposterous means “ridiculous, or very silly or foolish.”

breathtaking

Breathtaking means “extremely impressive, exciting, or surprising.”

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (🗉 WA4) and review the pronunciation and meaning of each word.

Ask:



- Q Which of yesterday’s words or idioms do you think was fun or interesting to talk about? Why? [Click 1 on WA4 to reveal the first prompt.]
Turn to your partner.

on pins and needles

preposterous

breathtaking

PROMPT 1: I think the [word/idiom] _____ was [fun/interesting] to talk about because . . .

1 2

WA4

PROMPT 1: “I think the [word/idiom] [*preposterous*] was [fun/interesting] to talk about because . . .”

Materials

- Daily review cards (WA4)

PRACTICE USING THE WORDS

2 Play “Does That Make Sense?”

Tell the students that partners will play the game “Does That Make Sense?” You will read a scenario that includes one of yesterday’s vocabulary words. Partners will decide whether or not the word makes sense in the scenario and explain why they think so.

Point to the idiom “on pins and needles” on the daily review cards (WA4) and explain that the first scenario includes the idiom “on pins and needles.”

Then read the following scenario aloud twice:

- *Pablo was on pins and needles while he waited for his turn to give his report.*

Ask:



Q Does the idiom “on pins and needles” make sense in the scenario? Why do you think that? [Click  to reveal the prompt.] Turn to your partner.

PROMPT 2: “The [word/idiom] [‘on pins and needles’] [does/does not] make sense in the scenario because . . .”

Use the same procedure to discuss the following scenarios:

[preposterous]

- *Jennie told her mother that if she eats too many blueberries, her skin will turn blue. Her mother said, “Jennie, that is the most preposterous thing I have ever heard.”*

[breathtaking]

- *Isaiah opened his lunch sack to find the same thing he eats for lunch almost every day: a peanut butter sandwich, baby carrots, and a bottle of water. He said, “This lunch is breathtaking!”*

Teacher Note

If the students struggle to answer the questions, call for their attention. Reread the scenario aloud, and explain that “on pins and needles” does make sense because it is likely that Pablo felt very nervous before giving his report. Then read the next scenario.

EXTENSION

An Interesting Fact About Preposterous

Explain that *preposterous* comes from the Latin *prae* meaning “before” and *posterous* meaning “coming behind.” Literally, the word *preposterous* means “before-behind.” Explain that when someone does something first that should be done later, it is preposterous, or contrary to the way we think it should be done. Tell the students that the phrase “topsy-turvy” and the idiom “put the cart before the horse” have similar meanings.

Introduce *Master, Mystify,* and *Momentous*

Day 3

In this lesson, the students:

- Learn and use the words *master*, *mystify*, and *momentous*
- Review synonyms
- Build their speaking and listening skills
- Give reasons for their opinions
- Discuss their opinions respectfully

Words Taught

master (p. 10)

If you master a skill, you become very good at it.

mystify

Mystify means “confuse, bewilder, or puzzle.”

momentous

Momentous means “very important or meaningful.”

Materials

- *Harry Houdini*
- Word card 136 (WA5)
- Word card 137 (WA6)
- Word card 138 (WA7)

INTRODUCE AND USE MASTER

1 Introduce and Define *Master*

Open the book *Harry Houdini* to page 10, and review that Harry Houdini was a great magician and escape artist. Read the following sentences from page 10 aloud, emphasizing the word *master*: “Some people thought he was born with magical powers. But this was not true. He became a master magician only after long years of hard work.”

Tell the students that the first word they will learn today is *master*, and explain that if you master a skill, you become very good at it. Explain that Houdini practiced hard for many years to master, or become very good at, performing magic tricks.

Display word card 136 (WA5) and have the students say the word *master*.

2 Discuss Mastering a Skill

Explain that by practicing a skill such as drawing, singing, riding a bike, or flying a kite, a person can master the skill, or become very good at it. Give a few examples of skills you have mastered or are trying to master.

You might say:

“After knitting for many years, I have finally mastered, or become very good at, making slippers. I am trying to master playing the guitar. Right now, I am just learning how to play and am trying to master all of the chords.”

Teacher Note

Support struggling students by giving examples of skills or subjects the students might have mastered or be trying to master (for example, dribbling a basketball, playing an instrument, or playing a video game).

Teacher Note

If you started a synonym chart, add the word *mystify* and its synonyms to it.

Use “Think, Pair, Share” to discuss:



Q What is a skill you have mastered or are trying to master? [Pause; click **1** on WA5 to reveal the first prompt.] Turn to your partner.

WA5

PROMPT 1: “A skill [I have mastered/I am trying to master] is . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Follow up by asking each volunteer:

Q What [did you do/are you doing] to master [doing a backflip off the diving board]?

Click **2** on word card 136 (WA5) to reveal the next prompt. Have the volunteers use the prompt to share their thinking with the class.

PROMPT 2: “To master [doing a backflip off the diving board], I . . .”

Point to the word *master* and review the pronunciation and meaning of the word.

INTRODUCE AND USE MYSTIFY

3 Introduce and Define *Mystify* and Review Synonyms

Open the book to page 11, and review that Ehrich (Houdini’s real name was Ehrich Weiss) started practicing tricks and escapes when he was nine years old. Then read the first part of the first full paragraph on page 11 aloud, starting with “He also practiced rope escapes,” and stopping after “How had he escaped?”

Tell the students that the next word they will learn today is *mystify*, and explain that *mystify* means “confuse, bewilder, or puzzle.” Explain that *mystify*, *confuse*, *bewilder*, and *puzzle* are synonyms.

Explain that when Ehrich escaped from the ropes, his friends were mystified, or bewildered or puzzled, about how he was able to do it.

Display word card 137 (🔊 WA6) and have the students say the word *mystify*.

4 Discuss Being Mystified

Remind the students that when you are mystified, you are confused or puzzled by something. Give a few examples of times when you have been mystified.

You might say:

"I was mystified when I read an article about cloning. I was confused about how scientists can create two animals that are exactly alike. I was watching a mystery on TV, and I could not figure out who had committed the crime. I was completely mystified, or puzzled."

Use "Think, Pair, Share" to discuss:



Q *When have you been mystified? Why were you mystified?* [Pause; click 1 on WA6 to reveal the prompt.] *Turn to your partner.*

PROMPT 1: "I was mystified when [I went outside and saw that my bicycle was gone from the yard] because . . ."

After the students have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *mystify* and review the pronunciation and meaning of the word.

INTRODUCE AND USE MOMENTOUS

5 Introduce and Define *Momentous*

Open the book to page 15. Review that when Ehrich was sixteen years old, he found a book about the life of Robert-Houdin, a famous magician. Then read the following sentence on page 15 aloud: "It was a moment that changed his life."

Tell the students that the last word they will learn today is *momentous*, and explain that *momentous* means "very important or meaningful."

Explain that finding the book about Robert-Houdin was momentous, or very important or meaningful, for Ehrich, because after reading the book, he realized that he wanted to become a magician.

Display word card 138 (🔊 WA7) and have the students say the word *momentous*.

Teacher Note

Support struggling students by asking questions such as "When have you been mystified, or confused, about how to do something?" "When have you been mystified, or bewildered, about something that someone did or said to you?" and "When have you been reading a book or watching a TV show or movie and been mystified, or puzzled, by what was happening?"

6 Discuss Momentous Events

Explain that when we say an event is momentous, we mean that it is so important or meaningful that it changes our lives in some way. Give one or two examples of momentous events that have happened to you or someone you know.

You might say:

“When I was your age, my family moved from the country to a big city. That was a momentous event, because it changed my life. I had to go to a new school and make new friends. For my daughter, taking gymnastic classes turned out to be momentous. Gymnastics has become the most important thing in her life. She wants to be an Olympic gymnast some day.”

Use “Think, Pair, Share” to discuss:



Q *What has been a momentous event in your life? Why was it momentous?*
[Pause; click 1 on WA7 to reveal the prompt.] *Turn to your partner.*

PROMPT 1: “[Getting a new kitten] was a momentous event in my life because . . .”

After the students have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *momentous* and review the pronunciation and meaning of the word.

Teacher Note

Support struggling students by asking questions such as “What is something that has happened to you that has changed your life in some way?” “What is something that happened to you that you will never forget because it made you very happy?” “When have you worked really hard to get or earn something?” and “What is something momentous that has happened to your family?”

If the students continue to struggle, name a few events that might be momentous for them (for example, moving, getting a pet, getting a sibling, being in a play or on a sports team, or doing something for the first time without help).

Review Master, Mystify, and Momentous

Day 4

In this lesson, the students:

- Review and practice using the words *master*, *mystify*, and *momentous* from Day 3
- Build their speaking and listening skills
- Give reasons for their opinions
- Discuss their opinions respectfully

Words Reviewed

master

If you master a skill, you become very good at it.

mystify

Mystify means “confuse, bewilder, or puzzle.”

momentous

Momentous means “very important or meaningful.”

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (WA8) and review the pronunciation and meaning of each word.

Ask:



Q *If you could master any skill, what skill would you master? Why?* [Click 1 on WA8 to reveal the first prompt.] *Turn to your partner.*

mastermystifymomentous

PROMPT 1: If I could **master** any skill, I would **master**
_____ because . . .

1234

WA8

PROMPT 1: “If I could master any skill, I would master [karate] because . . .”

Materials

- Daily review cards (WA8)
- Copy of this week’s family letter (BLM1) for each student

Teacher Note

If the students struggle to make associations, call for their attention and think aloud about what comes into your mind when you hear the word *master*. For example, say “When I hear the word *master*, I think about tennis, because that is a sport I would like to master one day. I also think about my son Alex, because he has mastered skateboarding.”

If the students continue to struggle, support them by asking questions such as “What is a skill you have mastered?” and “Who do you know who has mastered a skill?”

Teacher Note

Support struggling students by thinking aloud about what you picture in your mind when you hear the word or by asking questions such as [*mystify*] “How do you feel when you are mystified?” “What might you say or do if you are mystified?” and “What kinds of things mystify you?” [*momentous*] “What is a momentous decision you have made?” and “What might be a momentous occasion in your future?”

Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following questions:

 **Q** *If you were mystified by a math problem, what might you do to try to solve it? Why?* [Click **2** to reveal the next prompt.] *Turn to your partner.*

PROMPT 2: “If I were mystified by a math problem, I might try to solve it by . . .”

 **Q** *If you were making a momentous decision, whom would you ask for advice? Why?* [Click **3** to reveal the next prompt.] *Turn to your partner.*

PROMPT 3: “If I were making a momentous decision, I would ask [my friend Eric] for advice because . . .”

PRACTICE USING THE WORDS

2 Do the Activity “What Do You Think About?”

Tell the students that partners will do the activity “What Do You Think About?” Point to the words on the daily review cards (WA8) and explain that you want the students to notice what they think about, or what they visualize, when they hear each of the words.

Have the students close their eyes. Then use “Think, Pair, Share” to discuss:

 **Q** *What do you think about when you hear the word *master*? Why?* [Pause.] *Open your eyes.* [Click **4** to reveal the prompt.] *Turn to your partner.*

PROMPT 4: “When I hear the word [*master*], I think of [*chess*] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the remaining words.

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Give reasons for their opinions
- Discuss their opinions respectfully

Words Reviewed

academic

Academic means “having to do with school, studying, and learning.”

compel

Compel means “force.”

interact

Interact means “talk or work with people.”

quality

A *quality* is a “special characteristic, or feature, of a person’s personality or character.” Friendliness and honesty are examples of qualities a person might have.

restore

Restore means “bring something back to its original condition.”

REVIEW THE WORDS

1 Briefly Review the Words

Display the ongoing review cards (WA9) and review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Play “What’s the Missing Word?”

Tell the students that partners will play the game “What’s the Missing Word?” Remind them that you will read a sentence that has a word missing. Partners must decide which of the vocabulary words is the missing word and explain why they think so.

Display the ongoing review activity (WA10) and begin playing the game:

1. Click 1 to reveal the first sentence. Point to the sentence and read it aloud.
 - Sentence 1: *Ani is excited to begin volunteering at the animal shelter, where she will _____ with other people who care about animals.*

Materials

- Ongoing review cards (WA9)
- Ongoing review activity (WA10)

Teacher Note

Each sentence on the ongoing review activity (WA10) has a corresponding number: the first sentence is 1; the second sentence is 2; the third sentence is 3; and so on. To play the game, click the corresponding number four times:

- The first click reveals the sentence.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the sentence with the answer in place.
- The fourth click clears the screen.

2. Give the students a few moments to think about the sentence. Then point to the five word choices and ask:



Q *What's the missing word? Why do you think so?* [Click ❶ again to reveal the prompt.] *Turn to your partner.*

PROMPT: "I think [*interact*] is the missing word because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking ❶ a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place.

academic	compel	interact	quality	restore
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SENTENCE 1: Ani is excited to begin volunteering at the animal shelter, where she will **interact** with other people who care about animals.

❶ ❷ ❸ ❹ ❺

WA10

Teacher Note

You might remind the students that they learned the word *thoughtful* earlier, and that *thoughtful* means "full of thought for the feelings or needs of others."

Teacher Note

You might remind the students that they learned the word *influence* earlier, and that *influence* means "affect the way someone develops, behaves, or thinks."

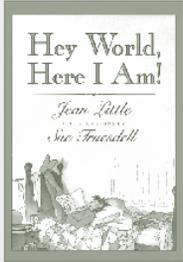
4. Click ❶ to clear the screen.

Use the same procedure to discuss the following sentences:

- Sentence 2: *When Deshawn came down with a cold, his doctor said plenty of rest would help _____ his health.* (restore)
- Sentence 3: *Many people think that thoughtfulness is an important _____ for a friend to have.* (quality)
- Sentence 4: *Of all the _____ subjects, social studies is my favorite.* (academic)
- Sentence 5: *Brianna's father _____ her to stop playing video games because he thinks they are a bad influence on her.* (compelled)

Week 24

RESOURCES



Read-aloud

- “Mrs. Buell” from *Hey World, Here I Am!* by Jean Little, illustrated by Sue Truesdell

More Strategy Practice

- “Illustrate Idioms”

Assessment Resource Book

- Week 24 vocabulary assessments



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA10

Assessment Forms

- “Class Vocabulary Assessment Record” sheet (CA1)
- “Individual Vocabulary Assessment: Word Check 6” answer sheet (IA1)
- “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) “Student Self-assessment” response sheet (SA1)

Reproducibles

- Week 24 family letter (BLM1)
- (Optional) “Week 24 Word Cards” (BLM2)
- (Optional) “Week 24 Crossword Puzzle” (BLM3)

OVERVIEW

Words Taught

dilapidated

cantankerous

disposition

lose your nerve

trickle

vexed

Words Reviewed

defenseless

drastic

dwelling

preteen

procedure

Word-learning Strategies

- Recognizing idioms (review)
- Recognizing words with multiple meanings (review)

Vocabulary Focus

- Students learn and use six words from or about the story.
- Students review idioms.
- Students review words with multiple meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students take responsibility for their learning and behavior.
- Students develop the skills of supporting one another's independent work and giving feedback in a caring way.
- Students have a class meeting to discuss working independently.

① DO AHEAD

- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Illustrate Idioms” on page 533.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 5, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 209 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a class set of the “Individual Vocabulary Assessment: Word Check 6” answer sheet (IA1); see page 213 of the *Assessment Resource Book*. Make enough copies for each student to have one; set aside a reference copy for yourself.
- ✓ (Optional) Prior to Day 5, make a master copy of the “Student Self-assessment” response sheet (SA1); see page 216 of the *Assessment Resource Book*. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: “Week 24 Word Cards” (BLM2) and “Week 24 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words.

Introduce *Dilapidated*, *Cantankerous*, and *Disposition*

Day 1

In this lesson, the students:

- Learn and use the words *dilapidated*, *cantankerous*, and *disposition*
- Build their speaking and listening skills
- Take responsibility for themselves

Words Taught

dilapidated

Dilapidated means “old, broken, and in very bad condition.”

cantankerous

Cantankerous means “grouchy or disagreeable.”

disposition

Someone’s disposition is his or her usual mood, or the way he or she usually acts or behaves.

INTRODUCE AND USE *DILAPIDATED*

1 Introduce and Define *Dilapidated*

Review the story “Mrs. Buell” from *Hey World, Here I Am!*

Remind the students that at the beginning of the story the narrator describes Buells, the corner store where she buys candy and comic books, and an encounter she has with the owner, Mrs. Buell.

Open the book to page 42, and read the first two sentences of the story aloud.

Tell the students that the first word they will learn today is *dilapidated*, and explain that *dilapidated* means “old, broken, and in very bad condition.” Point out that the narrator describes the store as old, run-down, and not very clean; it is dilapidated.

Display word card 139 (WA1) and have the students say the word *dilapidated*.

2 Do the Activity “Imagine That!”

Tell the students that partners will do the activity “Imagine That!” Explain that you will describe a situation that includes the word *dilapidated*. Then partners will use their imaginations and what they know about the word to answer a question about the situation.

Materials

- “Mrs. Buell” from *Hey World, Here I Am!*
- Word card 139 (WA1)
- Word card 140 (WA2)
- Word card 141 (WA3)

Teacher Note

You might remind the students that they learned the word *deteriorate* earlier and that *deteriorate* means “become worse.”

Explain that something that is dilapidated has deteriorated. It was once new and in good condition, but over time it has become old or has been broken and is in very bad condition.

Give one or two examples of dilapidated things that you have seen.

You might say:

“There is an abandoned building downtown that has become dilapidated. The dilapidated building has broken windows and missing doors, and the sign has fallen off. I have a dilapidated copy of my favorite book at home. It has a worn cover, torn pages, and faded pictures.”

Have the students close their eyes and imagine the following scenario as you read it aloud:

- *You are driving through the country. You see a dilapidated barn in a field.*

Use “Think, Pair, Share” to discuss:



Q *What does the dilapidated barn look like? [Pause.] Open your eyes. [Click 1 on WA1 to reveal the prompt.] Turn to your partner.*

dilapidated

PROMPT 1: The **dilapidated** _____ . . .

1

WA1

PROMPT 1: “The dilapidated [barn] . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the remaining scenarios:

- *You are looking through a trunk in your attic. You find a dilapidated photo album.*
- *You are walking to school. You see a dilapidated car parked on the side of the street.*

Point to the word *dilapidated* and review the pronunciation and meaning of the word.

INTRODUCE AND USE CANTANKEROUS

3 Introduce and Define *Cantankerous*

Open to page 42 again, and review that Mrs. Buell is the owner of the corner store. Read the first three sentences of the second paragraph aloud.

Tell the students that the next word they will learn today is *cantankerous*, and explain that *cantankerous* means “grouchy or disagreeable.” Explain that because Mrs. Buell never smiles or asks how her customers are doing, people think she is cantankerous, or grouchy.

Display word card 140 (🗨️ WA2) and have the students say the word *cantankerous*.

4 Play “Is Tulip’s Family Cantankerous?”

Remind the students that cantankerous people are grouchy, grumpy, or cranky. Explain that animals can also be cantankerous. For example, a wild bear might be cantankerous when it is looking for food or protecting its cub. A cat might be cantankerous when it is sick and does not want to be bothered.

Tell the students that you will describe a person or pet in Tulip’s family; then partners will discuss whether the person or pet is cantankerous or not cantankerous and explain why they think so.

Begin by reading the following description aloud:

- *Tulip’s Great Aunt Fern grunts at people instead of saying hello, and she yells at anyone who tries to help her.*

Ask:



Q *Do you think Great Aunt Fern is cantankerous? Why?* [Click 1 on WA2 to reveal the prompt.] *Turn to your partner.*

PROMPT 1: “[Great Aunt Fern] [is/is not] cantankerous because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the remaining descriptions:

- *Tulip’s Uncle Elmer is very sociable. He always jokes and laughs with Tulip and her friends.*
- *Tulip’s dog Daisy is very old and does not like to be petted. Whenever a person comes near her, she growls and backs away.*

Point to the word *cantankerous* and review the pronunciation and meaning of the word.

Teacher Note

You might review that *sociable* means “friendly or liking to be with others.”

INTRODUCE AND USE *DISPOSITION*

5 Introduce and Define *Disposition*

Open to page 43 of *Hey World, Here I Am!* Tell the students that the last word they will learn today is *disposition*. Explain that someone's disposition is his or her usual mood, or the way he or she usually acts or behaves.

Display word card 141 (🌐 WA3) and have the students say the word *disposition*.

Explain that Mrs. Buell has a cantankerous disposition—she is usually grouchy and mean—but on one occasion her disposition changes. Explain that as you read about that occasion, you want the students to listen for the way that Mrs. Buell's disposition changes. Then read page 43 aloud, stopping after the following sentence: “And I wasn't looking straight at her.”

Discuss as a class:

Q *How does Mrs. Buell's disposition change? Why do you say that?*

Click **1** on word card 141 (WA3) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 1: “Mrs. Buell's disposition changes [when/because] . . .”

Explain that Mrs. Buell's disposition, or the way she usually acts and behaves, changes when the narrator falls down and gets hurt. The usually grouchy Mrs. Buell becomes caring and kind. She picks up the narrator, sits her down, and gently cleans and bandages her scraped knee.

6 Discuss Various Dispositions

Remind the students that someone's disposition is his or her usual mood, or the way he or she usually acts or behaves. Explain that if someone is usually happy and good-natured, we say that person has a happy or cheerful disposition. If someone is usually mean and does not like to be around people, we say the person has a cantankerous or unfriendly disposition. If someone is shy, we say the person has a quiet or bashful disposition.

Tell the students that you will read a description of a person or animal. Partners will discuss what word they would use to describe the disposition of the person or animal and explain why they chose that word.

Read the following description aloud twice:

- *Selma is always happy. She makes everyone around her laugh and smile, and she tries to see the good in everyone.*

ELL Note

The Spanish cognate of *disposition* is *disposición*.

Ask:



Q What word would you use to describe Selma's disposition? Why? [Click 2 on WA3 to reveal the prompt.] Turn to your partner.

PROMPT 2: "I would use the word [*happy*] to describe Selma's disposition, because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following descriptions:

- *Cal always feels uneasy about trying new things. He is afraid to go to new places and will not go near animals because he does not want to be bitten.*
- *Gertrude is a cat that loves people. She rubs against people's legs, sits in their laps, and licks their hands.*

Discuss as a class:

Q What words would you use to describe your own disposition? Why?

Click 3 to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 3: "I would use the words [*friendly* and *helpful*] to describe my disposition because . . ."

Point to the word *disposition* and review the pronunciation and meaning of the word.

Teacher Note

If the students struggle to answer the question, think aloud about words you would use to describe Selma's disposition. For example, say "I would use the word *happy*, *cheerful*, or *friendly* to describe Selma's disposition, because she is always happy and because she makes the people around her happy, too." Then read the next description.

Teacher Note

Support struggling students by asking questions such as "What word would you use to describe someone who is uneasy about trying new things? Why?" and "Do you think Cal has a [nervous/anxious/worried] disposition? Why?"

Review *Dilapidated*, *Cantankerous*, and *Disposition*

Day 2

In this lesson, the students:

- Review and practice using the words *dilapidated*, *cantankerous*, and *disposition* from Day 1
- Build their speaking and listening skills
- Take responsibility for themselves

Words Reviewed

dilapidated

Dilapidated means "old, broken, and in very bad condition."

cantankerous

Cantankerous means "grouchy or disagreeable."

disposition

Someone's *disposition* is his or her usual mood, or the way he or she usually acts or behaves.

Materials

- Daily review cards (WA4)

REVIEW THE WORDS

1 Briefly Review the Words

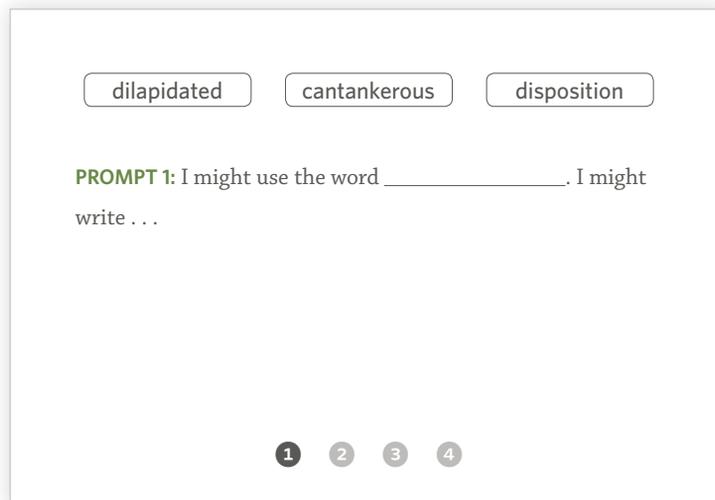
Display the daily review cards (🗨️ WA4) and review the pronunciation and meaning of each word.

Use “Think, Pair, Share” to discuss:

-  **Q** Which of yesterday’s words might you use if you were writing a story about a grouchy old man? How might you use the word? [Pause; click ❶ on WA4 to reveal the first prompt.] Turn to your partner.

Teacher Note

If the word *cantankerous* is the students’ only response, ask “How might you use the word [*disposition/dilapidated*] in a story about a grouchy old man?”



WA4

PROMPT 1: “I might use the word [*cantankerous*]. I might write . . .”

PRACTICE USING THE WORDS

2 Do the Activity “What Might You Say or Do?”

Tell the students that partners will do the activity “What Might You Say or Do?” Explain that you will describe a few situations; then partners will discuss what they might say or do in each situation and explain why.

Begin by reading the following situation aloud:

- Your little brother wants to give you a gift. He hands you a dilapidated toy fire truck.

Ask:

-  **Q** What might you say or do if your little brother gave you a dilapidated toy fire truck as a gift? Why? [Click ❷ to reveal the prompt.] Turn to your partner.

PROMPT 2: “If my little brother gave me a dilapidated toy fire truck, I might [give it back to him] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the remaining situations:

- *You are walking home from school, and a cantankerous dog is blocking the sidewalk ahead of you.*



Q *What might you say or do if a cantankerous dog were blocking the sidewalk? Why?* [Click 3 to reveal the next prompt.] *Turn to your partner.*

PROMPT 3: “If a cantankerous dog were blocking the sidewalk, I might [cross the street] because . . .”

- *You are in a play. You are playing a character that has a nervous disposition.*



Q *What might you say or do to show that your character had a nervous disposition? Why?* [Click 4 to reveal the next prompt.] *Turn to your partner.*

PROMPT 4: “To show that my character had a nervous disposition, I might [pretend to bite my nails] because . . .”

Introduce “Lose Your Nerve,” Trickle, and Vexed

Day 3

In this lesson, the students:

- Learn and use the words *trickle* and *vexed* and the idiom “lose your nerve”
- Review idioms
- Review words with multiple meanings
- Build their speaking and listening skills
- Take responsibility for themselves

Words Taught

lose your nerve (p. 44)

“Lose your nerve” means “lose the courage or confidence to do something.”

trickle (p. 44)

A *trickle* is a “small amount.” *Trickle* also means “move or flow in small groups or amounts.”

vexed

Vexed means “irritated or annoyed.”

Materials

- “Mrs. Buell” from *Hey World, Here I Am!*
- Word card 142 (WA5)
- Word card 143 (WA6)
- Word card 144 (WA7)

INTRODUCE AND USE “LOSE YOUR NERVE”

1 Introduce and Define “Lose Your Nerve” and Review Idioms

Open to page 43 of “Mrs. Buell” from *Hey World, Here I Am!* Review that Mrs. Buell briefly becomes gentle and nice, but her cantankerous disposition quickly returns. Read the paragraph that starts at the bottom of page 43 and continues on the top of page 44 aloud, emphasizing the words “lost my nerve.”

Tell the students that they will start their vocabulary lesson today by discussing the idiom “lose your nerve.” Explain that “lose your nerve” means “lose the courage or confidence to do something.” Explain that the narrator wants to thank Mrs. Buell for helping her and buy some candy, but she loses her nerve, or loses her courage or confidence, and leaves the store without doing either.

Display word card 142 (🗨️ WA5) and have the students say “lose your nerve.”

Remind the students that an *idiom* is an “expression or phrase that means something different from what it appears to mean.” Explain that when we say people “lose their nerve,” we do not mean that they actually lose a nerve in their bodies. Instead, we mean that they lose the courage or confidence to do something.

2 Discuss “Lose Your Nerve”

Review that when people intend to do things, but lose the courage or confidence to do them, we say they lose their nerve. Explain that most people lose their nerve at one time or another, and give a few examples of times when you have lost your nerve.

You might say:

“I was going to learn how to drive a motorcycle, but I lost my nerve. I was afraid the motorcycle would tip over. Last weekend I went to the lake to go swimming, but when I felt how cold the water was, I lost my nerve and didn’t go in.”

Use “Think, Pair, Share” to discuss:



Q *When have you lost your nerve? Why did you lose your nerve?* [Pause; click 1 on WA5 to reveal the prompt.] *Turn to your partner.*

Teacher Note

If you started an idiom chart, add the phrase “lose your nerve” to it.

Teacher Note

Support struggling students by asking questions such as “When have you wanted to try something new, but lost your nerve?” and “When have you wanted to talk to someone about something, but lost your nerve?”

lose your nerve

PROMPT 1: I wanted to _____, but I **lost my nerve** because . . .

1

PROMPT 1: “I wanted to [learn how to skateboard], but I lost my nerve because . . .”

Point to the phrase “lose your nerve” and review the pronunciation and meaning of the idiom.

INTRODUCE AND USE *TRICKLE*

3 Introduce and Define *Trickle*

Open the book to page 44. Review that the children in the neighborhood do not pay much attention to Mrs. Buell or think about her much. Then read the third full paragraph on page 44 aloud, beginning with “She never took days off.” Emphasize the word *trickle*.

Tell the students that the next word they will learn is *trickle* and explain that a *trickle* is a “small amount.” Explain that Mrs. Buell does not make much money in her store because she mainly sells stuff to kids. She earns only a trickle, or small amount, of change each day.

Display word card 143 (🗉 WA6) and have the students say the word *trickle*.

4 Discuss *Trickle*

Explain that we can use the word *trickle* to talk about a small amount of many different things. For example, we might squirt a trickle, or small amount, of mustard on a sandwich. We might notice a trickle of ketchup on someone’s chin. We might see a trickle of paint on the floor.

Discuss as a class:

Q *When might you use a trickle of glue?*

Click 1 on word card 143 (WA6) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 1: “You might use a trickle of glue when [you are gluing something little that doesn’t need much glue].”

Use the same procedure to discuss the following question:

Q *Would you wear a raincoat if the weather forecast said we could expect a trickle of rain? Why or why not?*

PROMPT 2: “I [would/would not] wear a raincoat if the forecast said we could expect a trickle of rain because . . .”

5 Discuss Another Meaning of *Trickle*

Remind the students that words can have more than one meaning, and explain that *trickle* can also mean “move or flow in small groups or amounts.” Explain that when something trickles, it moves little by little. For example, if you are collecting food for a charity and people are not very willing to donate, donations might trickle in, or arrive in small amounts.

Discuss as a class:

Q *What do we mean when we say people are trickling out of a building?*

Click **3** to reveal the prompt. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 3: “When people are trickling out of a building, we mean [only one or two people are coming out of the building at a time].”

Explain that the word *trickle* is often used to talk about liquids that flow or move slowly. For example, blood might trickle from a scrape, water might trickle out of a leaking faucet, or the last drops of milk might trickle out of a milk carton.

Ask:



Q *What other liquids might trickle? When might they trickle? [Click **4** on WA6 to reveal the prompt.] Turn to your partner.*

PROMPT 4: “[Ketchup] might trickle [out of a bottle] when . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *trickle* and review the pronunciation and meanings of the word.

INTRODUCE AND USE *VEXED*

6 Introduce and Define *Vexed*

Open to page 45 of “Mrs. Buell.” Review that one day the narrator walks into Buells and sees a man and a woman she does not know. Read pages 45–46 aloud, beginning with “I think I must have made a sound then” on page 45, and ending with “If you don’t want anything, beat it,”

she told me” on page 46. Use a sharp, irritated tone when reading what the daughter says.

Tell the students that the last word they will learn today is *vexed*, and explain that *vexed* means “irritated or annoyed.” Explain that Mrs. Buell’s daughter is vexed, or irritated or annoyed, because she has to clean out her mother’s store and because Harry did not lock the door.

Display word card 144 (🔊 WA7) and have the students say the word *vexed*.

7 Discuss Being Vexed

Explain that all of us are vexed, or irritated or annoyed, from time to time, and give examples of times when you have been vexed.

You might say:

“I was vexed when my dog chewed a hole in my favorite blanket. I was really annoyed with him. I was vexed when I arrived at the store and found out that it had closed early.”

Ask:



Q *When have you been vexed? Why were you vexed?* [Click 🔊 on WA7 to reveal the prompt.] *Turn to your partner.*

PROMPT 1: “I was vexed when [my model airplane broke] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *vexed* and review the pronunciation and meaning of the word.

MORE STRATEGY PRACTICE

Illustrate Idioms

Post the idioms chart where everyone can see it. Alternatively, write the following idioms where everyone can see them:

Blow off steam

Get on board

Hair-raising

On pins and needles

Lose your nerve

Materials

- Drawing paper and crayons or markers

Teacher Note

You might have students continue the activity by investigating the meaning of and illustrating other idioms such as “lend a hand,” “bend over backwards,” “bite off more than you can chew,” “chip on his shoulder,” and “crack someone up.”

Day 4

Review “Lose Your Nerve,” Trickle, and Vexed

Materials

- Daily review cards (WA8)
- Copy of this week’s family letter (BLM1) for each student
- (Optional) Copy of the “Week 24 Crossword Puzzle” (BLM3) for each student

Direct the students’ attention to the idioms and remind them that they learned these idioms earlier. Review that an *idiom* is an “expression or phrase that means something different from what it appears to mean,” and review the meaning of each idiom.

Give each student a sheet of paper. Have each student choose one of the idioms and illustrate either what it appears to mean or what it actually means.

In this lesson, the students:

- Review and practice using the words *trickle* and *vexed* and the idiom “lose your nerve” from Day 3
- Build their speaking and listening skills
- Take responsibility for themselves

Words Reviewed

lose your nerve

“Lose your nerve” means “lose the courage or confidence to do something.”

trickle

A *trickle* is a “small amount.” *Trickle* also means “move or flow in small groups or amounts.”

vexed

Vexed means “irritated or annoyed.”

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (WA8) and review the pronunciation and meaning of each word.

Ask:



Q Which of yesterday’s words might you use when you are talking with your friends or family? How might you use the word? [Click 1 on WA8 to reveal the first prompt.] Turn to your partner.

lose your nerve

trickle

vexed

PROMPT 1: I might use the word _____ when I'm talking with _____. I might say . . .

1
2
3

PROMPT 1: “I might use the word [*vexed*] when I’m talking with [my annoying cousin]. I might say . . .”

PRACTICE USING THE WORDS

2 Play “Which Word Goes With?”

Tell the students that partners will play the game “Which Word Goes With?” Review that you will write a word where everyone can see it; then partners will discuss which of yesterday’s vocabulary words goes with the word you write. Then you will ask some pairs to share their thinking with the class.

Write the words *hot sauce* where everyone can see them, and read them aloud. Use “Think, Pair, Share” to discuss:

 **Q** Which of yesterday’s words do you think goes with hot sauce? Why do you think that? [Pause; click **2** to reveal the prompt.] Turn to your partner.

PROMPT 2: “I think [‘lose your nerve’] goes with *hot sauce* because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Write the word *audience* where everyone can see it, and read the word aloud.

Use “Think, Pair, Share” to discuss:

 **Q** Which of yesterday’s words do you think goes with audience? Why do you think that? [Pause; click **3** to reveal the next prompt.] Turn to your partner.

Teacher Note

If the students struggle to answer the questions, think aloud about associations you might make and why. For example, say “I think ‘lose your nerve’ goes with *hot sauce*, because you might think you want to taste it, but then you lose your nerve at the last second. I think *trickle* goes with *hot sauce*, too, because you can trickle hot sauce on your food. I think *vexed* can go with *hot sauce* also, because if you put too much hot sauce on your food, you might be vexed.” Then discuss the word *audience* as a class, rather than in pairs.

Teacher Note

If the students struggle to make associations, think aloud about associations you might make, or ask questions such as “What places might you see an audience trickle into or out of? Why might an audience trickle out of a show?” “How might ‘lose your nerve’ go with *audience*? When might someone lose her nerve in front of an audience?” and “How might the word *vexed* go with *audience*? Why might an audience become vexed during a movie? If you were in an audience, what might someone do to vex you?”

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

Teacher Note

To provide students with additional review of words taught during Weeks 23 and 24, you might distribute a copy of the "Week 24 Crossword Puzzle" (BLM3) to each student.

Day 5

Ongoing Review

Materials

- Ongoing review cards (WA9)
- Ongoing review activity (WA10)
- "Class Vocabulary Assessment Record" sheet (CA1)
- Class set of the "Individual Vocabulary Assessment: Word Check 6" answer sheet (IA1)
- Class set of the "Individual Vocabulary Assessment Student Record" sheet (SR1)
- "Individual Vocabulary Assessment Class Record" sheet (CR1)
- (Optional) Class set of the "Student Self-assessment" response sheet (SA1)

PROMPT 3: "I think [*trickle*] goes with *audience* because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Remember that there are no right or wrong responses. What is important is that the students explain the thinking behind their associations and demonstrate an understanding of the word's meaning.

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Take responsibility for themselves

Words Reviewed

defenseless

Defenseless means "without defense, helpless, or unprotected."

drastic

Drastic means "harsh, extreme, or very severe."

dwelling

A *dwelling* is a "place where someone lives, such as a house or an apartment."

preteen

A *preteen* is a "boy or girl before he or she becomes a teenager." A preteen is between the ages of 8 and 12.

procedure

A *procedure* is a "way to do something, or method of doing it, especially by a series of steps."

REVIEW THE WORDS

1 Briefly Review the Words

Display the ongoing review cards (WA9) and review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Play “Finish the Story”

Tell the students that partners will play the game “Finish the Story.” Remind them that you will tell them a story, leaving off the last word; partners will then decide which vocabulary word will make the best ending for the story and explain why they think so.

Display the ongoing review activity (🎧 WA10) and begin playing the game:

1. Click ❶ to reveal the first story. Point to the story and read it aloud twice, slowly and clearly.
 - Story 1: *Emma’s father is teaching her how to bake a pie. Emma carefully watches how her father measures and mixes the ingredients so that she can learn the _____.*
2. Give the students a few moments to think about the story. Then point to the five word choices and ask:



Q Which of these words makes the best ending for the story? Why do you think that? [Click ❶ again to reveal the prompt.] Turn to your partner.

PROMPT: “I think [*procedure*] is the best ending because . . .”

After partners have talked, have one or two pairs use the prompt to share their thinking with the class.

3. Conclude the discussion of the story by clicking ❶ a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place. Then reread the story with the word *procedure* at the end.

defenseless	drastic	dwelling	preteen	procedure
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STORY 1: Emma’s father is teaching her how to bake a pie. Emma carefully watches how her father measures and mixes the ingredients so that she can learn the procedure.

❶ ❷ ❸ ❹ ❺

WA10

4. Click ❶ to clear the screen.

Teacher Note

Each story on the ongoing review activity (WA10) has a corresponding number: the first story is ❶; the second story is ❷; the third story is ❸; and so on. To play the game, click the corresponding number four times:

- The first click reveals the story.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the story with the answer in place.
- The fourth click clears the screen.

Teacher Note

You might remind the students that they learned the word *envious* earlier and that if you are envious, you feel jealous of someone because that person has something you would like to have.

Repeat the procedure to discuss the following stories:

- Story 2: *Ryan is envious of his older sister. Now that she is 13, she gets to stay up later and go to the movies with her friends. He cannot wait until he is no longer a _____.* (preteen)
- Story 3: *Kenya is startled when she hears a whistling sound coming from her window. She screams and yells for her father. Her father says, "Kenya, it's just the wind. Your reaction is a bit _____."* (drastic)
- Story 4: *Victor gets a new bunny. He sets up the bunny's cage with everything it will need, so that it has the perfect _____.* (dwelling)
- Story 5: *While Myrna is watching tadpoles in the lake, her brother catches a fish. When he pulls the fish out of the water, Myrna feels a bit sad because now the fish is _____.* (defenseless)



Assessment Notes

CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to choose the best word to finish each story?
- Are they able to use the words to explain their thinking?
- Are they using the words spontaneously and accurately in conversations outside of the vocabulary lessons?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 209 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice by having the students play "Which Word Am I?" (see Week 2, Day 5, Step 2).

INDIVIDUAL VOCABULARY ASSESSMENT NOTE

Before continuing with the week 25 lesson, take this opportunity to assess individual students' understanding of words taught in Weeks 21–24 using the "Individual Vocabulary Assessment: Word Check 6" answer sheet (IA1) on page 213 of the *Assessment Resource Book*. For instructions on administering this assessment, see "Completing the Individual Vocabulary Assessment" on page 210 of the *Assessment Resource Book*.

(continues)

Assessment Notes *(continued)*

STUDENT SELF-ASSESSMENT NOTE

In addition to or in place of the Individual Vocabulary Assessment, you might have each student evaluate his understanding of words taught in Weeks 21-24 using the “Student Self-assessment” response sheet (SA1). For instructions on administering this assessment, see “Completing the Student Self-assessment” on page 214 of the *Assessment Resource Book*.

Week 25

ABOUT WEEK 25

In the week of the *Making Meaning* program that corresponds with this week's vocabulary lessons, the students read self-selected texts rather than hearing a read-aloud. For that reason, no new vocabulary words are introduced. We suggest that the students spend this week discussing interesting words they discover in their own reading or hear in conversation in the world around them through an activity called "Share a Word."

RESOURCES

Extensions

- "Pick a Favorite Word from the 'Share a Word' Chart"
- "Add to the 'Share a Word' Chart During the Coming Weeks"



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resource for this week.

Whiteboard Activity

- WA1

Reproducible

- Week 25 family letter (BLM1)

OVERVIEW

Vocabulary Focus

- Students learn and use words of their choosing from their student-selected texts and the world around them.
- Students build their speaking and listening skills.

Social Development Focus

- Students relate the values of respect and responsibility to their behavior.
- Students develop the skills of giving reasons for their opinions and discussing their opinions respectfully.

DO AHEAD

- ✓ Prior to Day 1, select two interesting words to discuss with the students. Choose one word that you have read recently and one word that you have heard used in conversation, on TV, at the movies, or elsewhere. You will use these words to introduce the students to this week's activity, "Share a Word" (see Day 1, Step 1 on page 542).
- ✓ Prior to Day 1, prepare a chart titled "Share a Word." You will use this chart to display the words that you and the students share with the class.
- ✓ Prior to Day 1, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.

Day 1

Introduce the Activity “Share a Word”

Materials

- “Directions for ‘Share a Word’” chart (WA1)
- “Share a Word” chart, prepared ahead, and a marker
- Copy of this week’s family letter (BLM1) for each student

Teacher Note

You might explain that the interesting word should not be a word the students have learned in the vocabulary lessons this year.

Teacher Note

If a student chooses a slang word to discuss, such as “cool” or “wicked,” tell the students that the word is an example of slang and explain that *slang* is “fun or playful words or phrases that people use in everyday conversations with friends or family.” Discuss the slang word as you would any other word. You might tell the students that a slang word is often a familiar word that has been given a new meaning. Discuss the familiar and slang meanings of words such as “cool,” “wicked,” “awesome,” or “sweet.”

In this lesson, the students:

- Learn about this week’s “Share a Word” activity
- Listen as you model sharing interesting words
- Give reasons for their opinions
- Discuss their opinions respectfully

ABOUT THIS WEEK’S VOCABULARY LESSONS

This week the students discuss interesting words they read or hear through an activity called “Share a Word.” On Day 1, you will introduce the students to the activity and model the activity for them. On Days 2-5, the students will share with the class the interesting words they have read or heard.

INTRODUCE AND MODEL THE ACTIVITY

1 Introduce the Activity “Share a Word”

Tell the students that they will be doing something different during the vocabulary lessons this week; they will do an activity called “Share a Word.” Explain that each student will find an interesting word to share with the class. The word might be one that the students come across during their reading, or it might be a word they hear someone say during the week. Explain that they might also choose to share an idiom.

Ask:

Q *When or where might you hear someone use an interesting word during the week?*

Have a few volunteers share their thinking with the class. If necessary, explain that the students might hear an interesting word anywhere they might be—for example, in school, at home, or at the grocery store. They might hear an interesting word when they are having a conversation with a classmate, friend, or family member, or they might hear an interesting word on TV or on the radio.

Display the “Directions for ‘Share a Word’” chart (WA1) and tell the students that the chart tells what you would like them to do to share their interesting word. Read the directions on the chart aloud.

Directions for “Share a Word”

Find an interesting word and tell your classmates:

- What the word is
- Where you read or heard it
- What it means
- Why you think it is interesting

Tell the students that if they read the word, they might bring the book in which they read it to class and share the part of the book that includes the word. Tell the students that they might use a print or online dictionary to find the meaning of the word.

2 Model Sharing Words

Direct the students’ attention to the “Share a Word” chart and explain that as the students share words this week, you will list the words on the chart. Explain that you will begin the list by sharing a few interesting words that you found—one that you read and one that you heard. Then share the words.

You might say:

“I was reading a news story about a popular vacation town and came across the word *meander*. *Meander* means ‘walk in a relaxed way, without a particular goal or destination.’ The word caught my attention because it was being used to describe the way visitors to the town might walk down the street, and I thought it was a vivid, descriptive verb.

My husband told me about a neighbor who sped out of his driveway so quickly that the tires of his car screeched. When something screeches, it makes a loud, high-pitched sound. I like the word *screech* because it is an example of onomatopoeia—it sounds like the noise it is describing.”

Write the words you shared on the “Share a Word” chart.

Tell the students that starting today, you would like them to be on the lookout for interesting words to share with the class. Explain that you will ask volunteers to share words tomorrow, and that students who are not ready to share tomorrow can share later in the week.

Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk with their families about the interesting words they discover this week.

Materials

- Student-selected texts
- “Directions for ‘Share a Word’” chart from Day 1 (WA1)
- “Share a Word” chart, prepared ahead, and a marker

In this lesson, the students:

- Share an interesting word with their classmates
- Discuss interesting words as a class
- Give reasons for their opinions
- Discuss their opinions respectfully

HAVE VOLUNTEERS SHARE A WORD

1 Review and Do the Activity

Remind the students that this week they are sharing interesting words that they read or hear. Direct the students’ attention to the “Directions for ‘Share a Word’” chart (WA1) and review the directions with the students. Then have a volunteer share an interesting word with the class. If necessary, support the volunteer in discussing the word by asking questions such as:

- Q *What is the word that you read or heard?*
- Q *Where did you [read/hear] the word [bamboozle]?*
- Q *What does the word [bamboozle] mean?*
- Q *Why do you think the word [bamboozle] is interesting?*

After the volunteer has shared her thinking with the class, facilitate a whole-class discussion about the word by asking questions such as:

- Q *What did you learn from [Felicia] about the word [bamboozle]?*
- Q *Who else thinks [bamboozle] is an interesting word? Why?*
- Q *What questions or comments do you have for [Felicia] about the word [bamboozle]?*
- Q *Has anyone heard or used the word [bamboozle] themselves? Tell us about it.*
- Q *How might you use the word [bamboozle] in your writing or as you talk with your family or friends?*

After the students have discussed the interesting word, write the word on the “Share a Word” chart.

Follow the same procedure to have other volunteers share their words with the class.

2 Continue the Activity During the Week

On Days 2–5 of this week, follow the procedures in Step 1 to have volunteers share words, and have the students discuss the words as a class.

EXTENSIONS

Pick a Favorite Word from the “Share a Word” Chart

At the end of the week, ask the students to choose a favorite word from the “Share a Word” chart. Ask:

Q *Which word on the “Share a Word” chart do you like the best? Why? Turn to your partner.*

PROMPT: “I like the word [*chartreuse*] the best because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Add to the “Share a Word” Chart During the Coming Weeks

Post the “Share a Word” chart where everyone can see it. Encourage the students to continue to look and listen for interesting words in their reading and in the world at large during the coming weeks. Have the students share and discuss their new words with their classmates and add new words to the chart. Encourage the students to use these interesting words in their writing and in conversations.

Week 26

RESOURCES

Story

Read-aloud

- “Zoo” by Edward D. Hoch (see pages 564–565)

Assessment Resource Book

- Week 26 vocabulary assessment



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA9

Assessment Form

- “Class Vocabulary Assessment Record” sheet (CA1)

Reproducibles

- Week 26 family letter (BLM1)
- (Optional) “Week 26 Word Cards” (BLM2)
- (Optional) “Week 26 Crossword Puzzle” (BLM3)

OVERVIEW

Words Taught

significant
insignificant
intrigue
cluster
grotesque
throng

Words Reviewed

cantankerous
clash
deteriorate
dilapidated
supporter

Word-learning Strategy

- Recognizing antonyms (review)

Vocabulary Focus

- Students learn and use six words from or about the story.
- Students review antonyms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students relate the value of respect to their behavior.
- Students develop the skills of giving reasons for their opinions, discussing their opinions respectfully, and expressing their true opinions.

DO AHEAD

- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 5, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 217 of the *Assessment Resource Book*.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 26 Word Cards" (BLM2) and "Week 26 Crossword Puzzle" (BLM3). These materials can be used to provide your students with more opportunities to review the words.

Day 1

Introduce *Significant*, *Insignificant*, and *Intrigue*

Materials

- “Zoo” (see pages 564–565)
- Word cards 145–146 (WA1)
- Word card 147 (WA2)

In this lesson, the students:

- Learn and use the words *significant*, *insignificant*, and *intrigue*
- Review antonyms
- Build their speaking and listening skills
- Give reasons for their opinions
- Discuss their opinions respectfully

Words Taught

significant

Significant means “very important or noticeable.” Something significant matters a lot to you.

insignificant

Insignificant means “not very important or not noticeable.” Something insignificant does not matter a lot to you.

intrigue

Intrigue means “fascinate or stir up curiosity or interest.”

INTRODUCE AND USE SIGNIFICANT

1 Introduce and Define *Significant*

Briefly review the short story “Zoo.”

Review that children look forward each year to the arrival of Professor Hugo’s Interplanetary Zoo. Then read the first paragraph on page 564 aloud.

Tell the students that the first word they will learn today is *significant*, and explain that *significant* means “very important or noticeable.”

Explain that something significant matters a lot to you. Point out that August 23 is a significant, or very important, date to the children because it is the day Professor Hugo’s zoo comes to town.

Display word cards 145–146 (WA1) and click to reveal word card 145. Have the students say the word *significant*.

Discuss as a class:

Q *What is a day or date that is significant, or very important, to you? Why?*

ELL Note

The Spanish cognate of *significant* is *significativo/a*.

Click **1** on word cards 145–146 (WA1) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

WA1

significant146

PROMPT 1: _____ is a **significant** day because . . .

1 2 3 4 5 6 7

PROMPT 1: “[Next Friday] is a significant day because . . .”

2 Discuss Significant People and Changes

Remind the students that *significant* means “very important.”

Ask:

 **Q** *Who are some significant people in your life? Why are they significant?*
[Click **2** on WA1 to reveal the prompt.] *Turn to your partner.*

PROMPT 2: “[My mom and dad] are significant people in my life because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Review that *significant* can also mean “noticeable.” Explain that when we say there has been a significant change in something, we mean there has been a noticeable or very obvious change.

Give one or two examples of significant changes that you have seen.

You might say:

“When my nephew dyed his hair blue, it made a significant change in his appearance. I noticed that immediately. When they built a brand-new gymnasium at our school, it was a significant change to the school.”

Use “Think, Pair, Share” to discuss:

 **Q** *What might be a significant, or noticeable, change we could make to our classroom?* [Pause; click **3** to reveal the prompt.] *Turn to your partner.*

PROMPT 3: “A significant change to our classroom might be [painting all the walls bright blue].”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

INTRODUCE AND USE INSIGNIFICANT

3 Introduce and Define *Insignificant* and Review Antonyms

Tell the students that the next word they will learn today is *insignificant*. Reveal word card 146 on word cards 145–146 (WA1) and have the students say the word *insignificant*.

Explain that *significant* and *insignificant* are *antonyms*, or “words with opposite meanings.” Then discuss as a class:

Q *If significant means “very important or noticeable” and significant and insignificant are antonyms, what do you think insignificant means?*

Click **4** on word cards 145–146 (WA1) to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 4: “I think *insignificant* means [‘not very important or not noticeable’].”

If necessary, explain that *insignificant* means “not very important or not noticeable.” Explain that something insignificant does not matter a lot to you.

4 Play “Significant or Insignificant?”

Remind the students that something significant matters a lot to you because it is very important, while something insignificant does not matter a lot to you because it is not very important.

Tell the students that partners will play a game called “Significant or Insignificant?” Explain that you will describe a situation the students might face. Partners will discuss whether the situation would be significant, or very important, to them, or insignificant, or not very important, and explain why. Remind the students that partners may not always agree, and that is fine. What is important is that they explain their thinking.

Begin by reading the following situation aloud:

- *You get mud all over your favorite sneakers.*

Ask:



Q *Would getting mud all over your favorite sneakers be significant or insignificant to you? Why? [Click **5** to reveal the prompt.] Turn to your partner.*

Teacher Note

If you started an antonym chart, add the words *significant* and *insignificant* to it.

ELL Note

The Spanish cognate of *insignificant* is *insignificante*.

Teacher Note

You might point to the letters *in* in *insignificant* and explain that *in-* is a prefix that means “not.” Point out that adding the prefix *in-* to the beginning of the word *significant* makes the new word *insignificant*, which means “not significant, or not very important or not noticeable.”

PROMPT 5: “Getting mud all over my favorite sneakers would be [significant/insignificant] to me because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following situations:

- *You find out that your best friend was not truthful with you about something.*



Q *Would finding out that your best friend was not truthful with you be significant or insignificant? Why? [Click 6 to reveal the next prompt.] Turn to your partner.*

PROMPT 6: “Finding out that my best friend was not truthful with me would be [significant/insignificant] because . . .”

- *Your parents decide you cannot watch TV on school nights.*



Q *Would not being allowed to watch TV on school nights be significant or insignificant to you? Why? [Click 7 to reveal the next prompt.] Turn to your partner.*

PROMPT 7: “Not being allowed to watch TV on school nights would be [significant/insignificant] to me because . . .”

Point to the words *significant* and *insignificant* and review the pronunciation and meaning of the words.

INTRODUCE AND USE *INTRIGUE*

5 Introduce and Define *Intrigue*

Review that every year crowds of people come to see the peculiar creatures in Professor Hugo’s Interplanetary Zoo. Read the second paragraph on page 564 aloud.

Tell the students that the last word they will learn today is *intrigue*, and explain that *intrigue* means “fascinate or stir up curiosity or interest.” Explain that Professor Hugo’s zoo intrigues, or fascinates, the people of Earth. Point out that people are so intrigued by, or curious about, the creatures on the ship that they wait in long lines and pay money to see them.

Display word card 147 (🌐 WA2) and have the students say the word *intrigue*.

6 Discuss *Intrigue*

Remind the students that something that intrigues them fascinates them or stirs up their curiosity or interest. Give the students some examples of things that intrigue you or someone you know.

Teacher Note

You might remind the students that they learned the word *peculiar* earlier and that *peculiar* means “strange or odd.”

Teacher Note

You might explain that *intrigue* and *fascinate* are synonyms and add the words to the synonym chart.

ELL Note

The Spanish cognate of *intrigue* is *intrigar*.

Teacher Note

Support struggling students by asking questions such as “What is something you have seen or heard about on TV that really interests you?” “What is something you would like to learn more about?” and “What is something you are curious about?”

You might say:

“Dolphins intrigue me because I think the way they communicate is very interesting. Venus flytraps also intrigue me because I think carnivorous plants are fascinating. My son is intrigued by outer space, especially the possibility that there might be life on other planets. He reads a lot about space, and he spends hours looking through his telescope at the stars and planets.”

Use “Think, Pair, Share” to discuss:



Q *What is something that intrigues you? Why does it intrigue you?* [Pause; click 1 on WA2 to reveal the prompt.] *Turn to your partner.*

PROMPT 1: “[Gila monsters] [intrigue/intrigues] me because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *intrigue* and review the pronunciation and meaning of the word.

Day 2

Review *Significant, Insignificant, and Intrigue*

Materials

- Daily review cards (WA3)
- “Tell Me a Story” chart (WA4)

In this lesson, the students:

- Review and practice using the words *significant*, *insignificant*, and *intrigue* from Day 1
- Build their speaking and listening skills
- Give reasons for their opinions
- Discuss their opinions respectfully

Words Reviewed

significant

Significant means “very important or noticeable.” Something significant matters a lot to you.

insignificant

Insignificant means “not very important or not noticeable.” Something insignificant does not matter a lot to you.

intrigue

Intrigue means “fascinate or stir up curiosity or interest.”

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (🔊 WA3) and review the pronunciation and meaning of each word.

Discuss as a class:

Q *Would a week of gray, rainy weather have a significant effect on your mood? Why?*

Click **1** on the daily review cards (WA3) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

WA3

significant insignificant intrigue

PROMPT 1: A week of gray, rainy weather [would/would not] have a **significant** effect on my mood because . . .

1 2 3

PROMPT 1: “A week of gray, rainy weather [would/would not] have a significant effect on my mood because . . .”

Use the same procedure to discuss the following questions:

Q *If you had an insignificant stain on your shirt, would you change your shirt? Why?*

PROMPT 2: “If I had an insignificant stain on my shirt, I [would/would not] change my shirt because . . .”

Q *What do you do when something intrigues you? Why?*

PROMPT 3: “When something intrigues me, I [try to find out more about it] because . . .”

PRACTICE USING THE WORDS

2 Do the Activity “Tell Me a Story”

Tell the students that partners will do the activity “Tell Me a Story.” Remind the students that you will tell the beginning of a story that

includes one of the vocabulary words. Then the students will use their imaginations and what they know about the word to make up an ending for the story.

Display the “Tell a Story” chart (🗨️ WA4) and show the first story and its accompanying prompt. Tell the students that story 1 uses the word *significant*. Then read story 1 aloud, slowly and clearly.

- Story 1: *A scientist named Lora Lookabout disappeared while exploring a rain forest. When she was found a year later, there was a significant change in her appearance. The significant change was . . .*

Use “Think, Pair, Share” to discuss:



Q *How might you finish the story? What significant change might there be in the explorer’s appearance? [Pause; point to prompt 1.] Turn to your partner.*

Tell Me a Story

A scientist named Lora Lookabout disappeared while exploring a rain forest. When she was found a year later, there was a significant change in her appearance. The significant change was . . .

PROMPT 1: The **significant** change was . . .

WA4

PROMPT 1: “The significant change was . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the remaining stories:

- Story 2: *Ten-year-old Joaquin is easily upset. He becomes upset over insignificant things like . . .*



Q *How might you finish the story? What insignificant things might upset Joaquin? [Pause; point to prompt 2.] Turn to your partner.*

PROMPT 2: “Joaquin becomes upset over insignificant things like . . .”

- Story 3: *“I like reading about animals that are big or dangerous,” said Nora. “I’m especially intrigued by . . .”*



Q *How might you finish the story? What big or dangerous animals might especially intrigue Nora? [Pause; point to prompt 3.] Turn to your partner.*

PROMPT 3: “I’m especially intrigued by . . .”

Introduce *Cluster*, *Grotesque*, and *Throng*

Day 3

In this lesson, the students:

- Learn and use the words *cluster*, *grotesque*, and *throng*
- Build their speaking and listening skills
- Discuss their opinions respectfully

Words Taught

cluster (p. 564)

Cluster means “stand or grow close together.”

grotesque

Grotesque means “ugly or strange in a way that is unpleasant or frightening.”

throng

A *throng* is a “large crowd of people.”

INTRODUCE AND USE *CLUSTER*

1 Introduce and Define *Cluster*

Remind the students that crowds of children and adults come to see the peculiar creatures in Professor Hugo’s zoo. Then read the following sentence from the third paragraph on page 564 aloud, emphasizing the word *clustered*: “The citizens of Earth clustered around as Professor Hugo’s crew quickly collected the waiting dollars, and soon the good Professor himself made an appearance, wearing his many-colored rainbow cape and top hat.”

Tell the students that the first word they will learn today is *cluster*, and explain that *cluster* means “stand or grow close together.” Explain that people cluster, or stand close together, around the crew so that they can be among the first to pay their dollars and see the creatures up close.

Display word card 148 (🌐 WA5) and have the students say the word *cluster*.

2 Discuss When People Cluster

Review that when people cluster, they stand close together. Remind the students that in the story, people cluster around the crew because they are eager to pay their money and see the creatures. Point out that in school, students sometimes cluster around a teacher because they are curious to hear what the teacher is saying or see what she is doing.

Materials

- “Zoo” (see pages 564–565)
- Word card 148 (WA5)
- Word card 149 (WA6)
- Word card 150 (WA7)

Teacher Note

You might explain that the word *cluster* can also be a noun, and that *cluster* can also mean a “bunch or group.”

ELL Note

You might invite a group of volunteers to cluster around you and then have the students discuss what they notice.

Teacher Note

Support struggling students by asking questions such as “When might you see people cluster [in the hallways at school/in the cafeteria/on the playground/at a movie theater/on a sidewalk or street corner/at a zoo or park]?”

ELL Note

The Spanish cognate of *grotesque* is *grotesco/a*.

Use “Think, Pair, Share” to discuss:

-  **Q** What is another time or place you might see people cluster, or stand close together? [Pause; click **1** on WA5 to reveal the first prompt.] Turn to your partner.

WA5

cluster

PROMPT 1: People might **cluster** _____.

1 **2**

PROMPT 1: “People might cluster [at a bus stop while they are waiting to get on the bus].”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Remind the students that *cluster* also means “grow close together,” and explain that grapes cluster, or grow close together, on a vine.

Discuss as a class:

- Q** If you saw flowers clustered on a bush, what would that look like?

Click **2** on word card 148 (WA5) to reveal the next prompt. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 2: “Flowers clustered on a bush would look like . . .”

Point to the word *cluster* and review the pronunciation and meaning of the word.

INTRODUCE AND USE GROTESQUE

3 Introduce and Define Grotesque

Review that the professor brought the horse-spider people of Kaan in his interplanetary zoo. Then read the fifth paragraph on page 564 aloud, beginning with “And the crowds slowly filed by . . .”

Tell the students that the next word they will learn today is *grotesque*. Explain that *grotesque* means “ugly or strange in a way that is unpleasant or frightening.”

Explain that to the people of Earth, these creatures that look like horses but run up walls like spiders are grotesque, or ugly or strange in a way that is unpleasant and frightening. They are both horrified and intrigued by these grotesque creatures.

Display word card 149 (🗉 WA6) and have the students say the word *grotesque*.

4 Do the Activity “Imagine That!”

Remind the students that something grotesque is ugly or strange in a way that is unpleasant or frightening, and explain that science-fiction stories, like “Zoo,” sometimes have grotesque creatures, like the horse-spider people of Kaan.

Ask the students to imagine that they are each writing a science-fiction story about a grotesque creature from outer space. Have them close their eyes and picture in their minds what their grotesque creatures might look like. Help them form mental pictures by asking the following questions, pausing between the questions to give them time to think:

- Q *What size is your grotesque creature?*
- Q *What do the creature’s eyes look like? Mouth? Nose? Teeth?*
- Q *What does its body look like?*
- Q *How does your grotesque creature move?*



Have the students open their eyes. Click ① on word card 149 (WA6) to reveal the prompt. Then say “Turn to your partner” and have partners use the prompt to take turns describing their grotesque creatures.

PROMPT 1: “My grotesque creature . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *grotesque* and review the pronunciation and meaning of the word.

INTRODUCE AND USE *THRONG*

5 Introduce and Define *Throng*

Remind the students that the crowd pays money to see the horse-spider people of Kaan. Then read the following sentence from page 564 aloud: “All day long it went like that, until ten thousand people had filed by the barred cages set into the side of the spaceship.”

Teacher Note

You might explain that *throng* and *crowd* are synonyms and add the words to the synonym chart.

Teacher Note

You might explain that the word *throng* can also be a verb and that, when we say people throng to a place, we mean that large numbers of people go to the place; for example, during the holidays people throng to shopping malls.

Tell the students that the last word they will learn today is *throng*, and explain that a *throng* is a “large crowd of people.” Review that by the end of the day, a throng, or large crowd, of ten thousand people had seen the horse-spider people.

Display word card 150 (🗨️ WA7) and have the students say the word *throng*.

6 Discuss Throngs of People

Review that a *throng* is a “large crowd of people”; then give a few examples of times when you have seen or been in a throng of people.

You might say:

“When I was at the beach, a throng of people was waiting in line to rent umbrellas. Whenever I visit the aquarium, there is always a throng of people in front of the otter exhibit. On TV, you see throngs of people at baseball games and other sporting events.”

Ask:



Q *When have you seen or been in a throng of people?* [Click 1 on WA7 to reveal the prompt.] *Turn to your partner.*

PROMPT 1: “I saw a throng of people . . .” or “I was in a throng of people when . . .”

Point to the word *throng* and review the pronunciation and meaning of the word.

Review Cluster, Grotesque, and Throng

Day 4

In this lesson, the students:

- Review and practice using the words *cluster*, *grotesque*, and *throng* from Day 3
- Build their speaking and listening skills
- Discuss their opinions respectfully
- Discuss the importance of expressing their true opinions

Words Reviewed

cluster

Cluster means “stand or grow close together.”

grotesque

Grotesque means “ugly or strange in a way that is unpleasant or frightening.”

throng

A *throng* is a “large crowd of people.”

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (WA8) and review the pronunciation and meaning of each word.

Ask:



Q Which of yesterday’s words do you think was especially interesting or fun to talk about? Why? [Click 1 on WA8 to reveal the first prompt.]
Turn to your partner.

clustergrotesquethrong

PROMPT 1: I think the word _____ was especially [interesting/fun] to talk about because . . .

1 2 3 4

WA8

Materials

- Daily review cards (WA8)
- Copy of this week’s family letter (BLM1) for each student
- (Optional) Copy of the “Week 26 Crossword Puzzle” (BLM3) for each student

Teacher Note

You might remind the students that they learned the word *mystify* earlier that *mystify* means “confuse, bewilder, or puzzle.”

Teacher Note

You might remind the students that they learned the word *clamor* earlier and that *clamor* means “demand or ask for something loudly.”

Teacher Note

You might remind the students that they learned the idiom “on pins and needles” earlier and that “on pins and needles” means “very nervous or uneasy.”

Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

Teacher Note

To provide students with additional review of words taught during Weeks 25 and 26, you might distribute a copy of the “Week 26 Crossword Puzzle” (BLM3) to each student.

PROMPT 1: “I think the word [*grotesque*] was especially [interesting/fun] to talk about because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

PRACTICE USING THE WORDS

2 Think More About the Words

Tell the students that you will ask questions that include yesterday’s vocabulary words and words they learned earlier.

Ask:



Q *Would you be mystified if you woke up one morning and there was a crowd of people clustered around your bed? Why?* [Click 2 to reveal the prompt.] *Turn to your partner.*

PROMPT 2: “I [would/would not] be mystified if I woke up and there was a crowd of people clustered around my bed because . . .”

Use the same procedure to discuss the following questions:



Q *What might a throng of people gathered outside a building be clamoring for?* [Click 3 to reveal the next prompt.] *Turn to your partner.*

PROMPT 3: “A throng of people gathered outside a building might be clamoring for . . .”



Q *Would you be on pins and needles if you saw a grotesque shadow on your bedroom wall?* [Click 4 to reveal the next prompt.] *Turn to your partner.*

PROMPT 4: “I [would/would not] be on pins and needles if I saw a grotesque shadow on my bedroom wall because . . .”

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Discuss their opinions respectfully
- Discuss the importance of expressing their true opinions

Words Reviewed

cantankerous

Cantankerous means “grouchy or disagreeable.”

clash

Clash means “fight or argue.”

deteriorate

Deteriorate means “become worse.”

dilapidated

Dilapidated means “old, broken, and in very bad condition.”

supporter

A *supporter* is “someone who supports, or helps or favors, a particular person, group, or plan.”

REVIEW THE WORDS

1 Briefly Review the Words

Display the ongoing review cards (WA9) and review the pronunciation and meaning of each word.

Materials

- Ongoing review cards (WA9)
- “Class Vocabulary Assessment Record” sheet (CA1)

PRACTICE USING THE WORDS

2 Play “Make a Choice”

Tell the students that partners will play the game “Make a Choice.” Point to the word *cantankerous* on the ongoing review cards (WA9) and explain that partners will play the first round of the game with the word *cantankerous*. Then ask:

-  **Q** Which of these people is *cantankerous*: a man with a happy disposition or a man with a grumpy disposition? Why? [Click 1 on WA9 to reveal the first prompt.] Turn to your partner.

WA9

cantankerous clash deteriorate

dilapidated supporter

PROMPT 1: I think a man with a [happy/grumpy] disposition is **cantankerous** because . . .

1 2 3 4 5

PROMPT 1: “I think a man with a [happy/grumpy] disposition is *cantankerous* because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Repeat the procedure to continue playing the game using the following questions:

[clash]

-  **Q** Which of these people might you *clash* with: someone who behaves in an unethical way or someone who behaves in an ethical way? Why? [Click 2 to reveal the next prompt.] Turn to your partner.

PROMPT 2: “I might *clash* with someone who behaves in an [unethical/ethical] way because . . .”

[deteriorate]

-  **Q** Which of these might cause the flow of traffic to *deteriorate*: road construction or a pedestrian crossing the street? Why? [Click 3 to reveal the next prompt.] Turn to your partner.

Teacher Note

You might remind the students that they learned the word *disposition* earlier and that someone’s disposition is his or her usual mood, or the way he or she usually acts or behaves.

ELL Note

Rather than having the students choose between two scenarios, you might have them discuss each one individually by first asking, “Is a man with a happy disposition *cantankerous*? Why?” and then asking, “Is a man with a grumpy disposition *cantankerous*? Why?”

ELPS 4.F.viii

ELPS 4.F.ix

Step 2 and all margin notes pages 562–563

Teacher Note

You might remind the students that they learned the words *unethical* and *ethical* earlier. Review that *unethical* means “wrong according to society’s beliefs” and that *ethical* means “right according to a society’s beliefs.”

PROMPT 3: “I think [road construction] would cause the flow of traffic to deteriorate because . . .”

[dilapidated]



Q Which of these is dilapidated: an old building with broken windows and peeling paint or a new bicycle? Why? [Click 4 to reveal the prompt.] Turn to your partner.

PROMPT 4: “I think [an old building with broken windows and peeling paint] is dilapidated because . . .”

[supporter]



Q Which of these people is a supporter of the high school band: someone who must be compelled to go to a concert or someone who is excited to go to every concert? Why? [Click 5 to reveal the prompt.] Turn to your partner.

PROMPT 5: “I think someone who [is excited to go to every concert] is a supporter of the high school band because . . .”



CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' choices show that they understand the words' meanings?
- Do they use the vocabulary words to explain their thinking?
- Are they using the words spontaneously and accurately in conversations outside of the vocabulary lessons?

Record your observations on the “Class Vocabulary Assessment Record” sheet (CA1); see page 217 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice by having the students play “Find Another Word” (see Week 2, Day 2, Step 2).

Teacher Note

You might remind the students that they learned the word *compel* earlier and that *compel* means “force.”

Story

Zoo

by Edward D. Hoch

The children were always good during the month of August, especially when it began to get near the twenty-third. It was on this day that Professor Hugo's Interplanetary Zoo settled down for its annual six-hour visit to the Chicago area.

Before daybreak the crowds would form, long lines of children and adults both, each one clutching his or her dollar, and waiting with wonderment to see what race of strange creatures the Professor had brought this year.

In the past they had sometimes been treated to three-legged creatures from Venus, or tall, thin men from Mars, or even snake-like horrors from somewhere more distant. This year, as the great round ship settled slowly to earth in the huge tri-city parking area just outside of Chicago, they watched with awe as the sides slowly slid up to reveal the familiar barred cages. In them were some wild breed of nightmare—small, horse-like animals that moved with quick, jerking motions and constantly chattered in a high-pitched tongue. The citizens of Earth clustered around as Professor Hugo's crew quickly collected the waiting dollars, and soon the good Professor himself made an appearance, wearing his many-colored rainbow cape and top hat. "Peoples of Earth," he called into his microphone.

The crowd's noise died down as he continued. "Peoples of Earth, this year you see a real treat for your single dollar—the little-known horse-spider people of Kaan—brought to you across a million miles of space at great expense. Gather around, study them, listen to them, tell your friends about them. But hurry! My ship can remain here only six hours!"

And the crowds slowly filed by, at once horrified and fascinated by these strange creatures that looked like horses but ran up the walls of their cages like spiders. "This is certainly worth a dollar," one man remarked, hurrying away. "I'm going home to get the wife."

All day long it went like that, until ten thousand people had filed by the barred cages set into the side of the spaceship. Then, as the six-hour limit ran out, Professor Hugo once more took microphone in hand. "We must go now, but we will return next year on this date. And if you enjoyed our zoo this year, phone your friends in other cities about it. We will land in New York

(continues)

"Zoo" by Edward D. Hoch, originally published in *Fantastic Universe*. Copyright © 1958 by Edward D. Hoch. Reprinted by permission of the Sternig & Byrne Literary Agency.

Zoo

(continued)

tomorrow, and next week on to London, Paris, Rome, Hong Kong, and Tokyo. Then on to other worlds!”

He waved farewell to them, and as the ship rose from the ground the Earth peoples agreed that this had been the very best Zoo yet. . . .

Some two months and three planets later, the silver ship of Professor Hugo settled at last onto the familiar jagged rocks of Kaan, and the queer horse-spider creatures filed quickly out of their cages. Professor Hugo was there to say a few parting words, and then they scurried away in a hundred different directions, seeking their homes among the rocks.

In one, the she-creature was happy to see the return of her mate and offspring. She babbled a greeting in the strange tongue and hurried to embrace them. “It was a long time you were gone! Was it good?”

And the he-creature nodded. “The little one enjoyed it especially. We visited eight worlds and saw many things.”

The little one ran up the wall of the cave. “On the place called Earth it was the best. The creatures there wear garments over their skins, and they walk on two legs.”

“But isn’t it dangerous?” asked the she-creature.

“No,” her mate answered. “There are bars to protect us from them. We remain right in the ship. Next time you must come with us. It is well worth the nineteen commocs it costs.”

And the little one nodded. “It was the very best Zoo ever. . . .”

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Week 27

RESOURCES

Story

Read-aloud

- “12 seconds from death” from *True Stories of Heroes* by Paul Dowswell (see pages 587–589)

More Strategy Practice

- “Play ‘Use the Clues’”



More ELL Support

- “Act Out and Discuss Being Engrossed in Something”



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA12

Reproducibles

- Week 27 family letter (BLM1)
- (Optional) “Week 27 Word Cards” (BLM2)

OVERVIEW

Words Taught

plummet
knowledgeable
lurch
impact
bellow
engrossed

Words Reviewed

engrossed
knowledgeable
on pins and needles
vexed
wide-eyed

Word-learning Strategies

- Using context to determine word meanings (review)
- Recognizing words with multiple meanings (review)

Vocabulary Focus

- Students learn and use six words from or about the story.
- Students review using context to determine word meanings.
- Students review words with multiple meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students relate the values of respect and responsibility to their behavior.
- Students develop the skills of giving reasons for their opinions, discussing their opinions respectfully, and expressing their true opinions.

DO AHEAD

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Play ‘Use the Clues’” on page 573.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print “Week 27 Word Cards” (BLM2). These cards can be used to provide your students with more opportunities to review the words.

Day 1

Introduce *Plummet*, *Knowledgeable*, and *Lurch*

Materials

- “12 seconds from death” (see pages 587–589)
- “Sentences from ‘12 seconds from death’” chart (WA1)
- Word card 151 (WA2)
- Word card 152 (WA3)
- Word card 153 (WA4)

TEKS 3.B.ii
Student/Teacher Narrative
Step 1

In this lesson, the students:

- Learn and use the words *plummet*, *knowledgeable*, and *lurch*
- Review using context to determine word meanings
- Review words with multiple meanings
- Build their speaking and listening skills
- Express their true opinions
- Give reasons for their opinions

Words Taught

plummet (p. 587)

Plummet means “fall suddenly and very quickly from a high place.” *Plummet* also means “decrease suddenly by a large amount.”

knowledgeable

If you are knowledgeable about something, you know a lot about it.

lurch (p. 587)

Lurch means “lean or roll suddenly forward or to one side.”

INTRODUCE AND USE PLUMMET

1 Introduce *Plummet* and Review Using Context to Determine Word Meanings

Briefly review “12 seconds from death.”

Review that at the beginning of the story, Richard Maynard is in a plane getting ready to skydive for the first time. Then read the second paragraph of the story aloud, emphasizing the word *plummet*: “Richard Maynard was making his first jump. He had paid a substantial fee to plummet from 3,600m (12,000ft), strapped to Mike Smith, a skilled parachute instructor.”

Tell the students that the first word they will learn today is *plummet*. Display the “Sentences from ‘12 seconds from death’” chart (WA1) and explain that these are the sentences you just read. Point to the word *plummet* and underline it. Remind the students that they can sometimes figure out the meaning of an unfamiliar word like *plummet* by reading the sentence that includes the word, or the sentences that come before or after it, to look for clues. Explain that as you read the sentences again, you want the students to think about what the word *plummet* might mean and which words in the sentences are clues to its meaning.

Read the sentences aloud twice. Ask:



Q Based on what you just heard, what do you think the word *plummet* might mean? [Point to prompt 1 on WA1.] Turn to your partner.

WA1

Sentences from “12 seconds from death”

Richard Maynard was making his first jump. He had paid a substantial fee to plummet from 3,600m (12,000ft), strapped to Mike Smith, a skilled parachute instructor.

PROMPT 1: I think *plummet* means _____.

PROMPT 2: The words _____ and _____ are clues that tell you that *plummet* means _____.

PROMPT 1: “I think *plummet* means [‘fall’].”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Then ask:



Q Which words in the sentences are clues to the meaning of *plummet*? [Point to prompt 2.] Turn to your partner.

PROMPT 2: “The words [‘jump’] and [‘from 3,600m’] are clues that tell you that *plummet* means [‘fall’].”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class. If necessary, explain that *plummet* means “fall suddenly and very quickly from a high place.” Explain that when people skydive, they jump out of planes and then plummet, or fall suddenly and very quickly, until they open their parachutes to slow their descent. Point out that the words *jump*, *from 3,600m*, and *parachute* are clues to the meaning of *plummet*.

Display word card 151 (🗉 WA2) and have the students say the word *plummet*.

2 Discuss Things That Plummet

Review that *plummet* means “fall suddenly and very quickly from a high place.” Give one or two examples of things that plummet.

You might say:

“During an avalanche, snow and ice plummet, or fall suddenly and very quickly, down the side of a mountain. During wars, planes that are shot down plummet into the ground or ocean.”

Teacher Note

If the students do not immediately determine the meaning of *plummet* from the context, give them the definition, rather than have them guess.

Teacher Note

You might underline the context clues. For more practice with using context to determine word meanings, see the more strategy practice activity “Play ‘Use the Clues’” on page 573.

Teacher Note

You might explain that *plummet* and *fall* are synonyms. If you started a synonym chart, add the words *plummet* and *fall* to it.

Use “Think, Pair, Share” to discuss:



Q *What is something that might plummet from the sky? Why might it plummet?* [Pause; click 1 on WA2 to reveal the first prompt.] *Turn to your partner.*

PROMPT 1: “[A bird] might plummet from the sky when . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

3 Introduce Another Meaning of *Plummet*

Review that words can have more than one meaning, and explain that *plummet* has another meaning. It can also mean “decrease suddenly by a large amount.” Explain that if the cost of an airplane ticket decreased in a week from \$400 to \$100, we would say the cost of the ticket plummeted. If the number of people attending baseball games dropped in a week from 50,000 to 5,000 people, we would say attendance at the games plummeted.

4 Play “Is It Plummeting?”

Remind the students that *plummet* can mean “fall suddenly and very quickly from a high place” or “decrease suddenly by a large amount.” Tell the students that partners will play a game called “Is It Plummeting?” Explain that you will describe a situation; then partners will decide whether or not the person or thing in the situation is plummeting and explain why they think so.

Begin by reading the following scenario aloud:

- *A mountain climber loses her footing and tumbles hundreds of feet down the mountain.*

Ask:



Q *Is the mountain climber plummeting? Why?* [Click 2 to reveal the prompt.] *Turn to your partner.*

PROMPT 2: “The [mountain climber] [is/is not] plummeting because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Repeat the procedure to discuss the following scenarios:

- *A feather drifts slowly out of a bird’s nest onto the ground.*
- *The temperature goes from 60 degrees to 10 degrees in a few hours.*
- *The price of a slice of pizza drops from \$1.50 to \$1.45 over the weekend.*

Point to the word *plummet* and review the pronunciation and meanings of the word.

INTRODUCE AND USE KNOWLEDGEABLE

5 Introduce and Define *Knowledgeable*

Remind the students that when Richard Maynard made his first parachute jump, he did not jump alone. Then reread the following sentence from the second paragraph of the story aloud: “He had paid a substantial fee to plummet from 3,600m (12,000ft), strapped to Mike Smith, a skilled parachute instructor.”

Tell the students that the next word they will learn today is *knowledgeable*. Explain that if you are knowledgeable about something, you know a lot about it. Explain that Mike Smith is knowledgeable about skydiving—he knows a lot about it. That is why Richard Maynard paid Mike Smith to jump with him.

Display word card 152 (🗉 WA3) and have the students say the word *knowledgeable*.

6 Discuss Things the Students Are Knowledgeable About

Remind the students that if you are knowledgeable about something, you know a lot about it. For example doctors are knowledgeable, or know a lot, about the human body and how it works. Auto mechanics are knowledgeable about the way cars work and how to fix them.

Ask:



Q *What is a topic or subject that you are knowledgeable about?* [Click ❶ on WA3 to reveal the first prompt.] *Turn to your partner.*

PROMPT 1: “I am knowledgeable about [mummies].”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Follow up by asking each volunteer:

Q *How did you become knowledgeable about [mummies]?*

Click ❷ on word card 152 (WA3) to reveal the next prompt. Have the volunteers use the prompt to share their thinking with the class.

PROMPT 2: “I became knowledgeable about [mummies] by . . .”

Discuss as a class:

Q *What is a subject or topic you would like to become more knowledgeable about? Why?*

Click ❸ to reveal the next prompt. Have a few volunteers use the prompt to share their thinking with the class.

Teacher Note

You might point out that the words *know* and *knowledge* are part of the word *knowledgeable*.

PROMPT 3: “I would like to become more knowledgeable about [the ocean] because . . .”

Point to the word *knowledgeable* and review the pronunciation and meaning of the word.

INTRODUCE AND USE *LURCH*

7 Introduce and Define *Lurch*

Review that when O’Brien saw that Smith and Maynard’s parachute did not open, he dove quickly through the air to catch the plummeting pair and release their parachute. Read the following sentences from the sixth paragraph of the story aloud, emphasizing the word *lurch*: “But diving at the same speed was extremely difficult. O’Brien would be within arm’s length of the falling men and then lurch out of reach.”

Tell the students that the last word they will learn today is *lurch*, and explain that *lurch* means “lean or roll suddenly forward or to one side.” Explain that when O’Brien was close enough to Smith and Maynard to open their parachute, his body would lurch, or roll suddenly forward or to one side, making the men suddenly out of reach.

Display word card 153 ( WA4) and have the students say the word *lurch*.

8 Do the Activity “Imagine That!”

Tell the students that partners will do the activity “Imagine That!” Remind them that you will describe a scene and ask them to picture the scene in their minds. Then partners will use the word *lurch* to talk about what they pictured.

Have the students close their eyes and imagine the following scenario:

- *You are on an amusement-park ride. The ride turns and twists and causes you to lurch from side to side.*

Then use “Think, Pair, Share” to discuss:

 **Q** *What does it look or feel like to lurch from side to side on the amusement-park ride? [Pause.] Open your eyes. [Click  on WA4 to reveal the prompt.] Turn to your partner.*

PROMPT 1: “Lurching from side to side [looks/feels] like . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Invite a volunteer to act out the way lurching from side to side on a ride might look.

Use the same procedure to discuss the following scenario:

- *You are riding in a car. The car stops suddenly, causing you to lurch forward.*



Q *What does it look or feel like to lurch forward when the car stops suddenly?* [Pause.] *Open your eyes.* [Click 2 to reveal the prompt.]

PROMPT 2: “Lurching forward [looks/feels] like . . .”

Point to the word *lurch* and review the pronunciation and meaning of the word.

MORE STRATEGY PRACTICE

Play “Use the Clues”

Display the “Use the Clues” chart (🗨️ WA5).

Use the Clues

As the wrecking ball struck the windows, the glass _____ into tiny pieces and then fell to the ground like rain.

After many hours, the demolition was finally _____, and the construction crew began to sort through the rubble and haul it away.

PROMPT: I think the missing word is _____ because . . .

WA5

Explain that partners will play the game “Use the Clues,” in which they use clues to figure out a word that is missing from a sentence. Direct the students’ attention to the sentences on the chart. Review that as you read the sentences aloud, you want them to think about what the missing word might be and what words in the sentences are clues to the missing word. Remind them that more than one word might make sense as the missing word and that the word does not have to be a vocabulary word.

Read the first sentence aloud twice, slowly and clearly, saying “blank” for the missing word.

Use “Think, Pair, Share” to discuss:



Q *What’s the missing word? What words are clues to the missing word?* [Pause; point to the prompt.] *Turn to your partner.*

Materials

- “Use the Clues” chart (WA5)

Teacher Note

Alternatively, you might write the “Use the Clues” sentences where everyone can see them.

Teacher Note

Listen as partners share. If the students suggest words that are not supported by the context, call for their attention. Provide a word and point out the context clues. Then have the students discuss the second example in pairs.

Teacher Note

Although *broke* and *shattered* are logical responses, the students may reasonably argue that *burst*, *exploded*, or another word is also supported by the clues in the sentence.

Teacher Note

Possible responses include *done*, *finished*, *completed*, and *through*.

PROMPT: “I think the missing word is [*broke*] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

If necessary, explain that the missing word might be *broke* or *shattered* and that the words *struck the window* and *tiny pieces* are clues that the window was destroyed.

Use the same procedure to discuss the second sentence.

Day 2

Review *Plummet*, *Knowledgeable*, and *Lurch*

Materials

- Daily review cards (WA6)

In this lesson, the students:

- Review and practice using the words *plummet*, *knowledgeable*, and *lurch* from Day 1
- Build their speaking and listening skills
- Express their true opinions
- Give reasons for their opinions
- Discuss their opinions respectfully

Words Reviewed

plummet

Plummet means “fall suddenly and very quickly from a high place.” *Plummet* also means “decrease suddenly by a large amount.”

knowledgeable

If you are *knowledgeable* about something, you know a lot about it.

lurch

Lurch means “lean or roll suddenly forward or to one side.”

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (🗉 WA6) and review the pronunciation and meaning of each word.

Discuss as a class:

Q Which of yesterday's words might you use in a story about two friends who build their own spaceship? How might you use the words?

Click **1** on the daily review cards (WA6) to reveal the prompt. Have a few volunteers share their thinking with the class.

WA6

plummet knowledgeable lurch

PROMPT 1: I might use the word _____. I might write . . .

1

PROMPT 1: "I might use the word *[knowledgeable]*. I might write . . ."

PRACTICE USING THE WORDS

2 Do the Activity "Create a Sentence"

Tell the students that partners will do the activity "Create a Sentence." Review that partners will work together to create sentences that use the vocabulary words.

Point to the word *plummet* and review that *plummet* has two meanings. *Plummet* means "fall suddenly and very quickly from a high place" and "decrease suddenly by a large amount."

Use "Think, Pair, Share" to discuss:

 **Q** How might you use the word *plummet* in a sentence? [Pause.] Turn to your partner.

After partners have talked, have a few pairs share their sentences with the class.

Teacher Note

Support struggling students by asking questions such as "When might you see something plummet from the sky?" and "What might cause a person's math grade to plummet?" If they continue to struggle, provide a sentence starter such as "The kite plummeted from the sky when . . ." or "Attendance at school plummeted when . . ."

Teacher Note

For the word *knowledgeable*, support struggling students by asking questions such as “What is something you are knowledgeable about?” and “How might someone become knowledgeable about a topic?” If they continue to struggle, provide a sentence starter such as “I am knowledgeable about . . .” or “Jay became knowledgeable about plants by . . .”

For the word *lurch*, support struggling students by asking questions such as “What might cause a car to lurch?” and “When have you lurched to avoid something?” If they continue to struggle, provide a sentence starter such as “A car might lurch when . . .” or “I lurched forward when . . .”

Follow up by asking:

Q *Does it make sense to say [“The kite plummeted from the sky when the wind suddenly stopped blowing”]? Why?*

Use the same procedure to have partners work together to create sentences that use *knowledgeable* and *lurch*.

Day 3

Introduce *Impact*, *Billow*, and *Engrossed*

Materials

- “12 seconds from death” (see pages 587–589)
- Word card 154 (WA7)
- Word card 155 (WA8)
- Word card 156 (WA9)

In this lesson, the students:

- Learn and use the words *impact*, *billow*, and *engrossed*
- Review words with multiple meanings
- Build their speaking and listening skills
- Express their true opinions
- Give reasons for their opinions
- Discuss their opinions respectfully

Words Taught

impact (p. 588)

Impact means a “violent collision or the forceful striking of one thing against another.” *Impact* also means the “effect that something has on a person or thing.”

billow (p. 589)

Billow means “swell out or puff up.”

engrossed

Engrossed means “so interested in something that you do not notice anything else.”

INTRODUCE AND USE *IMPACT*

1 Introduce and Define *Impact*

Show the illustration called “How it all happened” on page 588. Point to the illustration and remind the students that it shows the sequence of the events in the story. Review that Ronnie O’Brien saw Richard Maynard and Mike Smith spinning out of control and tried to help them. Then read the following caption from the illustration aloud, emphasizing the word *impact*: “2,500–1,500m (7,000–5,000ft) O’Brien catches up with tandem divers but slips underneath them (25 seconds to impact).”

Tell the students that the first word they will learn today is *impact*. Explain that *impact* means a “violent collision or the forceful striking of one thing against another.” Explain that “25 seconds to impact” means that O’Brien had only 25 seconds to reach Maynard and Smith before impact, or before the moment when Maynard and Smith would violently collide with the ground.

Display word card 154 (🌐 WA7) and have the students say the word *impact*.

2 Discuss the Effects of an Impact

Explain that an impact, or violent collision, often causes a loud noise or damage. For example, in a car accident the impact of one car hitting another causes a loud smashing noise and results in dented fenders and other damage. The impact of a baseball bat striking a ball causes a loud cracking sound.

Ask:



Q *If you ran into a tree with your bike, what sounds might you hear at the moment of impact?* [Click 1 on WA7 to reveal the first prompt.]
Turn to your partner.

impact

PROMPT 1: At the moment of **impact**, I might hear . . .

1 2 3 4 5

WA7

Teacher Note

You might remind the students that they learned the word *sequence* earlier, and that a *sequence* is a “series of events or objects in a particular order.”

ELL Note

The Spanish cognate of *impact* is *impacto*.

PROMPT 1: “At the moment of impact, I might hear . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class. Then discuss as a class:

Q *What damage might the impact cause?*

Click **2** on word card 154 (WA7) to reveal the next prompt. Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 2: “The impact might cause . . .”

Use the same procedure to discuss the following question:

Q *How might the impact feel?*

Click **3** to reveal the next prompt.

PROMPT 3: “The impact might feel . . .”

3 Discuss Another Meaning of *Impact*

Remind the students that words can have more than one meaning and that the meanings are often very different. Explain that *impact* has another meaning. *Impact* can also mean the “effect that something has on a person or thing.”

Explain that something that has an impact on you changes the way you feel, think, or behave. For example, seeing a sad movie might have an impact on, or an effect on, the way you feel, changing your happy mood to a sad mood. Seeing a TV show about global warming might have an impact on the way you think, causing you to want to do something to fight global warming. Discovering that exposure to the sun can lead to skin cancer might have an impact on your behavior, causing you to use sunscreen regularly.

Ask:



Q *What might be the impact, or effect, of eating too much candy?* [Click **4** to reveal the prompt.] *Turn to your partner.*

PROMPT 4: “The impact of eating too much candy might be . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following question:



Q *If you have a problem, what might be the impact of talking about the problem with a friend?* [Click **5** to reveal the next prompt.] *Turn to your partner.*

PROMPT 5: “The impact of talking about the problem might be . . .”

Point to the word *impact* and review the pronunciation and meaning of the word.

Teacher Note

Support struggling students by asking questions such as “What impact might eating too much candy have on your teeth? The way your body feels? Your energy level? Your weight?”

INTRODUCE AND USE *BILLOW*

4 Introduce and Define *Billow*

Review that O'Brien finally caught up with Maynard and Smith and released Smith's parachute. Read the following sentence from the eighth paragraph of the story aloud, emphasizing the word *billowed*: "With barely 12 seconds before they hit the ground, O'Brien found the handle, and the large main chute billowed out above them."

Tell the students that the next word they will learn today is *billow*, and explain that *billow* means "swell out or puff up." Point to the parachutes in the illustration on page 588. Explain that when the parachute was released, it billowed, or swelled out or puffed up with air, above Maynard and Smith.

Display word card 155 ( WA8) and have the students say the word *billow*.

5 Act Out Billowing Our Cheeks

Tell the students that sometimes people billow their cheeks, or puff them up with air, when they are holding their breath or blowing out candles on a birthday cake. Explain that you want partners to take turns acting out billowing their cheeks as if to blow out candles on a cake. Explain that afterwards you will ask a volunteer to show the class what it looks like to billow your cheeks.



Give partners a few moments to act out billowing their cheeks. Then have a volunteer act out billowing his cheeks for the class.

Discuss as a class:

Q *What did you see [Jordan] doing when he billowed his cheeks?*

Click **1** on word card 155 (WA8) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 1: "When [Jordan] billowed his cheeks, he . . ."

6 Do the Activity "Imagine That!"

Tell the students that partners will do the activity "Imagine That!" Remind the students that a parachute billows, or swells out or puffs up, in the wind, and tell them that other things also billow in the wind. Tell the students that you will ask them to imagine something that is billowing. Then partners will discuss what they imagined.

Have the students close their eyes and imagine the following as you read it aloud:

- *A flag billowing in the wind*

ELL Note

Acting out words or seeing words acted out is especially beneficial to English Language Learners, who may struggle to understand verbal definitions.

Teacher Note

If the students struggle to answer the question, think aloud about other things that might billow in the wind (for example, sheets, windsocks, and kites).

Use “Think, Pair, Share” to discuss:



Q *What does a flag billowing in the wind look like? Sound like?* [Pause.]
Open your eyes. [Click 2 on WA8 to reveal the prompt.] *Turn to your partner.*

PROMPT 2: “A flag billowing in the wind might [look/sound] like . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following description:

- *Clothes billowing on a clothesline*



Q *What do clothes billowing on a clothesline look like? Sound like?*
[Pause.] *Open your eyes.* [Click 3 to reveal the next prompt.]
Turn to your partner.

PROMPT 3: “Clothes billowing on a clothesline might [look/sound] like . . .”

Discuss as a class:

Q *What else might billow in the wind?*

Click 4 to reveal the next prompt. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 4: “[Sails on a boat] might billow in the wind.”

Point to the word *billow* and review the pronunciation and meaning of the word.

INTRODUCE AND USE ENGROSSED

7 Introduce and Define *Engrossed*

Review that O’Brien was able to release Maynard and Smith’s parachute, and all three of the skydivers landed safely. Read the last paragraph of the story aloud.

Tell the students that the last word they will learn today is *engrossed*, and explain that *engrossed* means “so interested in something that you do not notice anything else.” Explain that Maynard was so engrossed, or interested, in the excitement of his jump that he did not realize that anything had gone wrong.

Display word card 156 (WA9) and have the students say the word *engrossed*.

8 Discuss Being Engrossed

Review that when you are engrossed in something, you are very, very interested in it—so interested that you do not notice anything else. Explain that when a person is engrossed in something, it can be difficult

to get her attention, or it might seem like the person is ignoring you. Give examples of times when you or someone you know has been engrossed.

You might say:

"Last night I was so engrossed in reading your creative writing assignments that I forgot to eat dinner. This morning my husband was engrossed in an article in the newspaper. When I asked him if he wanted more coffee, he did not answer me."

Explain that we sometimes get engrossed in activities that we especially enjoy. Ask:



Q *What is an activity that you get engrossed in? What happens when you get engrossed in the activity?* [Click 1 on WA9 to reveal the prompt.]
Turn to your partner.

PROMPT 1: "I get engrossed in [playing video games]. When I am engrossed in [my game], I . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *engrossed* and review the pronunciation and meaning of the word.

MORE ELL SUPPORT

Act Out and Discuss Being Engrossed in Something

Remind the students that they learned the word *engrossed* earlier and that *engrossed* means "so interested in something that you do not notice anything else." Review that in "12 seconds from death," Maynard was so engrossed in the excitement of his jump that he did not realize what had gone wrong.

Have a volunteer act out being engrossed in writing a story. Act out trying to get his attention by calling his name or tapping him on the shoulder. Then ask:

Q *What did [Jackson] do to show that he was engrossed in his writing?*

Have one or two volunteers use the prompt to share their thinking with the group.

PROMPT: "To show that he was engrossed in his writing, [Jackson] . . ."

Have two volunteers act out being engrossed in conversation with each other. Act out trying to get their attention by calling their names. Then ask:

Q *What did [Mia and Erin] do to show that they were engrossed in their conversation?*

Have one or two volunteers use the prompt to share their thinking with the group.

PROMPT: “To show that they were engrossed in their conversation, [Mia and Erin] . . .”

Day 4

Review *Impact*, *Billow*, and *Engrossed*

Materials

- Daily review cards (WA10)
- Copy of this week’s family letter (BLM1) for each student

In this lesson, the students:

- Review and practice using the words *impact*, *billow*, and *engrossed* from Day 3
- Build their speaking and listening skills
- Express their true opinions
- Give reasons for their opinions
- Discuss their opinions respectfully

Words Reviewed

impact

Impact means a “violent collision or the forceful striking of one thing against another.” *Impact* also means the “effect that something has on a person or thing.”

billow

Billow means “swell out or puff up.”

engrossed

Engrossed means “so interested in something that you do not notice anything else.”

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (WA10) and review the pronunciation and meaning of each word.

Ask:



Q Which of yesterday's words might you use in your writing? How might you use the word? [Click **1** on WA10 to reveal the first prompt.] Turn to your partner.

WA10

impactbillowengrossed

PROMPT 1: I might use the word _____. I might write . . .

1 2

PROMPT 1: "I might use the word [*billow*]. I might write . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

PRACTICE USING THE WORDS

2 Play "Does That Make Sense?"

Tell the students that partners will play the game "Does That Make Sense?" Explain that you will read a scenario that includes one of yesterday's words. Partners will then decide whether or not the word makes sense in the scenario and explain why they think so.

Point to the word *impact* and explain that the first scenario includes the word *impact*.

Then read the following scenario aloud twice:

- *The scientist did an experiment to find out whether adding salt to the soil would have an impact on a plant's growth.*

Ask:



Q Does the word *impact* make sense in the scenario? Why do you think that? [Click **2** to reveal the prompt.] Turn to your partner.

PROMPT 2: "The word [*impact*] [does/does not] make sense in the scenario because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Teacher Note

If the students struggle to answer the questions, call for their attention. Reread the scenario aloud, and explain that *impact* does make sense. Explain that *impact* means "effect" and that the scientist wanted to see if adding salt to the soil would have a noticeable effect on the growth of plants. Then read the scenario that uses the word *billow* and discuss it in pairs.

Teacher Note

Send home with each student a copy of this week's family letter (BLM1).

Encourage the students to talk about this week's words with their families.

Day 5

Ongoing Review

Materials

- Ongoing review cards (WA11)
- Ongoing review activity (WA12)

Use the same procedure to discuss the following scenarios:

[billow]

- *When Jen opened the window, the curtains billowed in the breeze.*

[engrossed]

- *Caleb was so engrossed in his book that he talked to anyone who walked by.*

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Express their true opinions
- Give reasons for their opinions
- Discuss their opinions respectfully

Words Reviewed

engrossed

Engrossed means "so interested in something that you do not notice anything else."

knowledgeable

If you are knowledgeable about something, you know a lot about it.

on pins and needles

"On pins and needles" means "very nervous or uneasy."

vexed

Vexed means "irritated or annoyed."

wide-eyed

Wide-eyed means "with the eyes wide open, especially because you are amazed or surprised."

REVIEW THE WORDS

1 Briefly Review the Words

Display the ongoing review cards (WA11) and review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Do the Activity “Describe the Character”

Tell the students that partners will do the activity “Describe the Character.” Review that you will show the students a story; then partners will discuss which vocabulary word or idiom best describes the main character in the story and explain why they think so.

Display the ongoing review activity (🎧 WA12) and begin the activity:

1. Click ❶ to reveal the first story. Explain that the main character of the story is Elliott; then point to the story and read it aloud.
 - Story 1: *At the amusement park, Elliott is waiting in line to ride the hair-raising “Tornado Twirler.” As he watches the ride spin and twist around, he starts feeling nervous about going on the ride. The longer he waits in the line, the more nervous he becomes.*
2. Give the students a few moments to think about the story and the underlined word. Then point to the five word choices and ask:



Q Which word or idiom best describes Elliott? Why? [Click ❶ again to reveal the prompt.] Turn to your partner.

PROMPT 1: “[On pins and needles] best describes Elliott because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking ❶ a third time to highlight the correct vocabulary word.

engrossed	knowledgeable	on pins and needles
vexed		wide-eyed

STORY 1: At the amusement park, Elliott is waiting in line to ride the hair-raising “Tornado Twirler.” As he watches the ride spin and twist around, he starts feeling nervous about going on the ride. The longer he waits in the line, the more nervous he becomes.

❶ ❷ ❸ ❹ ❺

WA12

4. Click ❶ to clear the screen.

Teacher Note

Each story on the ongoing review activity (WA12) has a corresponding number: the first story is ❶; the second story is ❷; the third story is ❸; and so on. To play the game, click the corresponding number four times:

- The first click reveals the story.
- The second click reveals the prompt.
- The third click highlights the correct answer.
- The fourth click clears the screen.

Teacher Note

You might review that *hair-raising* means “exciting, thrilling, or terrifying.”

Teacher Note

If the students struggle to answer the questions, call for their attention, reread the scenario, and think aloud about which word or idiom best describes Elliott. (For example, say “I think ‘on pins and needles’ best describes Elliott, because when someone is on pins and needles, the person is nervous or anxious. Elliott is on pins and needles while he waits for his turn on the scary ride.”) Then read the next scenario.

ELPS 4.F.vii

ELPS 4.F.ix

Step 2 and third Teacher Note on page 585

Teacher Note

You might review that *intrigue* means “fascinate or stir up curiosity or interest.”

Use the same procedure to discuss the remaining stories:

- Story 2: *After spending the day cleaning her house, Tabitha went out to dinner. When she got home, she discovered that her dog Prince had tracked mud all over the floors and furniture. “You are a bad dog, Prince,” Tabitha scolded. “I am really angry with you.”*

PROMPT 2: “[*Vexed*] best describes Tabitha because . . .”

- Story 3: *Mr. Riverton used to be a scientist. He can tell you anything you want to know about outer space.*

PROMPT 3: “[*Knowledgeable*] best describes Mr. Riverton because . . .”

- Story 4: *Lora is watching a scary movie. The movie intrigues her so much that she does not notice the spider crawling across her foot.*

PROMPT 4: “[*Engrossed*] best describes Lora because . . .”

- Story 5: *Carlos is at a magic show. With every trick the magician completes, Carlos becomes more amazed, and his eyes grow bigger and bigger.*

PROMPT 5: “[*Wide-eyed*] best describes Carlos because . . .”

Story

12 seconds from death

by Paul Dowswell

An icy blast roared through the Skyvan transport plane as the rear door opened to the bright blue sky. On an April morning in 1991, above the flat fields of Cambridgeshire, England, three skydivers were about to make a parachute jump they would never forget.

Richard Maynard was making his first jump. He had paid a substantial fee to plummet from 3,600m (12,000ft), strapped to Mike Smith, a skilled parachute instructor. Expecting this experience (known as a “tandem jump”) to be the thrill of a lifetime, Maynard had also commissioned instructor Ronnie O’Brien to videotape him.

O’Brien leaped backwards from the plane to film Maynard and Smith’s exit. The pair plunged down after him, speeding up to 290kmph (180mph) in the first 15 seconds. They soon overtook O’Brien, and Smith released a small drogue parachute to slow them down to a speed where it would be safe to open his main parachute, without it giving them a back-breaking jolt. But here disaster struck. As the chute flew from its container, the cord holding it became entangled around Smith’s neck. It pulled tight, strangling him, and he quickly lost consciousness.

Watching from 90m (300ft) above, O’Brien saw the two men spinning out of control, and when the drogue parachute failed to open he knew something had gone terribly wrong. Both men were just 45 seconds from the ground. If O’Brien could not help them, they both faced certain death.

O’Brien changed from the usual spread-eagled posture of a skydiver, and swooped down through the air toward the plummeting pair, with his legs pressed tightly together and arms by his side. He had to judge his descent very carefully. If he overshot, he would have little chance of saving the two men, but this veteran of 2,000 jumps knew what he was doing.

Positioning himself right in front of them, he quickly realized what had happened, and tried to grab hold of Smith so he could release his main parachute. But diving at the same speed was extremely difficult. O’Brien would be within arm’s length of the falling men and then lurch out of reach. Then suddenly, he fell way below them.

(continues)

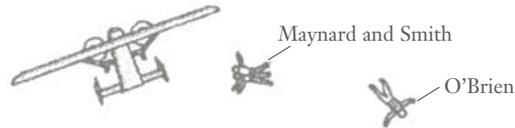
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12 seconds from death

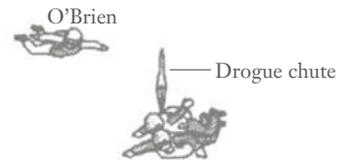
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How it all happened

3,600m (12,000ft)
O'Brien jumps from aircraft, followed immediately by Maynard and Smith.



3,000m (10,000ft)
Smith deploys drogue chute which becomes tangled around his neck.



2,300m (7,500ft)
Smith loses consciousness. O'Brien dives down to help.



2,500–1,500m (7,000–5,000ft)
O'Brien catches up with tandem divers but slips underneath them (25 seconds to impact).

...but slips beneath the other two.



900m (3,000ft)
O'Brien catches up again.

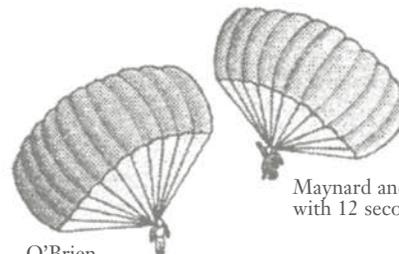


700m (2,500ft)
Parachute released (12 seconds to impact).
Smith recovers.

...to release their parachute.



650m (2,250ft)
O'Brien deploys own parachute.



Maynard and Smith land with 12 seconds to spare.



(continues)

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12 seconds from death

(continued)

Time was fast running out. The ground was a mere 20 seconds away and O'Brien knew he had only one more chance to save their lives. He spread his arms and legs out to slow his descent, and this time managed to connect with the pair. Whirling around and around, O'Brien searched frantically for the handle that would release Smith's parachute.

With barely 12 seconds before they hit the ground, O'Brien found the handle, and the large main chute billowed out above them. Slowed by the chute, Smith and Maynard shot away as O'Brien continued to plunge down. He released his own parachute when he was safely out of the way, a few seconds before he himself would have hit the ground.

By the time the tandem pair had landed, Smith had recovered consciousness, but collapsed almost immediately. Only then did Maynard realize something had gone wrong. Caught up in the excitement of the jump, with adrenaline coursing through his body and the wind roaring in his ears, he had had no idea that anything out of the ordinary had happened.

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Week 28

RESOURCES



Articles

- “The Pros and Cons of Year-round Schools”



- “Year-round School: I’m Against It” by Anonymous



- “Year-round School: I’m for It” by Chance T.

Extension

- “Explore the Suffix -ment”

Assessment Resource Book

- Week 28 vocabulary assessments



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA8

Assessment Forms

- “Class Vocabulary Assessment Record” sheet (CA1)
- “Individual Vocabulary Assessment: Word Check 7” answer sheet (IA1)
- “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) “Student Self-assessment” response sheet (SA1)

Reproducibles

- Week 28 family letter (BLM1)
- (Optional) “Week 28 Word Cards” (BLM2)
- (Optional) “Week 28 Crossword Puzzle” (BLM3)

OVERVIEW

Words Taught

argue
peer
values
positive
negative
commit

Words Reviewed

breathtaking
lose your nerve
preposterous
typical
wobbly

Word-learning Strategy

- Recognizing antonyms (review)

Vocabulary Focus

- Students learn and use six words from or about the articles.
- Students review antonyms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students relate the value of respect to their behavior.
- Students develop the skills of discussing opinions respectfully and giving and receiving feedback.

① DO AHEAD

- ✓ Prior to Day 1, make a list of values where everyone can see it (for example, fairness, helpfulness, honesty, respect, and responsibility). (See Step 6 on page 596.)
- ✓ Prior to Day 4, visit the CCC Learning Hub (cclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.

J DO AHEAD *(continued)*

- ✓ Prior to Day 5, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 218 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a class set of the “Individual Vocabulary Assessment: Word Check 7” answer sheet (IA1); see page 222 of the *Assessment Resource Book*. Make enough copies for each student to have one; set aside a reference copy for yourself.
- ✓ (Optional) Prior to Day 5, make a master copy of the “Student Self-assessment” response sheet (SA1); see page 225 of the *Assessment Resource Book*. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: “Week 28 Word Cards” (BLM2) and “Week 28 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words.

Introduce *Argue*, *Peer*, and *Values*

Day 1

In this lesson, the students:

- Learn and use the words *argue*, *peer*, and *values*
- Build their speaking and listening skills
- Give reasons for their opinions

Words Taught

argue (p. 608)

Argue means “give reasons for or against something.”

peer (p. 608)

When someone is your peer, that person is the same age as you.

values (p. 609)

Values are a “person’s beliefs about what is right and wrong or about what is important in life.”

Materials

- “The Pros and Cons of Year-round Schools” (see page 608)
- Word card 157 (WA1)
- Word card 158 (WA2)
- Word card 159 (WA3)
- List of values, prepared ahead

INTRODUCE AND USE ARGUE

1 Introduce and Define *Argue*

Briefly review the article “The Pros and Cons of Year-round Schools.”

Remind the students that some people are for year-round schools and others are against them. Read the following sentence from the second paragraph of the section titled “Less Summer ‘Brain Drain’ and More Time to Learn,” emphasizing the word *argue*: “Because year-round schools keep the learning process going throughout the year, some people argue that students will learn more in a year-round school.”

Tell the students that *argue* is the first word they will learn today, and explain that *argue*, as it is used here, means “give reasons for or against something.” (It does not mean “disagree with someone, usually by talking in an angry way.”) Explain that some people argue, or give as a reason for favoring year-round school, that students will learn more.

Display word card 157 (WA1) and have the students say the word *argue*.

2 Play “Would You Argue For or Against It?”

Tell the students that partners will play a game called “Would You Argue For or Against It?” Explain that you will describe something; then partners will discuss whether they would argue for or against it and explain why.

Begin by reading the following description aloud:

- *Starting school one hour later each morning*

Ask:



Q *Would you argue for or against starting school one hour later each morning? Why?* [Click **1** on WA1 to reveal the prompt.] *Turn to your partner.*

WA1

argue

PROMPT 1: I would **argue** [for/against] _____
because . . .

1

PROMPT 1: “I would argue [for/against] [starting school one hour later each morning] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following descriptions:

- *Compelling fifth-graders to volunteer in the community*
- *Allowing children who are 10 years old or older to vote for President of the United States*

Point to the word *argue* and review the pronunciation and meaning of the word.

INTRODUCE AND USE PEER

3 Introduce and Define *Peer*

Read the last sentence of the section titled “Less Summer ‘Brain Drain’ and More Time to Learn,” emphasizing the word *peers*.

Tell the students that the next word they will learn today is *peer*. Explain that when someone is your peer, that person is the same age as you.

Teacher Note

You might remind the students that they learned the word *compel* earlier and that *compel* means “force.”

Teacher Note

You might explain that a peer can also be a person with the same job or ability.

Explain that one researcher says that there is very little difference between the performance of students in year-round schools and the performance of their peers—students who are the same age—in traditional schools.

Display word card 158 (C WA2) and have the students say the word *peer*.

4 Discuss the Students' Peers

Review that when someone is your peer, that person is the same age as you.

Ask:



Q *What do your peers enjoy doing for fun?* [Click 1 on WA2 to reveal the first prompt.] *Turn to your partner.*

PROMPT 1: “My peers enjoy . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss one or both of the following questions:



Q *Why might people enjoy spending time with others who are their peers?* [Click 2 to reveal the next prompt.] *Turn to your partner.*

PROMPT 2: “People might enjoy spending time with others who are their peers because . . .”



Q *Who do you enjoy spending time with who is not your peer? Why do you enjoy spending time with that person?* [Click 3 to reveal the next prompt.] *Turn to your partner.*

PROMPT 3: “One person who I enjoy spending time with who is not my peer is [my grandpa]. I enjoy spending time with him because . . .”

Point to the word *peer* and review the pronunciation and meaning of the word.

INTRODUCE AND USE VALUES

5 Introduce and Define *Values*

Review that some people are against year-round school because they believe that students need a long summer break. Read the following sentences from the section titled “No Much-needed Summer Break” aloud, emphasizing the word *values*: “One expert, Dr. Peter Scales, says, “The biggest plus of camp is that camps help young people discover and explore their talents, interests, and values. Most schools don’t satisfy all these needs. Kids who have had these kinds of [camp] experiences end up being healthier and have [fewer] problems. . . .”

Teacher Note

The list of values might include caring, cooperation, fairness, friendship, hard work, helpfulness, honesty, justice, kindness, knowledge, loyalty, love of family, respect for others, responsibility, thriftiness, self-respect, and tolerance.

Tell the students that the last word they will learn today is *values*, and explain that *values* are a “person’s beliefs about what is right and wrong or about what is important in life.”

Explain that a long summer break provides children with enough time to go to summer camps, and that one expert believes that summer camps help children better understand their values. At camp they have time and opportunity to explore or discover what they believe about what is right and wrong or about what is important in life.

Display word card 159 (🗨️ WA3) and have the students say the word *values*.

6 Discuss Values

Direct the students’ attention to the list of values and explain that these are values, or beliefs about what is important in life, that many people share.

Use “Think, Pair, Share” to discuss:



Q *Which of these values is especially important to you? Why?* [Pause; click ❶ on WA3 to reveal the first prompt.] *Turn to your partner.*

PROMPT 1: “I think [helpfulness] is an especially important value because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Discuss as a class:

Q *What other values are important to you? Why?*

Click ❷ on word card 159 (WA3) to reveal the next prompt. Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 2: “[Loyalty] is an important value to me because . . .”

Point to the word *values* and review the pronunciation and meaning of the word.

Review *Argue, Peer, and Values*

Day 2

In this lesson, the students:

- Review and practice using the words *argue*, *peer*, and *values* from Day 1
- Build their speaking and listening skills
- Give reasons for their opinions

Words Reviewed

argue

Argue means “give reasons for or against something.”

peer

When someone is your peer, that person is the same age as you.

values

Values are a “person’s beliefs about what is right and wrong or about what is important in life.”

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (WA4) and review the pronunciation and meaning of each word.

Ask:



Q Which of yesterday’s words might you use to convince your parents to let you join an after-school drama club? How might you use the word? [Click 1 on WA4 to reveal the first prompt.] Turn to your partner.

arguepeervalues

PROMPT 1: I might use the word _____ to convince my parents to let me join an after-school drama club. I might say . . .

1234

WA4

Materials

- Daily review cards (WA4)

PROMPT 1: “I might use the word [*argue*] to convince my parents to let me join an after-school drama club. I might say . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

PRACTICE USING THE WORDS

2 Do the Activity “What Might You Say or Do?”

Tell the students that partners will do the activity “What Might You Say or Do?” Remind the students that you will describe a situation; then partners will use the vocabulary words to talk about what they might say or do in that situation.

Begin by reading the following situation aloud:

- *You are excited to have your birthday party at a bowling alley, but your friend argues for having it at a park.*

Ask:

 **Q** *What might you say or do if your friend argues for having your birthday party at a park? Why? [Click 2 on WA4 to reveal the prompt.] Turn to your partner.*

PROMPT 2: “If my friend argues for having my birthday party at a park, I might [change my mind and have it at a park] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following situations:

- *Your family moves to a new neighborhood. You discover that many of your neighbors are your peers.*

 **Q** *What might you say or do if many of your new neighbors are your peers? Why? [Click 3 on WA4 to reveal the prompt.] Turn to your partner.*

PROMPT 3: “If many of my new neighbors are my peers, I might [introduce myself to them] because . . .”

- *Your mom asks you to help teach your little sister the values of honesty and kindness.*

 **Q** *What might you say or do to help teach your little sister the values of honesty and kindness? [Click 4 to reveal the prompt.] Turn to your partner.*

PROMPT 4: “To help teach my little sister the values of honesty and kindness, I might . . .”

Introduce *Positive*, *Negative*, and *Commit*

Day 3

In this lesson, the students:

- Learn and use the words *positive*, *negative*, and *commit*
- Review antonyms
- Build their speaking and listening skills
- Give reasons for their opinions

Words Taught

positive (p. 611)

When you feel positive about a situation, you feel good about it. You are hopeful and confident.

negative

When you feel negative about a situation, you feel bad about it. You are not hopeful and confident.

commit (p. 613)

When you commit to something, you promise to do it and do not change your mind.

INTRODUCE AND USE *POSITIVE* AND *NEGATIVE*

1 Introduce and Define *Positive*

Briefly review the article “Year-round School: I’m for It.”

Review that the author of this article argues for year-round schools. Read the third paragraph aloud, emphasizing the word *positively*.

Tell the students that the first word they will learn today is *positive*, and explain that when you feel positive about a situation, you feel good about it. You are hopeful and confident. Explain that the students in this study have positive feelings about year-round schools after experiencing them for one year—they feel good about year-round schools.

Display word cards 160–161 (🌐 WA5) and click to reveal word card 160. Have the students say the word *positive*.

2 Introduce and Define *Negative* and Review Antonyms

Tell the students that the next word they will learn today is *negative*. Reveal word card 161 on word cards 160–161 (WA5) and have the students say the word *negative*.

Materials

- “Year-round School: I’m for It” (see page 610)
- “Year-round School: I’m Against It” (see page 612)
- Word cards 160–161 (WA5)
- Word card 162 (WA6)

ELL Note

The Spanish cognate of *positive* is *positivo/a*.

Explain that *positive* and *negative* are *antonyms*, or “words with opposite meanings.” Then discuss as a class:

Q *If positive means “feeling good about a situation,” and positive and negative are antonyms, what do you think negative means?*

Click **1** on word cards 160–161 (WA5) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

WA5

Teacher Note

If you started an antonym chart, add the words *positive* and *negative* to it.

ELL Note

The Spanish cognate of *negative* is *negativo/a*.

Teacher Note

You might remind the students that they learned the idiom “lose your nerve” earlier and that “lose your nerve” means “lose the courage or confidence to do something.”

PROMPT 1: “I think *negative* means [‘feeling bad about a situation’].”

If necessary, explain that when you feel negative about a situation, you feel bad about it. You are not hopeful and confident.

Ask:

 **Q** *Soon you will be sixth-graders. Do you feel positive or negative about that? Why?* [Click **2** on WA5 to reveal the prompt.] *Turn to your partner.*

PROMPT 2: “I feel [positive/negative] about being a sixth-grader because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

3 Play “Positive or Negative?”

Tell the students that partners will play a game called “Positive or Negative?” Explain that you will read a scenario; then partners will discuss whether the person in the scenario is feeling positive or negative and explain why they think so.

Begin by reading the following scenario aloud:

- *At the entrance to the skate park, Bryson begins to think of the possibility that he might get hurt or get teased by the other skaters. He loses his nerve and heads back home.*

Use “Think, Pair, Share” to discuss one or both of the following:



Q *Is Bryson feeling positive or negative? Why do you think that?* [Pause; click 3 on WA5 to reveal the prompt.] *Turn to your partner.*

PROMPT 3: “I think [Bryson] is feeling [positive/negative] because . . .”

Use the same procedure to discuss the following scenarios:

- *Alana grins as she steps off of the bus on the first day of school. She has a hunch that this is going to be a great year.*
- *Caden goes to an amusement park and discovers that he is one inch too short to go on the most popular ride. He is very upset and thinks that it is an injustice that he is not allowed to ride the roller coaster.*

Point to the words *positive* and *negative* and review the pronunciation and meaning of each word.

INTRODUCE AND USE COMMIT

4 Introduce and Define *Commit*

Briefly review the article “Year-round School: I’m Against It.”

Remind the students that the author of this article argues against year-round school. Then read the fifth paragraph aloud, emphasizing the word *commit*.

Tell the students that the last word they will learn today is *commit*. Explain that when you commit to something, you promise to do it and you do not change your mind. Explain that students with traditional school schedules can commit, or promise, to work for two months in the summer because they have a long break from school.

Display word card 162 (WA6) and have the students say the word *commit*.

5 Do the Activity “Would You Commit to It?”

Remind the students that when they commit to something, they promise to do it and do not change their minds. Tell the students that partners will do an activity called “Would You Commit to It?” Explain that you will read a description of something, and then partners will discuss whether they would commit to it and explain why.

Begin by reading the following description aloud:

- *Reading for one hour each day*

Ask:



Q *Would you commit to reading for one hour each day? Why?* [Click 1 on WA6 to reveal the first prompt.] *Turn to your partner.*

PROMPT 1: “I [would/would not] commit to [reading for one hour each day] because . . .”

Teacher Note

You might remind the students that they learned the word *hunch* earlier and that a *hunch* is a “feeling, not based on facts, that something will happen or is true.”

Teacher Note

You might remind the students that they learned the word *injustice* earlier and that an *injustice* is a “situation in which people are treated very unfairly.”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss one or both of the following descriptions:

- *Volunteering in the school office every morning before school*
- *Walking your neighbor's dog for one week while she is on vacation*

Ask:

Q *When have you committed to doing something for yourself or for another person?*

Click **2** on word card 162 (WA6) to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 2: "I committed to . . ."

Point to the word *commit* and review the pronunciation and meaning of the word.

EXTENSION

Explore the Suffix *-ment*

Write the word *commitment* where everyone can see it. Point to the suffix *-ment* and explain that *-ment* is a suffix that means the "act, state, or result of doing something." Explain that when the suffix *-ment* is added to a verb, it turns the verb into a noun. When *-ment* is added to the verb *commit*, it makes the noun *commitment*, which means a "promise to do something." Explain that when you commit, or promise, to do something, you make a commitment.

Remind the students that earlier they learned the word *argue*. Review the word's meaning; then write the word *argument* where everyone can see it. Discuss the base word, the suffix, and the meaning of the word *argument*. (An *argument* is a "reason for or against something.")

Ask the students for other words that use the suffix *-ment* and discuss them, or have the students discuss words you provide (for example, *advertisement*, *disappointment*, and *embarrassment*). During the next few days, have the students watch and listen for words with the suffix *-ment*, and discuss each one.

Teacher Note

If you did the extension activity "Explore the Suffix *-tion*" in Week 19, Day 1, you might point out that the suffix *-ment* has about the same meaning as the suffix *-tion*.

Review Positive, Negative, and Commit

Day 4

In this lesson, the students:

- Review and practice using the words *positive*, *negative*, and *commit* from Day 3
- Build their speaking and listening skills
- Give reasons for their opinions

Words Reviewed

positive

When you feel positive about a situation, you feel good about it. You are hopeful and confident.

negative

When you feel negative about a situation, you feel bad about it. You are not hopeful and confident.

commit

When you commit to something, you promise to do it and do not change your mind.

REVIEW THE WORDS

1 Briefly Review the Words

Display the daily review cards (WA7) and review the pronunciation and meaning of each word.

Discuss as a class:

Q *Which of yesterday's words do you think was especially interesting or fun to talk about? Why?*

Click 1 on the daily review cards (WA7) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

Materials

- Daily review cards (WA7)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of the "Week 28 Crossword Puzzle" (BLM3) for each student

positive
negative
commit

PROMPT 1: I think the word _____ was especially [interesting/fun] to talk about because . . .

1
2

PROMPT 1: “I think the word [*positive*] was especially [interesting/fun] to talk about because . . .”

PRACTICE USING THE WORDS

2

 Play “Does That Make Sense?”

Tell the students that partners will play the game “Does That Make Sense?” Review that you will read a scenario that includes one of the vocabulary words. Partners will then decide whether the word makes sense in the scenario and explain why they think so.

Point to the word *positive* on the daily review cards (WA7) and explain that the first scenario includes the word *positive*. Read the following scenario aloud:

- *Pearl’s dad converted the basement to an office. Although Pearl really wanted the basement to become a game room, she feels positive about it and looks forward to doing her homework in the new office.*

Ask:

 **Q** Does the word *positive* make sense in this scenario? Why do you think that? [Click **2** to reveal the prompt.] Turn to your partner.

PROMPT 2: “The word [*positive*] [does/does not] make sense because . . .”

Use the same procedure to discuss the following scenarios:

[negative]

- *Marlon feels negative about most situations. He always looks on the bright side of things.*

[commit]

- *Jesse committed to helping her grandmother with chores once a week. Every Saturday, Jesse walks to her grandmother’s house and helps her clean.*

Teacher Note

You might remind the students that they learned the word *convert* earlier and that *convert* means “change from one form or use into another.”

Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

Teacher Note

To provide students with additional review of words taught during Weeks 27 and 28, you might distribute a copy of the “Week 28 Crossword Puzzle” (BLM3) to each student.

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Give reasons for their opinions

Words Reviewed**brehtaking**

Breathtaking means “extremely impressive, exciting, or surprising.”

lose your nerve

“Lose your nerve” means “lose the courage or confidence to do something.”

preposterous

Preposterous means “ridiculous, or very silly or foolish.”

typical

If something is typical, it is like others of its type. It is a good example of its kind.

wobbly

If something is wobbly, it moves unsteadily from side to side.

REVIEW THE WORDS**1** Briefly Review the Words

Display the ongoing review cards (WA8) and review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS**2** Do the Activity “Imagine That!”

Tell the students that partners will do the activity “Imagine That!” Remind the students that you will describe a situation that includes one of the review words. Then partners will use their imaginations and what they know about the word to answer a question about the situation.

Have the students close their eyes and imagine the following scenario as you read it aloud:

- *You are walking through a forest and notice a clearing. You step into the clearing and see something breathtaking.*

Materials

- Ongoing review cards (WA8)
- “Class Vocabulary Assessment Record” sheet (CA1)
- Class set of the “Individual Vocabulary Assessment: Word Check 7” answer sheet (IA1)
- Class set of the “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) Class set of the “Student Self-assessment” response sheet (SA1)

Ask:



Q *What is the breathtaking thing? Why is it breathtaking?* [Pause.] *Open your eyes.* [Click ❶ on WA8 to reveal the first prompt.] *Turn to your partner.*

WA8

breathtaking lose your nerve preposterous

typical wobbly

PROMPT 1: The **breathtaking** thing is _____.
It is **breathtaking** because . . .

❶ ❷ ❸ ❹ ❺

PROMPT 1: “The breathtaking thing is [a fawn learning to walk]. It is breathtaking because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following scenarios:

- *You put your hand out to pet a baby alligator, but you lose your nerve.*



Q *Why might you lose your nerve?* [Pause.] *Open your eyes.* [Click ❷ to reveal the next prompt.] *Turn to your partner.*

PROMPT 2: “I might lose my nerve because . . .”

- *You wear a preposterous outfit to your friend’s costume party.*



Q *What does your preposterous outfit look like?* [Pause.] *Open your eyes.* [Click ❸ to reveal the next prompt.] *Turn to your partner.*

PROMPT 3: “My preposterous outfit . . .”

- *Your school desk is wobbly, making it difficult to write.*



Q *What might you do to make your desk less wobbly?* [Pause.] *Open your eyes.* [Click ❹ to reveal the next prompt.] *Turn to your partner.*

PROMPT 4: “To make my desk less wobbly, I might . . .”

- *A fifth-grade class from Japan contacts our class. They want to know what is in a typical school lunch in the United States.*



Q *What is in a typical school lunch in the United States?* [Pause.] *Open your eyes.* [Click ❺ to reveal the next prompt.] *Turn to your partner.*

PROMPT 5: “A typical school lunch in the United States . . .”

Teacher Note

You might remind the students that they learned the word *contact* earlier and that *contact* means “communicate or get in touch with someone.”



Assessment Notes

CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' explanations show that they understand the vocabulary words' meanings?
- Are they using the words accurately in writing and in conversations outside of the vocabulary lessons?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 218 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice by inviting the students to each create a picture card of the word with a definition in her own words on the back of the card.

INDIVIDUAL VOCABULARY ASSESSMENT NOTE

Before continuing with the week 29 lesson, take this opportunity to assess individual students' understanding of words taught in Weeks 25–28 using the "Individual Vocabulary Assessment: Word Check 7" answer sheet (IA1) on page 222 of the *Assessment Resource Book*. For instructions on administering this assessment, see "Completing the Individual Vocabulary Assessment" on page 219 of the *Assessment Resource Book*.

STUDENT SELF-ASSESSMENT NOTE

In addition to or in place of the Individual Vocabulary Assessment, you might have each student evaluate his understanding of words taught in Weeks 25–28 using the "Student Self-assessment" response sheet (SA1). For instructions on administering this assessment, see "Completing the Student Self-assessment" on page 223 of the *Assessment Resource Book*.

The Pros and Cons of Year-round Schools



While most schools follow a traditional school calendar with a two- to three-month summer break, some schools—year-round schools—follow a different calendar and don't have a traditional summer break. In the 2006–2007 school year, there were about three thousand year-round schools in the United States educating nearly two million students. Are year-round schools better for kids? Before we examine the pros and cons of the matter, let's answer another question: What is a year-round school?

What Is a Year-round School?

Like a traditional school calendar, a year-round school calendar has about 180 days of school in a year. The difference is that year-round schools stretch out those 180 days over all twelve months of the year. Instead of the traditional two- to three-month summer vacation, year-round schools have several short breaks. The most common year-round schedule is the 45–15 plan, in which students go to school for 45 days and then get a 15-day break. They follow this pattern throughout the year.



Students who go to a year-round school avoid summer “brain drain.”



Let's look at some of the arguments in favor of year-round schools.

Less Summer “Brain Drain” and More Time to Learn

Research shows that over the summer students forget some of what they learned during the school year. In one study, researchers at the University of Missouri and Tennessee State University found that test scores were, on average, at least one month lower when students returned to school in the fall than when they left in the spring. Students who go to a year-round school avoid this summer “brain drain.”

Do students learn more by going to school year-round? Researchers disagree on the answer to this question. Because year-round schools keep the learning process going throughout the year, some people argue that students will learn more in a year-round school. In a 2009 report on year-round school calendars and traditional school calendars, researcher Jennifer Rule wrote, “In summary, it is reasonable to conclude that students attending year-round schools were likely to perform as well if not better than their peers in traditional 9-month programs. . . .”

Schools Save Money

Year-round schooling can save money. Schools on a year-round schedule can “multitrack” students so that while some of them are in school, others are on break. This means schools can enroll up to 33 percent more students. This multitrack system reduces the need for building new schools due to overcrowding. For example, Florida’s Marion County school system estimates saving more than twelve million dollars in construction costs because the district switched to multitrack year-round schooling.

More Flexibility for Families

The traditional summer break can be a burden on a family’s time and finances. Most parents cannot take time off from work for two or three months to be with their kids, and child care is expensive. The shorter, more frequent breaks in year-round schools give working parents more flexibility in deciding when to take time off and how to provide child care.



Now let’s look at some of the arguments against year-round schools.

No Proven Gains in Academic Achievement

An important argument for year-round schools is that attending school year-round will likely lead to gains in academic achievement. In fact, although many studies have been done on the impact of year-round schools and traditional schools on student achievement, the results are inconclusive. Some studies show gains; others do not. For example, a study released in 2013 showed that there was little evidence of increased achievement by students in year-round schools.

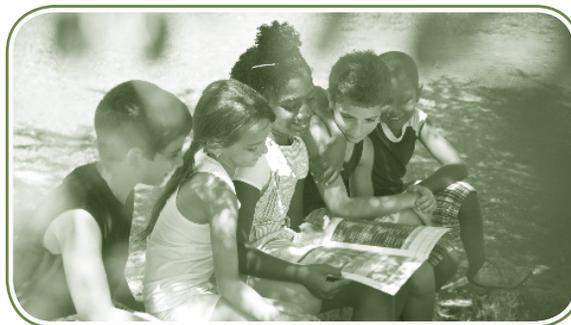
No Much-needed Summer Break

The longer summer vacation of a traditional school calendar gives students lots of time to unwind, connect with friends, and be with their families. It provides older students with opportunities to find summer work and earn money for college. It gives younger children time to attend summer camps—time that students who attend year-round schools do not have. One expert, Dr. Peter Scales, says, “The biggest plus of camp is that camps help young people discover and explore their talents, interests, and values. Most schools don’t satisfy all these needs. Kids who have had these kinds of [camp] experiences end up being healthier and have [fewer] problems. . . .”

“Year-round” Equals “Expensive”

Some school districts have found that switching to year-round schooling has cost them more money. Year-round schools have to provide air-conditioning and other utilities all year long, and there is more maintenance to do because buildings are being used more. In her first year as superintendent of Tempe Union High School District in Tempe, Arizona, Shirley Miles won praise for eliminating the high school’s year-round calendar and its added costs.

Are year-round schools a good idea? There are strong arguments to be made on both sides of the question. What do you think?



Summer break gives kids time to reconnect with friends.

YEAR-ROUND SCHOOL I'm for It

By Chance T., Imperial, NE



Summer is awesome, but after a couple of months, it's time for school again. You walk into class that first day back and hear, "Pop quiz! Let's see what you know." It's always difficult to start a new school year after a long summer break, but if you go to a year-round school, that first day back is a lot easier. I believe all kids should go to year-round schools.

One argument against year-round schooling is that you and your family can't take long trips over summer vacation. True, you might not get to take a three-week trip, but who does? Typically, a family vacation is a week or two. If you go to a year-round school, you can take three, or even four, short trips during the year—one during each break. You can see more places that way.

A study showed that after completing a year of year-round school, 79 percent of students were in favor of the year-round calendar.

I know the idea of going to school year-round sounds pretty awful to some of you, but kids who go to year-round schools seem to like it. Elisabeth Palmer and Amy Bemis, authors of *Year-Round Education*, have done research on year-round schools. They said, “The results indicated that after one year of experiencing a 60–15 calendar [60 days of school followed by 15 days of vacation], students felt more positively about year-round education.”

Palmer and Bemis found that 53 percent of students in the study “favored year-round education during the summer before implementation, while 79 percent favored it at the end of the first year.” That means that after the kids in the study tried a year-round school schedule for a year, more of them were for it!

Another argument against year-round schooling is that there are fewer days of learning because there are so many

breaks. Just when you’re getting excited about learning something, it’s time for a break. But if you look closely, you will see that actual learning time is the same in a year-round school, and after each break, the students are refreshed and more ready to listen and learn.

Also, students in year-round schools don’t have to relearn what they forgot over the summer. Donald Beggs, a former assistant professor at Southern Illinois University, and Albert Hieronymus, a former professor at the University of Iowa, researched summer learning and found that there were consistent losses in math and language skills during the traditional summer break.

I feel that year-round schooling would benefit all students. Kids would have more vacations and would learn more because they wouldn’t have to relearn the information they had forgotten after long summer breaks.

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Year-round schooling can provide families with more opportunities to spend time together throughout the year.

Year-round School I'm Against It

By Anonymous, Temecula, CA



During the summer, most kids are out of school and enjoying time at home or on a family trip. But some kids go to school all summer long—and it's not because they have to go to summer school. It's because their school is on a year-round schedule. When my friends in year-round schools tell me they can't spend time with me during my summer break because they're in school, I'm sad and disappointed.

In the 2011–2012 school year, more than three thousand schools in the United States followed a year-round schedule. According to a 2010 survey conducted by Wake County Public School System in North Carolina, about 45 percent of parents said that schools should be on a year-round schedule, and about 49 percent said that they should not. Year-round schooling has its pros and cons. I'm against year-round schools for several reasons.

First, family vacations are usually planned for the summer break. Typically, this is a time to see relatives, relax, spend time as a family, and have fun. Year-round school schedules limit the time families have for summer vacations. Kids in year-round schools also don't have time to go to summer camp. At camp, kids get to be outdoors, make new friends, and learn nature facts. If schools everywhere were on a year-round schedule, summer camps might cease to exist.



Year-round schooling limits the time kids have for family summer vacations and summer camp.

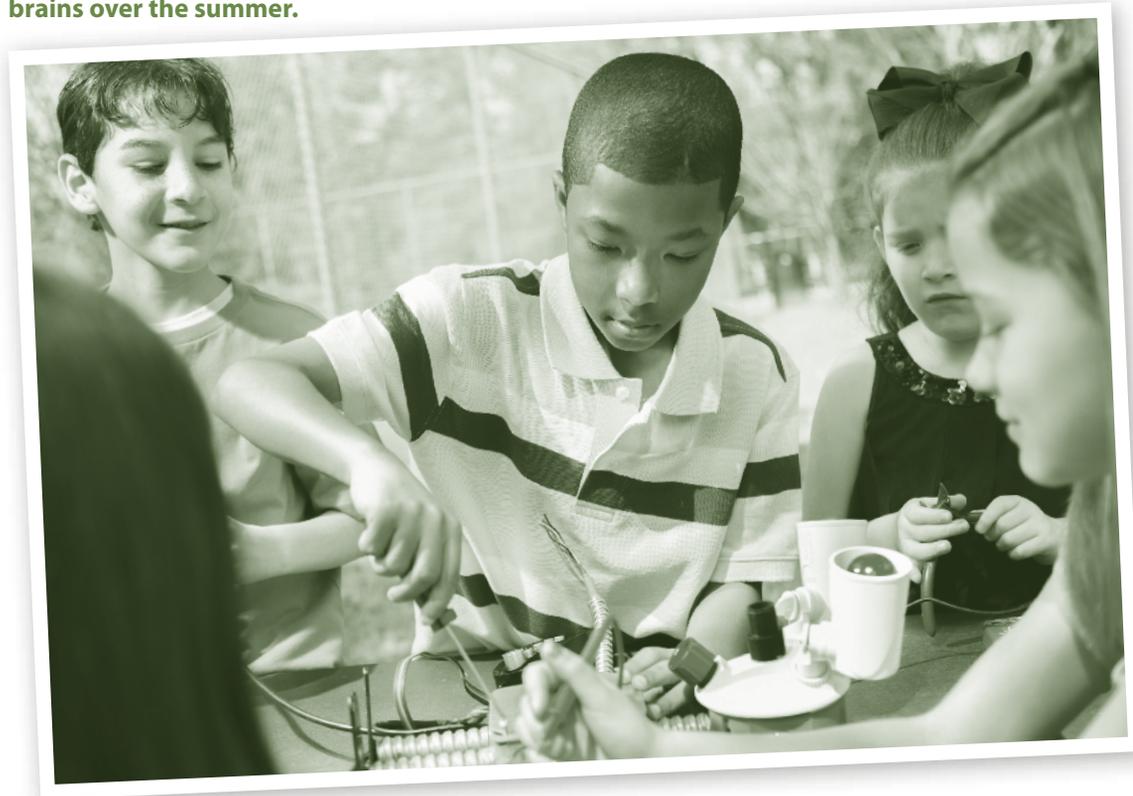
The school year is filled with tests, quizzes, homework, and studying. After all that hard work, students deserve a summer break to relax and refresh. There are some who argue that kids forget things they have learned during a long summer break. I think they're wrong because kids still use their brains during the summer. A 2011 study by the RAND Corporation showed that students who went to a summer camp or participated in another type of educational summer program not only had fun but also kept information in their heads. If kids are concerned about forgetting what they've learned over the summer, they

can ask their teachers for summer homework packets so they will be ready for next year.

Year-round school also makes it harder for students to get summer jobs. Students going to schools with traditional schedules can commit to two-month summer jobs and earn money for college. Students in year-round schools don't have the time to fill summer job openings.

Summer is to be enjoyed, not spent in classrooms. Should we change to a year-round school calendar that shortens summer vacation? The answer, I think, is that we should not.

There are many activities that engage kids' brains over the summer.



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Week 29

ABOUT WEEK 29

In the week of the *Making Meaning* program that corresponds with this week's vocabulary lessons, the students read self-selected texts, rather than hearing a read-aloud. For that reason, no new vocabulary words are introduced. We suggest that the students spend this week reviewing words they learned in Weeks 26–28 through an activity called “Four Words and a Story,” in which the students write stories that include four of the words.

RESOURCES

Extension

- “Use Other Words in Stories”



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Reproducibles

- Week 29 family letter (BLM1)
- “‘Four Words and a Story’ Word Sets” (BLM2)
- “‘Four Words and a Story’ Preselected Word Sets” (BLM3)

OVERVIEW

Vocabulary Focus

- Students review words from Weeks 26–28.
- Students write a story using four of the words reviewed.
- Students share their stories with the class.
- Students build their speaking and listening skills.

Social Development Focus

- Students act in fair and caring ways.
- Students listen respectfully to the thinking of others and share their own.

🕒 DO AHEAD

- ✓ Prior to Day 1, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 1, identify 16 words (four sets of four words) from Weeks 26–28 that you want the students to review and that can be used together in a cohesive story. Print or make a copy of “‘Four Words and a Story’ Word Sets” (BLM2) and write the words you selected on it. Alternatively, you might prefer to use “‘Four Words and a Story’ Preselected Word Sets” (BLM3).
- ✓ Prepare enough copies of the word sets, by copying and cutting out the word-set slips, so that each pair of students will have one set of four words.
- ✓ Set aside a paper bag to use in the activity.

Day 1

Do the Activity “Four Words and a Story”

Materials

- One set of four words for each pair, prepared ahead
- A paper bag
- Copy of this week’s family letter (BLM1) for each student

Teacher Note

If time permits, you may want to review all 16 of the words that the students will use this week and discuss as a class what the students know or remember about each word.

In this lesson, the students:

- Review and use words learned earlier
- Write a story using four review words
- Listen respectfully to the thinking of others and share their own

ABOUT THIS WEEK’S VOCABULARY LESSONS

This week the students review words from Weeks 26–28 through an activity called “Four Words and a Story,” in which the students write a story that includes four of the words. On Day 1, you will introduce the students to the activity, review words and meanings, and support the students as they plan and write their stories. On Days 2–5, the students will share and discuss their stories with the class.

REVIEW THE WORDS

1 Introduce the Activity “Four Words and a Story”

Place the word-set slips that you prepared earlier into the paper bag.

Have partners sit together. Explain that today the students will review some of the words they have learned in previous weeks by doing an activity called “Four Words and a Story.”

Show the paper bag to the students. Tell them that in it are slips of paper, and that each one lists four vocabulary words. Explain that each pair will draw one slip from the bag and read the words that are written on it. Partners will first talk about what they know about the words; then each student will write a story that uses all four words. Explain that partners will share their stories with each other and with the class later in the week.

2 Choose Words and Review Their Meanings

Have each pair draw one slip from the paper bag. When all the students have finished reading the words on their slips, ask:



Q *What do you know about the words on your slip? Turn to your partner.*

Give partners a few minutes to discuss what they know about each word. Tell the students that if they cannot remember the meaning of a word, they can ask you or another pair about the meaning. When most pairs have finished, ask:

Q *What questions do you have about the words on your slip?*

Discuss any questions that the students have about their words.

PRACTICE USING THE WORDS

3 Plan and Write a Story

Remind the students that each of them will write a story that uses all four words on the slip. Use “Think, Pair, Share” to discuss:



Q *What story might you write using the words? [Pause.] Turn to your partner.*

Give partners a few minutes to discuss story ideas. Circulate as partners share. If the students are having trouble generating ideas, signal for their attention. Ask a volunteer pair to share their story ideas with the class and discuss how they came up with the ideas. If the students continue to struggle, suggest that they pick one of the words, think about a story they might write using that one word, and then think about how they might use each of the other words in the story. You might use one of the word sets to model the strategy.

Give the students time to write their stories. If the students finish writing early, have them quietly share their stories with their partners. Encourage them to use comments from their partners to revise their stories.

Tell the students that starting tomorrow, you will ask volunteers to share their stories with the class. Explain that students who are not ready to share tomorrow can share their stories later in the week.

EXTENSION

Use Other Words in Stories

Invite the students to select another set of four words—or more—that they have learned earlier in the year to use in another story. You might display or print sets of word cards from the CCC Learning Hub (ccclearninghub.org) and review the meanings of the words with the students. Before they begin writing, have the students discuss with their partners why they chose the words that they did and what they know about these words. After the students have completed writing their stories, partners can read their stories to each other or share them with the class and discuss the ways they used the vocabulary words in their stories.

ELPS 5.B.i
Step 3

Teacher Note

If the students need more time for writing, they might finish their stories during their writing period. They can then share the stories during the week at vocabulary time.

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk with their families about the words they use in their stories this week.

In this lesson, the students:

- Share their stories with the class
- Speak clearly
- Ask one another questions about their writing
- Listen respectfully to the thinking of others and share their own
- Act in fair and caring ways

SHARE STORIES**1** Discuss Speaking Clearly and Listening Respectfully

Gather the class with partners sitting together, facing you. Remind the students that this week they are writing and sharing stories using four words that they learned earlier.

Before asking volunteers to share their stories, have a discussion about how the students will act—both as they share their stories and as they listen. Ask and briefly discuss questions such as the following:

- Q** *Why is it important to speak in a loud, clear voice when you're sharing your story with the class?*
- Q** *If you can't hear the author, how can you politely let him or her know?*
- Q** *How will you let the author know that you're interested in his or her writing? Why is it important to express interest in other people's writing?*

Encourage the students to be attentive and considerate audience members. Tell them that you will check in with them later to see how they did.

2 Share Stories and Discuss Them as a Class

Have volunteers share their stories with the class. After each reading, discuss the story by asking questions such as the following:

- Q** *What vocabulary words did you hear [Petra] use in the story?*
- Q** *What was interesting about the way [Petra] used the word [grotesque]?*
- Q** *What questions or comments do you have for [Petra] about her story?*
- Q** *What did you like about [Petra's] story?*

3 Reflect on Being a Respectful Audience

Ask and briefly discuss questions such as the following:

- Q *How did we do today as an audience? What might we want to work on as we continue to share stories?*
- Q *If you shared a story today, how did you feel? What did members of the audience do that made you feel [relaxed/nervous/proud]?*

4 Continue the Activity During the Week

On Days 3–5 of this week, repeat the procedures in Steps 2 and 3 to have additional volunteers share their stories with the class.

Week 30

YEAR-END REVIEW

ABOUT WEEK 30

In the week of the *Making Meaning* program that corresponds with this week's vocabulary lessons, the students read self-selected texts, rather than hearing a read-aloud. For that reason, no new words are introduced this week. We suggest that the students spend the week reviewing some of the words they have learned during the year. The review will provide the students with the additional practice they need to make the words they have learned this year a permanent part of their vocabulary. The week will also prepare the students for Word Check 8, an end-of-year vocabulary assessment that focuses on the words reviewed this week.

The students review a set of words each day this week through an activity that varies from day to day. The table on the next page lists the words reviewed and identifies the weeks in which the words were originally taught.

RESOURCES

Assessment Resource Book

- Week 30 vocabulary assessments



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA6

Assessment Forms

- “Class Vocabulary Assessment Record” sheet (CA1)
- “Individual Vocabulary Assessment: Word Check 8” answer sheet (IA1)
- “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) “Student Self-assessment” response sheet (SA1)

Reproducibles

- Week 30 family letter (BLM1)
- (Optional) “Week 30 Word Cards” (BLM2)

OVERVIEW

Words Reviewed

Day 1 (Weeks 1-5)	Day 2 (Weeks 6-11)	Day 3 (Weeks 12-16)	Day 4 (Weeks 17-22)	Day 5 (Weeks 23-28)
clamor	contented	calamity	befuddled	engrossed
cuisine	envious	conspicuous	comply	knowledgeable
dissatisfied	loll	desert/deserter	deliberately	lose your nerve
lurk	meager	fanciful	dependent	positive
lush	rustle	moist	hair-raising	preposterous
reassure	soothe	resilient	priority	throng
resist	stun		unethical	vexed
tattered	thunderous		vivid	

Vocabulary Focus

- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students act in fair and caring ways.
- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

- ✓ Prior to Day 1, write each of the following review words on an index card (you might also use strips of paper): *clamor*, *cuisine*, *dissatisfied*, *lurk*, *lush*, *reassure*, *resist*, and *tattered*. Put the cards into a paper bag.
- ✓ Prior to Day 1, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 226 of the *Assessment Resource Book*. Make a copy of the sheet for each day that you choose to use the Class Vocabulary Assessment Note.

(continues)

J DO AHEAD *(continued)*

- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student. Prior to Day 5, make a class set of the “Individual Vocabulary Assessment: Word Check 8” answer sheet (IA1); see page 230 of the *Assessment Resource Book*. Make enough copies for each student to have one; set aside a reference copy for yourself.
- ✓ (Optional) Prior to Day 5, make a master copy of the “Student Self-assessment” response sheet (SA1); see page 233 of the *Assessment Resource Book*. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print “Week 30 Word Cards” (BLM2). These cards can be used to provide your students with more opportunities to review the words.

In this activity, the students:

- Review and practice using words learned earlier
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

Words Reviewed**clamor**

Clamor means “demand or ask for something loudly.”

cuisine

A *cuisine* is a “style of cooking.”

dissatisfied

Dissatisfied means “not satisfied or happy with the way things are.” When you are dissatisfied, you want something more or something different.

lurk

Lurk means “stay hidden, ready to spring out and attack.”

lush

Lush means “having lots of green, healthy plants.”

reassure

When you reassure someone, you make the person feel less worried. You calm the person and give the person courage or confidence.

resist

Resist means “refuse to give in to someone or something.”

tattered

Tattered means “torn and ragged.”

REVIEW THE WORDS**1 Introduce the Activity**

Tell the students that this week they will review and practice using words they have learned throughout the year. Remind them that thinking and talking about the words they have learned helps them remember the words.

Explain that today partners will do an activity called “It’s in the Bag.” Display the day 1 review cards (WA1); then show the paper bag. Tell the students that the bag contains index cards, and that one of today’s review words is written on each card. Explain that each pair of students will draw a card from the bag. Partners will first talk about what they remember about the word on the card and then write what they remember on a sheet of paper. Later partners will share what they wrote about their words with the class.

Materials

- Day 1 review cards (WA1)
- A paper bag containing review words, prepared ahead
- A sheet of paper for each pair of students
- “Class Vocabulary Assessment Record” sheet (CA1)

Teacher Note

You might choose to review additional words from Weeks 1-5. Write the words that you select on index cards and add them to the paper bag.



Give examples of what the students might write about a word.

You might say:

"If you remember what your word means, you can write that. You can use the word in a sentence that shows what the word means. You might also write about what you remember about acting out the word or talking about it in class. For example, if your word is *clamber*, you might write about how you acted out clambering when we first talked about the word or why someone might clamber. If you have used the word outside of the vocabulary lessons or have heard someone use the word, you can write about that as well."

Tell the students that if they do not remember what their word means or anything else about the word, they can talk with you or another pair about the word.

 Have each pair of students draw one word card from the paper bag. Ask the students to say the word but not discuss the meaning.

PRACTICE USING THE WORDS

2 Write and Share What Partners Remember

 Give each pair a sheet of paper. Then give the students several minutes to discuss and write about their word.

When most pairs have finished writing, have one or two pairs share what they remember about their words with the class. After a pair has shared, ask questions such as the following:

- Q *What did you hear [Caroline and Reynaldo] say they remember about the word [clamor]?*
- Q *What questions do you want to ask [Caroline and Reynaldo] about what they wrote about [clamor]?*
- Q *What is something you remember and want to share about the word [clamor]?*

ELL Note

Before asking the students to write about a word in pairs, you might write about a word as a class. Select a word, ask the students what they remember about it, and write a few of their ideas where everyone can see them. Then have pairs work on their own words.

Give the students additional time to discuss and write about their word.



CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' responses indicate that they understand the words' meanings?
- Are they able to use the words to explain their thinking?
- Are they using the words they have learned this year in their writing and in conversations outside of the vocabulary lessons?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 226 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, incorporate the word into one or more of the other activities used to review words this week.

Teacher Note

You might use this Class Vocabulary Assessment Note each day this week to evaluate your students' understanding of the words being reviewed.

I'm Thinking of a Word

Day 2

In this activity, the students:

- Review and practice using words learned earlier
- Build their speaking and listening skills
- Act in fair and caring ways

Words Reviewed

contented

Contented means "satisfied and happy."

envious

If you are envious, you feel jealous of someone because that person has something you would like to have.

loll

Loll means "sit or stand in a relaxed or lazy way."

meager

Meager means "very small in amount or hardly enough."

rustle

Rustle means "make a soft, brushing sound." Things like paper, leaves, and stiff cloth rustle.

Materials

- Day 2 review cards (WA2)

soothe

Soothe means “make someone or something calmer or less upset.”

stun

Stun means “make unconscious or unable to think clearly.” *Stun* also means “shock or greatly surprise.”

thunderous

Thunderous means “making a loud, rumbling noise like thunder.”

REVIEW THE WORDS

1 Briefly Review the Words

Display the day 2 review cards (🌐 WA2) and review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Play “I’m Thinking of a Word”

Tell the students that partners will play the game “I’m Thinking of a Word.” Review that you will think aloud about one of the review words; then partners will discuss which word they think it is and explain why they think that. Begin by reading the following clue aloud, slowly and clearly:

- *I’m thinking of a word that tells what a paper bag does when it is opened.*

Ask:

- 🗨️ **Q** *What word am I thinking of? Why do you think that?* [Click **1** on WA2 to reveal the prompt.] *Turn to your partner.*

🌐 ELL Note

If choosing from among eight words is challenging for the students, you might have them choose between two words you provide. For example, you might say “I’m thinking of a word that tells what a paper bag does when it is opened. Am I thinking of the word *stun* or the word *rustle*? Why?”

WA2

contented	envious	loll
meager	rustle	soothe
stun	thunderous	

PROMPT 1: _____ is thinking of the word
_____ because . . .

1
2

PROMPT 1: “[Mrs. Wagner] is thinking of the word [rustle] because . . .”

After partners have talked, click 2 on the day 2 review cards (WA2) to reveal the prompt. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 2: “You are thinking of the word [*rustle*] because . . .”

Use the same procedure to continue playing the game, using the following clues:

- *I’m thinking of a word that tells how you might feel if someone on your team gets to play a lot longer than you do in a soccer match. (envious)*
- *I’m thinking of a word that is a synonym of the words shock and surprise. (stun)*
- *I’m thinking of a word that you might use to describe the sound of a train that is passing by very close to you. (thunderous)*
- *I’m thinking of a word that describes how you might sit on your couch after a long, hard, tiring day. (loll)*
- *I’m thinking of a word that is a synonym of the words satisfied and happy. (contented)*
- *I’m thinking of a word that a very hungry person might use to describe a lunch of three grapes and a single cheese stick. (meager)*
- *I’m thinking of a word that tells what you might try to do for a friend who is upset. (soothe)*

Find Another Word

Day 3

In this activity, the students:

- Review and practice using words learned earlier
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

Words Reviewed

calamity

A *calamity* is a “terrible disaster.”

conspicuous

Conspicuous means “obvious or noticeable.” Something that is conspicuous stands out and can be seen easily.

desert/deserter

Desert means “abandon, or leave someone or something that should not be left behind.” A *deserter* is a “person who deserts.”

Materials

- Day 3 review cards (WA3)
- Day 3 review activity (WA4)

fanciful

Fanciful means “imaginary, or not real.”

moist

Moist means “damp or slightly wet.”

resilient

Resilient means “able to recover from or adjust to misfortune or change.”

REVIEW THE WORDS

1 Briefly Review the Words

Display the day 3 review cards (🗂️ WA3) and review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Play “Find Another Word”

Tell the students that partners will play the game “Find Another Word.” Remind the students that you will show them a story that has one or more words underlined. You will read the story aloud; then partners will decide which of the vocabulary words could replace the underlined part of the story and explain why they think so.

Display the day 3 review activity (🗂️ WA4) and begin playing the game:

- Click ❶ to reveal the first story. Point to the story and read it aloud, emphasizing the underlined word.
 - Story 1: *After scouring her whole house to find her favorite ring, Mackenzie is surprised to see it in a very obvious place. The ring is on her bedside table.*
- Give the students a few moments to think about the story and the underlined words. Then point to the six word choices and ask:



Q Which vocabulary word could replace the underlined words? Why? [Click ❶ again to reveal the prompt.] Turn to your partner.

PROMPT 1: “I think the word [*conspicuous*] could replace *very obvious* because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

- Conclude the discussion by clicking ❶ a third time to highlight the correct vocabulary word and reveal the story with the correct word in place.

Teacher Note

Each story on the day 3 review activity (WA4) has a corresponding number: the first story is ❶; the second story is ❷; the third story is ❸; and so on. To play the game, click the corresponding number four times:

- The first click reveals the story.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the story with the answer in place.
- The fourth click clears the screen.

Teacher Note

You might remind the students that they learned the word *scour* earlier and that *scour* means “search an area very carefully in order to find something.”

calamity	conspicuous	desert/deserter
fanciful	moist	resilient

STORY 1: After scouring her whole house to find her favorite ring, Mackenzie is surprised to see it in a conspicuous place. The ring is on her bedside table.



4. Click **1** to clear the screen.

Use the same procedure to discuss the remaining stories:

- Story 2: *Martin's parents were relieved that he was able to adjust after the change from elementary to middle school.* (resilient)
- Story 3: *The grass in Dina's backyard is slightly wet, so she lays down a blanket before she sits.* (moist)
- Story 4: *The citizens of Northville worked hard to restore their community after the tornado, which many called a terrible disaster.* (calamity)
- Story 5: *Although Christopher's story was completely made up, everyone believed him because he used such vivid language.* (fanciful)
- Story 6: *The man had no money to feed his dog, so sadly he left behind the dog when he moved to a new town.* (deserted)

Teacher Note

You might remind the students that they learned the word *restore* earlier and that *restore* means "bring back to its original condition."

Teacher Note

You might remind the students that they learned the word *vivid* earlier and that *vivid* means "sharp and clear."

Day 4

Does That Make Sense?

Materials

- Day 4 review cards (WA5)
- Copy of this week's family letter (BLM1) for each student

In this activity, the students:

- Review and practice using words learned earlier
- Build their speaking and listening skills
- Act in fair and caring ways

Words Reviewed

befuddled

Befuddled means "completely confused."

comply

Comply means "do what you are asked to do or what a law or rule requires you to do."

deliberately

Deliberately means "intentionally or on purpose."

dependent

Dependent means "relying on or needing someone or something for help or support."

hair-raising

Hair-raising means "exciting, thrilling, or terrifying."

priority

A *priority* is "something that is more important or more urgent than other things."

unethical

Unethical means "wrong according to society's beliefs." When people think something is unethical, they believe it is the wrong thing to do.

vivid

Vivid means "sharp and clear." *Vivid* also means "bright and strong."

REVIEW THE WORDS

1 Briefly Review the Words

Display the day 4 review cards (WA5) and review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Play "Does That Make Sense?"

Tell the students that partners will play the game "Does That Make Sense?" Remind the students that you will read a scenario that includes one of the review words. Partners will then decide whether the word makes sense in the scenario and explain why they think so.

Point to the word *befuddled* on the day 4 review cards (WA5), and explain that the first scenario includes the word *befuddled*.

Then read the following scenario aloud twice:

- *Corbin takes a bite of his peanut butter and jelly sandwich. He is befuddled when the sandwich tastes exactly like he thinks it should.*

Ask:



Q Does the word *befuddled* make sense in the scenario? Why do you think that? [Click 1 on WA5 to reveal the prompt.] Turn to your partner.

WA5

befuddled	comply	deliberately
dependent	hair-raising	priority
unethical	vivid	

PROMPT 1: The word _____ [does/does not] make sense because . . .

1

Teacher Note

If the students struggle to answer the questions, signal for their attention. Reread the scenario aloud, and explain that *befuddled* does not make sense. If Corbin is befuddled by the taste of the sandwich, he is confused by it—the sandwich does *not* taste like he thinks it should.

PROMPT 1: “The word [*befuddled*] [does/does not] make sense because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following scenarios:

[comply]

- *Zariah complies with her softball coach’s request that she practice more often. She spends every Saturday morning practicing her batting.*

[deliberately]

- *RJ is carrying a tray of food to his table. He trips and deliberately spills all of his food on the floor.*

[dependent]

- *Jenessa wants to be more dependent on her parents. She asks if she can ride her bike to school instead of getting dropped off each morning.*

[hair-raising]

- *Andy goes waterskiing with his family for the first time, and he is surprised about how fast the boat pulls him. It is the most exciting, hair-raising thing he has ever done.*

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

[priority]

- *Penny's homework is a priority. She does not do it until after she talks to her best friend on the phone, writes in her journal, walks her dog, and watches a TV show.*

[unethical]

- *Nadav is upset because he saw his friend cheat on a spelling test and he thinks that cheating is unethical.*

[vivid]

- *Reina's favorite shirt has become faded. She has washed it so many times that the colors are now vivid.*

Day 5

Make a Choice

Materials

- Day 5 review cards (WA6)
- Class set of the "Individual Vocabulary Assessment: Word Check 8" answer sheet (IA1)
- Class set of the "Individual Vocabulary Assessment Student Record" sheet (SR1)
- "Individual Vocabulary Assessment Class Record" sheet (CR1)
- (Optional) Class set of the "Student Self-assessment" response sheet (SA1)

In this activity, the students:

- Review and practice using words learned earlier
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

Words Reviewed

engrossed

Engrossed means "so interested in something that you do not notice anything else."

knowledgeable

If you are knowledgeable about something, you know a lot about it.

lose your nerve

"Lose your nerve" means "lose the courage or confidence to do something."

positive

When you feel positive about a situation, you feel good about it. You are hopeful and confident.

preposterous

Preposterous means "ridiculous, or very silly or foolish."

throng

A *throng* is a "large crowd of people."

vexed

Vexed means "irritated or annoyed."

REVIEW THE WORDS

1 Briefly Review the Words

Display the day 5 review cards (🌐 WA6) and review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Play “Make a Choice”

Tell the students that partners will play the game “Make a Choice.” Point to the word *engrossed* on the day 5 review cards (WA6) and explain that partners will play the first round of the game with the word *engrossed*. Then ask:

 **Q** *Which of these boys is engrossed in his homework: a boy who runs to his friends when they call his name or a boy who does not look up when his friends call his name? Why?* [Click 1 on WA6 to reveal the first prompt.] *Turn to your partner.*

WA6

engrossed knowledgeable lose your nerve

positive preposterous

throng vexed

PROMPT 1: I think a boy who _____ when his friends call his name is **engrossed** in his homework because . . .

1 2 3 4 5 6 7

PROMPT 1: “I think a boy who [does not look up] when his friends call his name is engrossed in his homework because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to continue playing the game using the following questions:

[knowledgeable]

 **Q** *Which of these people is knowledgeable about the French language: someone who has mastered speaking French or someone who is just beginning to learn how to speak French? Why?* [Click 2 to reveal the next prompt.] *Turn to your partner.*

ELL Note

Rather than having the students choose between two scenarios, you might have them discuss each one individually by first asking, “Is a boy who runs to his friends when they call his name engrossed in his homework? Why?” and then asking, “Is a boy who does not look up when his friends call his name engrossed in his homework? Why?”

Teacher Note

You might remind the students that they learned the word *master* earlier and that if you master a skill, you become very good at it.

Teacher Note

You might remind the students that they learned the word *supporter* earlier and that a *supporter* is “someone who supports, or helps or favors, a particular person, group, or plan.”

Teacher Note

You might remind the students that they learned the words *disposition* and *cantankerous* earlier. Review that someone’s disposition is his or her usual mood, or the way he or she usually acts or behaves, and that *cantankerous* means “grouchy or disagreeable.”

Teacher Note

You might remind the students that they learned the words *restore* and *deteriorate* earlier. Review that *restore* means “bring something back to its original condition” and that *deteriorate* means “become worse.”

PROMPT 2: “I think someone who [has mastered] speaking French is knowledgeable because . . .”

[lose your nerve]



Q Which of these might cause someone to lose her nerve before giving a speech: knowing that there are many supporters in the audience or knowing that there are no supporters in the audience? Why? [Click 3 to reveal the next prompt.] Turn to your partner.

PROMPT 3: “I think knowing that there are [no] supporters would cause someone to lose her nerve before giving a speech because . . .”

[positive]



Q Which of these people is positive: someone who has a happy disposition even when things do not go as planned or someone who has a cantankerous disposition when things do not go as planned? Why? [Click 4 to reveal the prompt.] Turn to your partner.

PROMPT 4: “I think someone who has a [happy] disposition when things do not go as planned is positive because . . .”

[preposterous]



Q Which of these is a preposterous thing to do: walk in a snowstorm while wearing sandals, or walk in a snowstorm while wearing boots? Why? [Click 5 to reveal the prompt.] Turn to your partner.

PROMPT 5: “I think it is preposterous to walk in a snowstorm while wearing [sandals] because . . .”

[throng]



Q Which of these is a throng of students: all of the students rushing out of their classrooms on the last day of school or a few students waiting for their parents in the school office? Why? [Click 6 to reveal the prompt.] Turn to your partner.

PROMPT 6: “I think [all of the students rushing out of their classrooms on the last day of school] is a throng of students because . . .”

[vexed]



Q Which of these people is more likely to be vexed: a person whose favorite painting has been restored or someone whose favorite painting has deteriorated? Why? [Click 7 to reveal the prompt.] Turn to your partner.

PROMPT 7: “I think someone whose favorite painting [has deteriorated] is more likely to be vexed because . . .”



Assessment Notes

INDIVIDUAL VOCABULARY ASSESSMENT NOTE

The final Individual Vocabulary Assessment of the year focuses on a representative group of words selected from Weeks 1–28 of the vocabulary lessons. (These words are reviewed through a series of activities in Week 30.) To assess individual students' understanding of the words, use the "Individual Vocabulary Assessment: Word Check 8" answer sheet (IA1). For instructions on administering this assessment, see "Completing the Individual Vocabulary Assessment" on page 227 of the *Assessment Resource Book*. We recommend that you pair this assessment with the Student Self-assessment described below.

STUDENT SELF-ASSESSMENT NOTE

In addition to or in place of the Individual Vocabulary Assessment, you might have each student evaluate his understanding of a group of words you select from Weeks 1–28 using the "Student Self-assessment" response sheet (SA1). For instructions on administering this assessment, see "Completing the Student Self-assessment" on page 231 of the *Assessment Resource Book*.

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Appendix A

VOCABULARY LESSONS AND MAKING MEANING

This table shows each week of the vocabulary lessons, the read-aloud text used during that week, and the week in which that text was taught in the *Making Meaning Teacher's Manual*. We suggest that you teach a week from the *Vocabulary Teaching Guide* one week after you have taught the corresponding week in the *Teacher's Manual*. (For example, teach Vocabulary Week 1 a week after you have taught Unit 1, Week 1 in the *Teacher's Manual*.)

<i>Making Meaning Vocabulary Teaching Guide</i>	Read-aloud Text(s)	<i>Making Meaning Teacher's Manual</i>
Week 1	<i>The Lotus Seed; Something to Remember Me By</i>	Unit 1, Week 1
Week 2	<i>Everybody Cooks Rice</i>	Unit 1, Week 2
Week 3	<i>Rainforests</i>	Unit 2, Week 1
Week 4	"Follow That Ball! Soccer Catching On in the U.S."; "All Work and No Play: Trends in School Recess"	Unit 2, Week 2
Week 5	<i>Great Women of the American Revolution</i>	Unit 2, Week 3
Week 6	<i>Big Cats</i>	Unit 3, Week 1
Week 7	<i>Big Cats</i>	Unit 3, Week 2
Week 8	<i>Tuck Everlasting</i>	Unit 4, Week 1
Week 9	<i>Tuck Everlasting</i>	Unit 4, Week 2
Week 10	<i>Tuck Everlasting</i>	Unit 4, Week 3
Week 11	<i>Tuck Everlasting</i>	Unit 4, Week 4
Week 12	"The Cafe"; "The Possum" from <i>The Van Gogh Cafe</i>	Unit 5, Week 1
Week 13	"Speech Class"; "Eraser and School Clock"	Unit 5, Week 2
Week 14	<i>Richard Wright and the Library Card; Uncle Jed's Barbershop</i>	Unit 6, Week 1
Week 15	<i>Hurricanes</i>	Unit 6, Week 2
Week 16	<i>Global Warming</i>	Unit 6, Week 3
Week 17	"Copycats: Why Clone?"; "The Debate on Banning Junk Food Ads"	Unit 7, Week 1
Week 18	"All-girls and All-boys Schools: Better for Kids"; "Do Kids Really Need Cell Phones?"	Unit 7, Week 2
Week 19	"How to Make an Origami Cup"; "Ashton Hammerheads Schedule for September 2015"; "Frontier Fun Park"	Unit 7, Week 3

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<i>Making Meaning Vocabulary Teaching Guide</i>	Read-aloud Text(s)	<i>Making Meaning Teacher’s Manual</i>
Week 20	<i>Survival and Loss: Native American Boarding Schools</i>	Unit 7, Week 4
Week 21	<i>Survival and Loss: Native American Boarding Schools</i>	Unit 7, Week 5
Week 22	<i>A River Ran Wild</i>	Unit 8, Week 1
Week 23	<i>Harry Houdini: Master of Magic</i>	Unit 8, Week 2
Week 24	“Mrs. Buell” from <i>Hey World, Here I Am!</i>	Unit 8, Week 3
Week 25	(No read-aloud)	Unit 8, Week 4
Week 26	“Zoo”	Unit 9, Week 1
Week 27	“12 seconds from death” from <i>True Stories of Heroes</i>	Unit 9, Week 2
Week 28	“The Pros and Cons of Year-round Schools”; “Year-round School: I’m for It” “Year-round School: I’m Against It”	Unit 9, Week 3
Week 29	(No read-aloud)	Unit 9, Week 4
Week 30	(No read-aloud)	Unit 10, Week 1

Appendix B

GRADE 5 WORDS AND DEFINITIONS

This table shows each word taught in grade 5 in alphabetical order, its definition, the week in which the word is introduced, and the number of its corresponding word card. An asterisk denotes a high-utility academic word listed in Averil Coxhead’s “A New Academic Word List” (Coxhead 2000).

Word	Definition	Week	Card
academic	<i>Academic</i> means “having to do with school, studying, and learning.”	18	104
advantage	An <i>advantage</i> is “something that is helpful or useful.” An advantage can help you do something better or succeed at something.	6	35
argue	<i>Argue</i> means “give reasons for or against something.”	28	157
battered	When something is battered, it is worn down and damaged from age and use.	8	48
befuddled	<i>Befuddled</i> means “completely confused.”	21	121
billow	<i>Billow</i> means “swell out or puff up.”	27	155
blow off steam	“Blow off steam” means “do or say something that helps you get rid of energy or strong feelings.”	4	23
blunt	<i>Blunt</i> means “not sharp or pointed.” <i>Blunt</i> also means “straightforward and honest in what you say.”	7	41
breathtaking	<i>Breathtaking</i> means “extremely impressive, exciting, or surprising.”	23	135
budge	<i>Budge</i> means “move just a little.”	11	66
bundle	<i>Bundle</i> means “wrap or tie things together.”	14	82
calamity	A <i>calamity</i> is a “terrible disaster.”	15	88
cantankerous	<i>Cantankerous</i> means “grouchy or disagreeable.”	24	140
clamber	<i>Clamber</i> means “climb something that is difficult to climb, using your hands and feet.”	3	15
clamor	<i>Clamor</i> means “demand or ask for something loudly.”	1	1
clank	When something clanks, it makes a short, loud sound like metal being hit.	11	64
clash	<i>Clash</i> means “fight or argue.”	20	119
cluster	<i>Cluster</i> means “stand or grow close together.”	26	148
commit*	When you commit to something, you promise to do it and do not change your mind.	28	162
compel	<i>Compel</i> means “force.”	20	116
comply	<i>Comply</i> means “do what you are asked to do or what a law or rule requires you to do.”	20	117

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Word	Definition	Week	Card
conspicuous	<i>Conspicuous</i> means "obvious or noticeable." Something that is conspicuous stands out and can be seen easily.	12	70
consume/ consumer*	<i>Consume</i> means "buy and use products and services." A <i>consumer</i> is a "person who consumes."	17	102
contact*	When you come in contact with something, you touch it. Contact also means "communicate or get in touch with someone."	15	86
contemplate	<i>Contemplate</i> means "think about something seriously or look at something carefully."	8	44
contented	<i>Contented</i> means "satisfied or happy."	10	55
convert*	<i>Convert</i> means "change from one form or use into another."	16	93
cuisine	A <i>cuisine</i> is a "style of cooking."	2	10
currently	<i>Currently</i> means "now or at the present time."	16	91
dab	<i>Dab</i> means "touch something lightly and gently, usually with something soft."	11	62
daring	<i>Daring</i> means "bold and willing to take risks."	5	28
defenseless	<i>Defenseless</i> means "without defense, helpless, or unprotected."	20	120
delectable	<i>Delectable</i> means "delicious, or very good to taste or smell."	2	8
deliberately	<i>Deliberately</i> means "intentionally or on purpose."	21	124
dependent	<i>Dependent</i> means "relying on or needing someone or something for help or support."	18	106
desert/deserter	<i>Desert</i> means "abandon, or leave someone or something that should not be left behind." A <i>deserter</i> is a "person who deserts."	13	75
desirable	<i>Desirable</i> means "worth having or wishing for."	17	99
deteriorate	<i>Deteriorate</i> means "become worse."	22	128
device*	A <i>device</i> is a "tool, machine, or piece of equipment that does a particular job."	18	107
devour	<i>Devour</i> means "eat something quickly and hungrily."	7	37
dignified	<i>Dignified</i> means "confident, calm, and in control."	7	38
dilapidated	<i>Dilapidated</i> means "old, broken, and in very bad condition."	24	139
dim	<i>Dim</i> means "somewhat dark or not bright or clear."	3	14
disadvantage	A <i>disadvantage</i> is "something that causes a problem or makes it harder to succeed."	6	36
discontinue	<i>Discontinue</i> means "not continue something, or stop doing, using, or making something."	4	22
discourteous	<i>Discourteous</i> means "not courteous, or disrespectful or rude."	14	80
disposition	Someone's <i>disposition</i> is his or her usual mood, or the way he or she usually acts or behaves.	24	141

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Word	Definition	Week	Card
dissatisfied	<i>Dissatisfied</i> means “not satisfied or happy with the way things are.” When you are dissatisfied, you want something more or something different.	4	21
drastic	<i>Drastic</i> means “harsh, extreme, or very severe.”	21	125
dwelling	A <i>dwelling</i> is a “place where someone lives, such as a house or an apartment.”	22	127
efficient	If someone or something is efficient, the person or thing works well and does not waste time or energy.	16	95
emerge*	<i>Emerge</i> means “appear.” When something emerges, it comes out so that it can be seen.	10	59
engrossed	<i>Engrossed</i> means “so interested in something that you do not notice anything else.”	27	156
envious	If you are envious, you feel jealous of someone because that person has something you would like to have.	10	58
establish*	<i>Establish</i> means “begin, create, or set up.” <i>Establish</i> also means “show or prove to be true.”	5	30
ethical	<i>Ethical</i> means “right according to a society’s beliefs.” When people think something is ethical, they believe it is the right thing to do.	17	97
exert	When you exert yourself, you work hard to do something.	11	61
extend	<i>Extend</i> means “lengthen or stretch out.” <i>Extend</i> also means “offer or give.”	6	34
fanciful	<i>Fanciful</i> means “imaginary, or not real.”	13	78
get on board	“Get on board” means “accept or go along with something.”	18	105
grimace	<i>Grimace</i> means “twist your face.” People usually grimace because they are in pain or because they do not like something.	8	46
grotesque	<i>Grotesque</i> means “ugly or strange in a way that is unpleasant or frightening.”	26	149
hair-raising	<i>Hair-raising</i> means “exciting, thrilling, or terrifying.”	19	113
harbor	<i>Harbor</i> means “protect or shelter.”	12	67
heartless	<i>Heartless</i> means “without heart (kindness or compassion), unkind, or cruel.”	21	122
heave	<i>Heave</i> means “pull, throw, or lift with a lot of effort.”	11	65
helter-skelter	If things are helter-skelter, they are lying about in a disorganized, confusing, or careless way.	9	50
heroine	A <i>heroine</i> is a “girl or woman who is admired or respected because she is brave or has done something special.”	5	25
hospitable	<i>Hospitable</i> means “friendly, welcoming, and generous to visitors.”	2	9
hunch	<i>Hunch</i> means “bend your body into an arch or hump.” A <i>hunch</i> is a “feeling, not based on facts, that something will happen or is true.”	9	54
hunger	<i>Hunger</i> is a “strong desire or want.”	14	79

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Word	Definition	Week	Card
impact*	<i>Impact</i> means a “violent collision or the forceful striking of one thing against another.” <i>Impact</i> also means the “effect that something has on a person or thing.”	27	154
indicate*	<i>Indicate</i> means “point out or show.” <i>Indicate</i> also means “be a sign of.”	19	111
inefficient	If someone or something is inefficient, the person or thing does not work well and wastes time or energy.	16	96
influence	<i>Influence</i> means “affect the way someone develops, behaves, or thinks.”	17	101
inform	<i>Inform</i> means “give or tell information.”	5	29
injustice	An <i>injustice</i> is a “situation in which people are treated very unfairly.”	21	126
insignificant	<i>Insignificant</i> means “not very important or not noticeable.” Something insignificant does not matter a lot to you.	26	146
interact*	<i>Interact</i> means “talk or work with people.”	18	103
international	<i>International</i> means “having to do with more than one country.”	2	12
intrigue	<i>Intrigue</i> means “fascinate or stir up curiosity or interest.”	26	147
knowledgeable	If you are knowledgeable about something, you know a lot about it.	27	152
loll	<i>Loll</i> means “sit or stand in a relaxed or lazy way.”	9	51
lose your nerve	“Lose your nerve” means “lose the courage or confidence to do something.”	24	142
lurch	<i>Lurch</i> means “lean or roll suddenly forward or to one side.”	27	153
lurk	<i>Lurk</i> means “stay hidden, ready to spring out and attack.”	3	16
lush	<i>Lush</i> means “having lots of green, healthy plants.”	3	13
luxurious	<i>Luxurious</i> means “very comfortable or pleasurable.”	9	52
master	If you master a skill, you become very good at it.	23	136
meager	<i>Meager</i> means “very small in amount or hardly enough.”	8	45
memento	A <i>memento</i> is “something given or kept as a reminder of a person, place, or experience.”	1	4
mobile	<i>Mobile</i> means “able to move or be moved from place to place.”	15	89
moist	<i>Moist</i> means “damp or slightly wet.”	15	85
momentous	<i>Momentous</i> means “very important or meaningful.”	23	138
moocher	A <i>moocher</i> is a “person who tries to get something without paying or working for it.”	2	7
motionless	<i>Motionless</i> means “without motion, still, or not moving.”	13	76
mystify	<i>Mystify</i> means “confuse, bewilder, or puzzle.”	23	137
negative	When you feel negative about a situation, you feel bad about it. You are not hopeful and confident.	28	161
nourish	<i>Nourish</i> means “provide what is needed for life and growth.”	3	18

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Word	Definition	Week	Card
on pins and needles	"On pins and needles" means "very nervous or uneasy."	23	133
pandemonium	<i>Pandemonium</i> means "chaos or confusion."	1	2
peculiar	<i>Peculiar</i> means "strange or odd."	12	69
peer	When someone is your peer, that person is the same age as you.	28	158
picturesque	When a place is picturesque, it is beautiful or pleasant to look at.	12	68
plummet	<i>Plummet</i> means "fall suddenly and very quickly from a high place." <i>Plummet</i> also means "decrease suddenly by a large amount."	27	151
pollute	<i>Pollute</i> means "poison the air, water, or soil."	3	17
positive	When you feel positive about a situation, you feel good about it. You are hopeful and confident.	28	160
prejudice	<i>Prejudice</i> is an "unfair opinion of someone based on the person's race, religion, or other characteristic."	14	81
preposterous	<i>Preposterous</i> means "ridiculous, or very silly or foolish."	23	134
preteen	A <i>preteen</i> is a "boy or girl before he or she becomes a teenager." A preteen is between the ages of 8 and 12.	18	108
priority*	A <i>priority</i> is "something that is more important or more urgent than other things."	19	114
procedure	A <i>procedure</i> is a "way to do something, or method of doing it, especially by a series of steps."	19	109
protest	<i>Protest</i> means "complain about something or object to something you feel is wrong or unfair."	5	27
quality	A <i>quality</i> is a "special characteristic, or feature, of a person's personality or character." Friendliness and honesty are examples of qualities a person might have.	21	123
reassure	When you reassure someone, you make the person feel less worried. You calm the person and give the person courage or confidence.	1	5
regulate*	<i>Regulate</i> means "control or manage, usually through rules or laws."	17	100
reliable	Someone or something that is reliable can be trusted or depended on.	10	60
resilient	<i>Resilient</i> means "able to recover from or adjust to misfortune or change."	14	84
resist	<i>Resist</i> means "refuse to give in to someone or something."	5	26
resolve*	<i>Resolve</i> means "find an answer or solution to a problem."	20	115
restore*	<i>Restore</i> means "bring something back to its original condition."	22	131
restriction*	A <i>restriction</i> is a "rule or law that limits what a person can do or what is allowed to happen."	4	24
reuse	<i>Reuse</i> means "use again."	16	94
reverie	A <i>reverie</i> is a "pleasant daydream."	13	77

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Word	Definition	Week	Card
rustle	<i>Rustle</i> means “make a soft brushing sound.” Things like paper, leaves, and stiff cloth rustle.	11	63
scarce	<i>Scarce</i> means “difficult to get or find.” If something is scarce, there is very little of it.	7	40
scour	<i>Scour</i> means “clean something thoroughly by rubbing it with a rough material.” <i>Scour</i> also means “search an area very carefully in order to find something.”	9	49
selfless	<i>Selfless</i> means “unselfish, or without thought for yourself.” When you are selfless, you are more concerned about others than about yourself.	14	83
sequence*	A <i>sequence</i> is a “series of events or objects in a particular order.”	19	110
significant*	<i>Significant</i> means “very important or noticeable.” Something significant matters a lot to you.	26	145
sociable	<i>Sociable</i> means “friendly or liking to be with others.”	6	33
solitary	<i>Solitary</i> means “living or being alone.”	6	32
soothe	<i>Soothe</i> means “make someone or something calmer or less upset.”	10	57
spectacle	A <i>spectacle</i> is an “unusual or remarkable sight.”	12	72
squander	<i>Squander</i> means “carelessly waste something such as money, time, or opportunities.”	20	118
stamina	<i>Stamina</i> is the “energy and strength to keep doing something for a long time.”	4	20
stroll	<i>Stroll</i> means “walk in a slow, relaxed way.”	8	47
stun	<i>Stun</i> means “make unconscious or unable to think clearly.” <i>Stun</i> also means “shock or greatly surprise.”	6	31
suit	Something that suits you is right for you or meets your needs.	12	71
supporter	A <i>supporter</i> is “someone who supports, or helps or favors, a particular person, group, or plan.”	22	132
supreme	<i>Supreme</i> means the “best or the highest in quality, power, or rank.”	19	112
surge	A <i>surge</i> is a “sudden increase or sudden strong rush.”	4	19
tattered	<i>Tattered</i> means “torn and ragged.”	1	6
thoughtful	<i>Thoughtful</i> means “full of thought for the feelings or needs of others.”	13	74
thoughtless	<i>Thoughtless</i> means “without thought for the feelings or needs of others.”	13	73
throng	A <i>throng</i> is a “large crowd of people.”	26	150
thrust	<i>Thrust</i> means “push or shove suddenly or with force.”	9	53
thunderous	<i>Thunderous</i> means “making a loud, rumbling noise like thunder.”	7	39
towering	<i>Towering</i> means “very tall.”	1	3
tranquil	<i>Tranquil</i> means “calm or peaceful.”	8	43

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Word	Definition	Week	Card
trickle	A <i>trickle</i> is a "small amount." <i>Trickle</i> also means "move or flow in small groups or amounts."	24	143
typical	If something is typical, it is like others of its type. It is a good example of its kind.	15	87
uneasy	<i>Uneasy</i> means "nervous, worried, or anxious."	10	56
unethical	<i>Unethical</i> means "wrong according to society's beliefs." When people think something is unethical, they believe it is the wrong thing to do.	17	98
values	<i>Values</i> are a "person's beliefs about what is right and wrong or about what is important in life."	28	159
vary*	<i>Vary</i> means "are different."	2	11
vast	<i>Vast</i> means "very large in number or area."	16	92
vexed	<i>Vexed</i> means "irritated or annoyed."	24	144
vivid	<i>Vivid</i> means "sharp and clear." <i>Vivid</i> also means "bright and strong."	22	129
wide-eyed	<i>Wide-eyed</i> means "with the eyes wide open, especially because you are amazed or surprised."	22	130
widespread*	<i>Widespread</i> means "spread, scattered, or happening over a large area."	7	42
wobbly	If something is wobbly, it moves unsteadily from side to side.	15	90

Appendix C

INDEPENDENT WORD-LEARNING STRATEGIES

The tables below show the weeks in which each independent word-learning strategy is introduced or reviewed, and which words are used to introduce or review the strategy. (Words formally taught in the vocabulary lessons are in bold.) Whenever a strategy is reviewed in a More Strategy Practice (MSP) activity, the activity is listed in the table as well.

Recognizing Synonyms

Week	Word(s)
2	delectable , delicious (Day 1, Step 3) MSP: Start a Synonym Chart
6	stun , shock, surprise (Day 1, Step 3) MSP: Play "Synonym Match"
7	devour , eat (Day 1, Step 1)
8	tranquil , calm, peaceful (Day 1, Step 1)
10	contented , satisfied, happy (Day 1, Step 1) uneasy , nervous, worried, anxious (Day 1, Step 3) emerge , appear (Day 3, Step 3) MSP: Play "Synonym Match"
12	peculiar , strange, odd (Day 1, Step 5)
15	calamity , disaster (Day 3, Step 1)
16	vast , large (Day 1, Step 3)
19	hair-raising , exciting, thrilling, terrifying (Day 3, Step 3)
20	compel , force (Day 1, Step 3) clash , fight, argue (Day 3, Step 3)
21	befuddled , confused (Day 1, Step 1) heartless , unkind, cruel (Day 1, Step 3)
23	mystify , confuse, bewilder, puzzle (Day 3, Step 3)

Recognizing Antonyms

Week	Word(s)
4	dissatisfied , satisfied (Day 1, Step 6) MSP: Start an Antonym Chart
6	solitary, sociable (Day 1, Step 6) advantage, disadvantage (Day 3, Step 6)
13	thoughtless, thoughtful (Day 1, Step 2) fanciful , real (Day 3, Step 6)
14	discourteous , courteous (Day 1, Step 3)
16	efficient, inefficient (Day 3, Step 5) MSP: Play "Antonym Match"
17	ethical, unethical (Day 1, Step 2)
21	heartless , kind (Day 1, Step 4)
26	significant, insignificant (Day 1, Step 3)
28	positive, negative (Day 3, Step 2)

Using the Prefix *dis-* to Determine Word Meanings

Week	Word(s)
4	dissatisfied (Day 1, Step 6) discontinue (Day 3, Step 2) MSP: Discuss Words with the Prefix <i>dis-</i>
6	disadvantage (Day 3, Step 6) MSP: Further Discuss the Prefix <i>dis-</i>
14	discourteous (Day 1, Step 3)

Using the Prefix *pre-* to Determine Word Meanings

Week	Word(s)
14	prejudice (Day 1, Step 6) MSP: Discuss Words with the Prefix <i>pre-</i>
18	preteen (Day 3, Step 5) MSP: Discuss Other Words with the Prefix <i>pre-</i>

Using the Suffix *-er* to Determine Word Meanings

Week	Word(s)
2	moocher (Day 1, Step 1) MSP: Discuss Other Words with the Suffix <i>-er</i>
13	deserter (Day 1, Step 4)
17	consumer (Day 3, Step 5)
22	supporter (Day 3, Step 5) MSP: Discuss Other Words with the Suffix <i>-er</i>

Using the Suffix *-less* to Determine Word Meanings

Week	Word(s)
13	thoughtless (Day 1, Step 1) motionless (Day 3, Step 2) MSP: Discuss Other Words with the Suffix <i>-less</i>
14	selfless (Day 3, Step 4)
20	defenseless (Day 3, Step 5)
21	heartless (Day 1, Step 3) MSP: Discuss Other Words with the Suffix <i>-less</i>

Using the Latin Roots *mem* and *memor* to Determine Word Meanings

Week	Word(s)
1	memento (Day 3, Step 4)

Using the Latin Root *mot* to Determine Word Meanings

Week	Word(s)
13	motionless (Day 3, Step 2) MSP: Discuss Words with the Latin Root <i>mot</i>

Using the Latin Root *judice* to Determine Word Meanings

Week	Word(s)
14	prejudice (Day 1, Step 6)

Using the Latin Root *act* to Determine Word Meanings

Week	Word(s)
18	interact (Day 1, Step 1)

Using Context to Determine Word Meanings

Week	Word(s)
1	towering (Day 1, Step 8) MSP: Play "Use the Clues"
6	solitary (Day 1, Step 4) sociable (Day 1, Step 6)
7	devour (Day 1, Step 1)
15	wobbly (Day 3, Step 5)
17	regulate (Day 3, Step 1) MSP: Play "Use the Clues"
27	plummet (Day 1, Step 1) MSP: Play "Use the Clues"

Recognizing Idioms

Week	Word(s)
4	blow off steam (Day 3, Step 4) MSP: Discuss Idioms
18	get on board (Day 1, Step 5)
19	hair-raising (Day 3, Step 3)
23	on pins and needles (Day 1, Step 1)
24	lose your nerve (Day 3, Step 1) MSP: Illustrate Idioms

Recognizing Adages

Week	Word(s)
4	"All work and no play makes Jack a dull boy." MSP: Explore Adages

Recognizing Shades of Meaning

Week	Word(s)
7	devour (Day 1, Step 2) MSP: Explore Shades of Meaning with <i>Devour</i> and <i>Eat</i>
8	stroll (Day 3, Step 3)
15	moist (Day 1, Step 1)
16	vast (Day 1, Step 3)

Recognizing Words with Multiple Meanings

Week	Word(s)
5	establish (Day 3, Step 7) MSP: Discuss the Multiple Meanings of <i>Establish</i>
6	stun (Day 1, Step 3) extend (Day 3, Step 3) MSP: Discuss the Multiple Meanings of <i>Extend</i>
7	blunt (Day 3, Step 5)
9	scour (Day 1, Step 3) hunch (Day 3, Step 7) MSP: Discuss the Multiple Meanings of <i>Scour</i>
12	harbor MSP: Discuss Another Meaning of <i>Harbor</i>
15	contact (Day 1, Step 5)
19	indicate (Day 1, Step 8)
22	vivid (Day 1, Step 7)
24	trickle (Day 3, Step 5)
27	plummet (Day 1, Step 3) impact (Day 3, Step 3)

Using a Print Dictionary to Determine Word Meanings

Week	Word(s)
3	lush (Day 1, Step 1) MSP: Use a Print Dictionary

Using an Online Dictionary to Determine Word Meanings

Week	Word(s)
5	MSP: Use an Online Dictionary

Using a Print Thesaurus to Determine Word Meanings

Week	Word(s)
16	MSP: Use a Print Thesaurus

Using an Online Thesaurus to Determine Word Meanings

Week	Word(s)
20	MSP: Use an Online Thesaurus

Using a Glossary to Determine Word Meanings

Week	Word(s)
3	pollute (Day 3, Step 3)

Appendix D

ADDITIONAL ACTIVITIES

EXTENSION ACTIVITIES

Extension activities provide an opportunity to introduce the students to independent word-learning strategies not formally taught in the program, such as exploring how authors use language in interesting ways. The table below shows the weeks in which Extension activities appear and the names of the activities.

Week	Activities
1	Use the Vocabulary Words Throughout the Day
2	Use the Vocabulary Words Throughout the Day
3	Explore Domain-specific Language: <i>Tropics</i> Explore Sensory Details in <i>Rainforests</i>
6	Explore Domain-specific Language: <i>Carnivore</i>
7	Explore the Suffix <i>-ous</i>
8	Discuss Vivid Language Explore Similes in <i>Tuck Everlasting</i>
10	Explore the Suffix <i>-ly</i> and Discuss the Word <i>Contentedly</i> Explore Metaphors in <i>Tuck Everlasting</i>
11	Explore Onomatopoeia
12	Fun with Puns
13	Discuss the Suffix <i>-ful</i> Discuss <i>Desert</i> and Explore Other Heteronyms
14	Explore an Interesting Word: <i>Episode</i>
15	Explore the Prefix <i>im-</i> and the Word <i>Immobile</i>
16	Explore the Prefix <i>re-</i> and the Suffix <i>-able</i> and Discuss the Word <i>Reusable</i> Explore the Prefix <i>in-</i>
17	Discuss Other Words with the Prefix <i>un-</i>
18	Explore the Prefix <i>inter-</i>
19	Explore the Suffix <i>-tion</i>
22	Discuss Vivid Verbs and Adjectives Explore Domain-specific Language: <i>Industrial Revolution</i>
23	An Interesting Fact About <i>Preposterous</i>
25	Pick a Favorite Word from the "Share a Word" Chart Add to the "Share a Word" Chart During the Coming Weeks
28	Explore the Suffix <i>-ment</i>
29	Use Other Words in Stories

MORE ELL SUPPORT ACTIVITIES

More ELL Support activities provide English Language Learners with additional opportunities to build vocabulary and oral language skills. The table below shows the weeks in which More ELL Support activities appear and the names of the activities.

Week	Activities
2	Act Out and Discuss the Word <i>Hospitable</i>
6	Discuss <i>Pride</i> and Other Collective Nouns
7	Learn About Big Cats
8	Draw and Discuss a Tranquil Place
12	Discuss Sports That Would Suit the Students
15	Further Discuss Contacting People
18	Further Explore the Prefix <i>pre-</i>
19	Discuss the Students' Bedtime Procedures
21	Give Your Best Friend a New Name
22	Draw and Discuss Dwellings
23	Draw and Discuss a Preposterous Animal
27	Act Out and Discuss Being Engrossed in Something

Appendix E

SPANISH COGNATE PRONUNCIATIONS

Week	Spanish Word	Pronunciation	English Word
1	clamor	clah-MOHR	clamor
1	pandemonio	pahn-deh-MOHN-eeoh	pandemonium
2	hospitalario/a	ohs-pee-tah-LAH-reeoh/reeah	hospitable
2	variar	vah-reeAHR	vary
2	internacional	een-tehr-nah-seeoh-NAHL	international
3	polucionar	poh-loo-seeoh-NAHR	pollute
4	descontinuar	dehs-cohn-tee-nooAHR	discontinue
4	restricción	rehs-treeck-seeOHN	restriction
5	heroína	eh-roh-EE-nah	heroin
5	resistir	reh-sees-TEER	resist
5	protestar	proh-tehs-TAHR	protest
5	informar	een-fohr-MAHR	inform
5	establecer	ehs-tah-bleh-SEHR	establish
6	solitario/a	soh-lee-TAH-reeoh/reeah	solitary
6	sociable	soh-seeAH-bleh	sociable
6	extender	ehks-tehn-DEHR	extend
6	ventaja	vehn-TAH-hah	advantage
6	desventaja	dehs-vehn-TAH-hah	disadvantage
7	devorar	deh-voh-RAHR	devour
7	escaso/a	ehs-CAH-soh/sah	scarce
8	tranquilo/a	trahn-KEE-loh/lah	tranquil
8	contemplar	cohn-tehm-PLAHR	contemplate
10	contento/a	cohn-TEHN-toh/tah	contented
10	envidioso/a	ehn-vee-deeOH-soh/sah	envious
10	emerger	eh-mehr-HEHR	emerge
12	espectáculo	ehs-pehk-TAH-coo-loh	spectacle
13	desertar	deh-sehr-TAHR	desert
13	desertor/ora	deh-sehr-TOHR/TOHR-ah	deserter
14	descortés	dehs-cohr-TEHS	discourteous
14	prejuicio	preh-hooEE-seeoh	prejudice

(continues)

(continued)

Week	Spanish Word	Pronunciation	English Word
15	contacto	cohn-TAHK-toh	contact
15	típico/a	TEE-pee-coh/cah	typical
15	calamidad	cah-lah-mee-DAHD	calamity
15	móvil	MOH-veel	mobile
16	vasto/a	VAHS-toh/tah	vast
16	convertir	cohn-vehr-TEER	convert
16	reusar	reh-oo-SAHR	reuse
16	eficiente	eh-fee-seeEHN-teh	efficient
16	ineficiente	een-eh-fee-seeEHN-teh	inefficient
17	ético/a	EH-tee-coh/cah	ethical
17	deseable	deh-seh-AH-bleh	desirable
17	regular	reh-goo-LAHR	regulate
17	influenciar	een-flooehn-seeAHR	influence
17	consumir	cohn-soo-MEER	consume
18	interactuar	ihn-tehr-ahk-tooAHR	interact
18	académico/a	ah-cah-DEH-mee-coh/cah	academic
18	dependiente	deh-pehn-deeEHN-teh	dependent
19	secuencia	seh-cooEHN-seeah	sequence
19	supremo/a	soo-PREH-moh/mah	supreme
19	indicar	een-dee-CAHR	indicate
19	prioridad	preeoh-ree-DAHD	priority
20	resolver	reh-sohl-VEHR	resolve
20	compeler	cohm-peh-LEHR	compel
20	cumplir	coom-PLEER	comply
21	deliberadamente	deh-lee-beh-rah-dah-MEHN-teh	deliberately
21	drástico/a	DRAHS-tee-coh/cah	drastic
21	injusticia	een-hoos-TEE-seeah	injustice
22	deteriorar	deh-teh-reeoh-RAHR	deteriorate
22	vívido/a	VEE-vee-doh/dah	vivid
22	restaurar	rehs-taooh-RAHR	restore
24	disposición	dees-poh-see-seeOHN	disposition
26	significativo/a	seeg-nee-fee-cah-TEE-voh/vah	significant
26	insignificante	een-seeg-nee-fee-CAHN-teh	insignificant
26	intrigar	een-tree-GAHR	intrigue

(continues)

(continued)

Week	Spanish Word	Pronunciation	English Word
26	grotesco/a	groh-TEHS-coh/cah	grotesque
27	impacto	eem-PAHK-toh	impact
28	positivo/a	poh-see-TEE-voh/vah	positive
28	negativo/a	neh-gah-TEE-voh/vah	negative

Appendix F

VOCABULARY WORDS K-6

GRADE K

active	enormous	persistent	unhealthy	curious
allow	evening	playful	unkind	dart
amusing	excited	pleasant	unpleasant	delighted
assist	exhausted	pleased	upset	destination
assortment	explore	pointy	useful	dine
bright	face	pounce	various	disappear
care for	fact	practice	visible	discover
collide	fits	proud	wade	disgusting
comfort	fluffy	release	warn	dump
comfortable	frightened	repair	weak	earsplitting
communicate	frustrated	rocky	welcome	essential
companion	furious	rough	whirl	evidence
complete	generous	scoop	wild	exclaim
concerned	glance	scoot		extraordinary
confident	goopy	scramble	GRADE 1	faint
container	greet	signal	admire	feast
courageous	grin	similar	adult	ferocious
cozy	haul	snatch	adventure	firm
creature	healthy	snooze	affectionate	flash
creep	icy	soar	amazing	fond
crowded	imitate	soggy	appetite	frigid
cupboard	invite	sphere	arrange	future
decide	kind	straight	arrive	gather
delicious	land	stuck	astonished	gigantic
depart	lonely	survive	audible	glide
describe	machine	swiftly	bad-tempered	glow
determined	mend	switch	beam	gulp
diet	mighty	tame	bob	habitat
difficult	need	tangled	bold	hero
disappointed	nuisance	tasty	chomp	hope
drowsy	observe	tip	collapse	hover
eager	overhead	train	commotion	howl
edge	passenger	transportation	contents	humorous
energetic	patient	travel	cooperate	impolite
enjoy	pedestrian	uncomfortable	crabby	inaudible
	peer	uncrowded	crush	independent

(continues)

(continued)

inspect	sob	conserve	grumble	steer clear
journey	spot	consume	guide	stream
lunge	squint	content	hospitality	strenuous
match	stomp	convince	host	stuff
meadow	store	create	huddle	stunned
memory	study	damp	hurl	sturdy
migrate	surroundings	dash	insist	swirl
miserable	thrilling	decrease	miniature	teamwork
moan	tidy	delightful	misbehave	terrible
munch	timid	disapprove	murmur	terrific
mutter	track	discover	mushy	tourist
neighborhood	tremble	disguise	necessary	treat
neighborly	trust	disobedient	notorious	tumble
nervous	tug	downcast	numerous	unique
odd	twirl	dull	obedient	unusual
odor	underground	duplicate	occasionally	unwelcome
ordinary	untidy	eavesdrop	optional	usual
pack	vegetation	eavesdropper	overalls	valuable
peaceful	wander	ecstatic	overjoyed	vanish
persevere	wobble	embarrass	pester	variety
pile	wonder	encourage	picky	whimper
popular	wriggle	expand	plenty	
possession		expert	precaution	GRADE 3
pout	GRADE 2	fabulous	predict	abandon
powerful	accompany	fade	prepare	achieve
predator	annoy	familiar	provide	adapt
prey	appreciate	fearful	racket	adjust
protect	approach	fearless	rarely	adventuresome
quarrel	approve	fetch	recently	advise
rapidly	attach	flap	recreation	aggressive
relax	attract	flexible	regularly	appetizing
remain	behave	flop	routine	aroma
rescue	beneficial	fragile	rude	astounding
resent	blob	fragrant	scrunch	avoid
respect	bulge	fresh	shelter	ban
ridiculous	chaos	genius	shimmer	barricade
rumble	characteristic	glare	shriek	belongings
rush	collect	gleam	sip	bewildered
scrumptious	compassionate	gobble	slurp	blow your top
shallow	complex	gratitude	sniffle	boast
snuggle	congratulate	grip	solid	brainstorm

(continues)

(continued)

bustle	energize	lounge	snap	ambition
caretaker	evacuate	magnificent	snug	amiable
celebration	exhilarated	mature	sorrowful	analyze
challenge	faint	memorable	spectacular	apprehensive
cherish	fantasize	motion	speechless	bellow
clatter	fantastic	nifty	speedy	bizarre
clench	fierce/fiercest	obstinate	squirm	bliss
cling	flabbergasted	opportunity	strain	blotch
clutch	flashy	original	stressful	blurt out
cluttered	flick	overwhelmed	struggle	boost
coax	flimsy	particularly	successful	ceremony
collaborate	floppy	permissible	swarm	circulate
comfy	flutter	permit	swerve	circumstances
command	forbid	persist	task	compromise
commence	fortunate	plain	texture	conceal
considerate	frank	plop	threatened	conditions
contentment	fret	prefer	throw yourself into something	consistent
convenient	fury	prowl	tip	consistently
cross	generally	quiver	trample	crave
customary	ghastly	rap	unaggressive	creak
dazzle	graceful	realize	unexpected	critical
deadly	gruff	recall	unfortunate	crouch
debris	handy	reconsider	ungrateful	custom
decline	have a change of heart	refreshing	unlikely	dazed
delirious	have eyes in the back of your head	reluctant	unsuccessful	deceive
depend	hazardous	retrieve	unwind	defy
detect	headstrong	reunite	urgent	dejected
determination	heartbreaking	roam	utter	dense
devastate	horizontal	ruckus	valuable	desire
differ	immature	savory	vertical	desperate
diligent	immense	scan	volunteer	dissimilar
disaster	impermissible	secure	well-organized	dubious
disorganized	improvise	self-confident	whiz	edible
display	industrious	serve	whoop	eerie
disrupt	intense	shuffle	whoosh	effective
distress	joyful	silky	GRADE 4	elated
diverse	joyful	skill	adequate	eligible
dodge	likely	skillful	adore	endure
doubtful	lively	slog	alternative	engage
durable	long	slump		enraged
ease				ensure

(continues)

(continued)

enthusiastic	intimidate	refuge	GRADE 5	dignified
envision	intricate	rejoice	academic	dilapidated
equitable	jittery	reminisce	advantage	dim
exclusive	jubilant	reputation	argue	disadvantage
experience	keen	resemble	battered	discontinue
feat	labor	revere	befuddled	discourteous
flee	landscape	rickety	billow	disposition
focus	launch	rove	blow off steam	dissatisfied
formal	lend a hand	rowdier	blunt	drastic
fume	lethal	rowdy	breathtaking	dwelling
function	loathe	rubble	budge	efficient
get-up-and-go	luscious	rugged	bundle	emerge
gleeful	manually	rummage	calamity	engrossed
glower	merit	safeguard	cantankerous	envious
glum	misfortune	sag	clamber	establish
greedy	misjudge	sandwiched	clamor	ethical
harass	mislead	scrutinize	clank	exert
hardship	mistreat	secure	clash	extend
hazard	mysterious	seek	cluster	fanciful
hinder	neglect	segregate	commit	get on board
humane	nosing around	sensitive	compel	grimace
humble	note	serene	comply	grotesque
humdrum	obstacle	severe	conspicuous	hair-raising
ideal	offer	sidesplitting	consume/consumer	harbor
imposing	optimistic	slight	contact	heartless
impressive	pelt	speculate	contemplate	heave
imprudent	perilous	stalk	contented	helter-skelter
in the blink of an eye	permanent	survey	convert	heroine
inadequate	pessimistic	sustain	cuisine	hospitable
inclusive	plead	temporary	currently	hunch
inconsistent	plunge	thoroughly	dab	hunger
indignantly	precarious	tilt	daring	impact
inedible	precise	topple	defenseless	indicate
ineffective	prior to	transform	delectable	inefficient
ineligible	process	trend	deliberately	influence
inequitable	proficient	trim	dependent	inform
informal	prudent	uniform	desert/deserter	injustice
inhumane	pursue	unwise	desirable	insignificant
initial	raises eyebrows	valiant	deteriorate	interact
inspire	recede	vigilant	device	international
integrate	reduce	wise	devour	intrigue
		yearn		

(continues)

(continued)

knowledgeable	reuse	GRADE 6	dramatic	intently
loll	reverie	abruptly	elegant	internal
lose your nerve	rustle	access	encounter	intrude
lurch	scarce	accessible	enigma	jostle
lurk	scour	acknowledge	erroneously	just
lush	selfless	acquire	eventful	leisure
luxurious	sequence	acute	exasperated	linger
master	significant	adamant	excel	livelihood
meager	sociable	adhere	exceptional	magnanimous
memento	solitary	adjacent	excessive	majestic
mobile	soothe	adversity	expose	meticulous
moist	spectacle	altruistic	external	mimic
momentous	squander	appeal	extract	mistrustful
moocher	stamina	appropriate	extreme	modify
motionless	stroll	arduous	flail	monitor
mystify	stun	aspire	forethought	mount
negative	suit	assert	forlorn	muddled
nourish	supporter	awkward	frail	nimble
on pins and needles	supreme	bark	frantic	nonhuman
pandemonium	surge	beckon	gargantuan	nonviolent
peculiar	tattered	bind	get down to business	obligation
peer	thoughtful	catastrophe	gregarious	ooze
picturesque	thoughtless	clump	grit	overcome
plummet	throng	commercial	guidance	overworked
pollute	thrust	compatible	heartwarming	particular
positive	thunderous	competent	hideous	passionate
prejudice	towering	composed	hostile	pastime
preposterous	tranquil	conceivable	hullabaloo	plot
preteen	trickle	condone	hurtle	pluck
priority	typical	confide	hypocrite	potential
procedure	uneasy	congested	impermanent	precede
protest	unethical	consensus	in the doghouse	presentable
quality	values	consider	inch	press
reassure	vary	cordial	incident	prickly
regulate	vast	counsel	incompetent	prohibited
reliable	vexed	cower	inconceivable	promote
resilient	vivid	cruise	inconsolable	rate
resist	wide-eyed	despair	inconspicuous	ravenous
resolve	widespread	dismal	incredulous	reasonable
restore	wobbly	distinctive	initiative	reflect
restriction		document	intensify	resigned

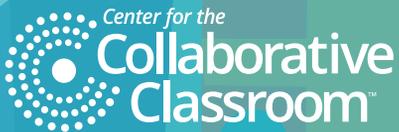
(continues)

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salvage	skim	subterranean	tongue-tied	understanding
scamper	sleek	summon	trace	unjust
scavenge	sling	sumptuous	trek	unpredictable
scurry	spew	supervision	tribulation	unreasonable
self-sufficient	step up to the plate	suppress	trigger	unsettled
shatter	stew	surreptitiously	trudge	view
sheepish	stoop	teeter	turmoil	vital
shift	storm	tenacious	ubiquitous	vulnerable

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MM3-VTG5-V2

Reading Assessment Preparation Guide

CCC Collaborative Literacy

Making Meaning[®]

THIRD EDITION



GRADE

5



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Reading Assessment
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GRADE

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Introduction

English language arts/literacy and mathematics standards outline what students are expected to know and be able to do at the end of each grade. With the adoption of such standards come end-of-year summative assessments aligned with the standards.

The goal of the *Reading Assessment Preparation Guide* is to prepare students for the reading comprehension portion of standards-based assessments. This guide introduces the students to the types of passages and test items they will encounter in these end-of-year assessments. The instruction in the guide supports the students in two important ways. First, it guides the students in using the self-monitoring procedures and reading comprehension and “fix-up” strategies they have learned during the year to make sense of passages. Second, it provides the students with a process they can use to read, understand, and respond to various types of test items. With guidance from you, the students work together on the passages and test items, building the confidence they need to perform well on the assessment.

The unit in this guide uses the same pedagogy and four-day lesson structure as other units in the *Making Meaning*[®] program. Support materials—including student handouts, interactive whiteboard activities, assessment record sheets, and supplemental assessment passages and questions—can be accessed on the CCC Learning Hub (ccclearninghub.org). For more information about the CCC Learning Hub, see “Using the Technology Features” in the Introduction of the *Teacher’s Manual*.

Teaching the Unit

How the Unit Is Organized

The *Reading Assessment Preparation Guide* includes four days of instruction. With guidance and support, the students read three passages during the instructional week and respond to test items that correspond to the passages. The reading levels of the passages are within the grade 5 text-complexity band. The items represent the variety of formats the students will encounter on a standards-based assessment, including both selected-response items (multiple-choice) and constructed-response items (written responses of varying length). The items align with a range of reading, writing, and language standards. Extension activities on Days 2, 3, and 4 provide additional test items for further practice. If the students require more instruction or practice, supplemental passages and items can be found on the CCC Learning Hub (ccclearninghub.org). All of the instructional and supplemental passages are provided in the “Passages, Question Sets, and Answer Keys” section of this guide, beginning on page 31. Included with each passage are the test items associated with the passage, an answer key, and the skills each item addresses. For information about using the passages and test items at various times during the year, see “Using the Instructional and Supplemental Passages and Test Items Throughout the Year” on page viii.

During the lessons, the students work as a class, in pairs, and individually to read and comprehend passages and analyze and answer questions about the passages. Through this process, the students develop a class set of “tips” for answering questions that they can apply to assessment items of all types.

DAY 1: READ-ALoud/STRATEGY LESSON

The students are introduced to the end-of-year reading assessment. They reflect on their growth as readers during the year and review the self-monitoring procedures and comprehension and “fix-up” strategies they have learned and practiced to make sense of texts. You read aloud the first part of the passage “The Erie Canal,” self-monitoring and thinking aloud about the strategies you are using to make sense of and remember the text. In pairs and as a class, the students discuss what they noticed you doing during your reading of the passage. The students then read the rest of the passage and discuss the strategies they use to make sense of the text.

DAY 2: STRATEGY LESSON

The students read “The Erie Canal” independently and discuss the strategies they use to make sense of the text. As a class, they then analyze and respond to three test items in

varying formats, developing a systematic process for responding to assessment items that you capture in a chart titled “Tips for Answering Questions”:

- Read the directions carefully so that you know how to mark your answers.
- Read the question carefully—more than once if necessary.
- Ask yourself: What information is the question asking for? What are the important words?
- Reread the part of the passage that helps you answer the question.

DAY 3: GUIDED STRATEGY PRACTICE

Independently, the students read the second passage of the week, “An Engineering Marvel.” They monitor their comprehension and discuss the reading comprehension and “fix-up” strategies they use to make sense of the text. They then work with partners to analyze and respond to four test items, using the tips for answering questions they developed on Day 2. As on Day 2, the test items represent a variety of formats and address a range of reading and language skills.

DAY 4: GUIDED STRATEGY PRACTICE

The students hear, read, and discuss the third passage of the week, the song “Low Bridge, Everybody Down.” As a class and with modeling support from you, the students then respond to a final test item that requires them to write a paragraph, using information from all three of the week’s passages. The students then reflect on what they have learned during the week.

Planning and Teaching the Lessons

We recommend that you teach this unit a week or two before your end-of-year assessment is administered. This will ensure that the contents of the unit are fresh in the students’ minds while still providing you with the additional time you may need to reteach a lesson or provide additional practice. (For a suggestion for how to include the unit in your instruction for the year, see “Sample Calendar for Grade 5” in the Introduction of the *Teacher’s Manual*.)

To prepare to teach the lessons, begin by reading the unit’s introductory pages. The Resources list specifies the texts, extension activities, and assessments for the unit, while the Online Resources list indicates all of the materials that are available digitally on the CCC Learning Hub (ccclearninghub.org). The Overview table provides a general outline of the unit.

Next, read the comprehension and social development focuses in the Week Overview. The Do Ahead section alerts you to special requirements for the week and any preparations you should make ahead of time. Preview the lessons and note how the instruction supports the unit’s comprehension and social development focuses from lesson to lesson.

Using the Instructional and Supplemental Passages and Test Items Throughout the Year

In addition to the passages and the associated test items used for instruction during the week, you will find three supplemental sets of practice passages and test items on the CCC Learning Hub. All of the available sets are listed in the table below, along with their passage types and BLM (blackline master) numbers. The shaded rows are supplemental sets.

Grade 5 Passages and Test Items Sets

Passage and Associated Test Items	Passage Type	BLM #
"The Erie Canal"	Informational	1
"Questions: 'The Erie Canal' "		2
"An Engineering Marvel"	Informational	3
"Questions: 'An Engineering Marvel' "		4
"Low Bridge, Everybody Down"	Literary	5
"Where Is Costa Rica?"	Informational	6
"Questions: 'Where Is Costa Rica?' "		7
"A Ride in the Clouds"	Literary	8
"Questions: 'A Ride in the Clouds' "		9
"An Adventure to Remember"	Literary	10
"Questions: 'An Adventure to Remember' "		11

Both the instructional and supplemental passages and test items can be used throughout the year in a variety of ways.

FALL

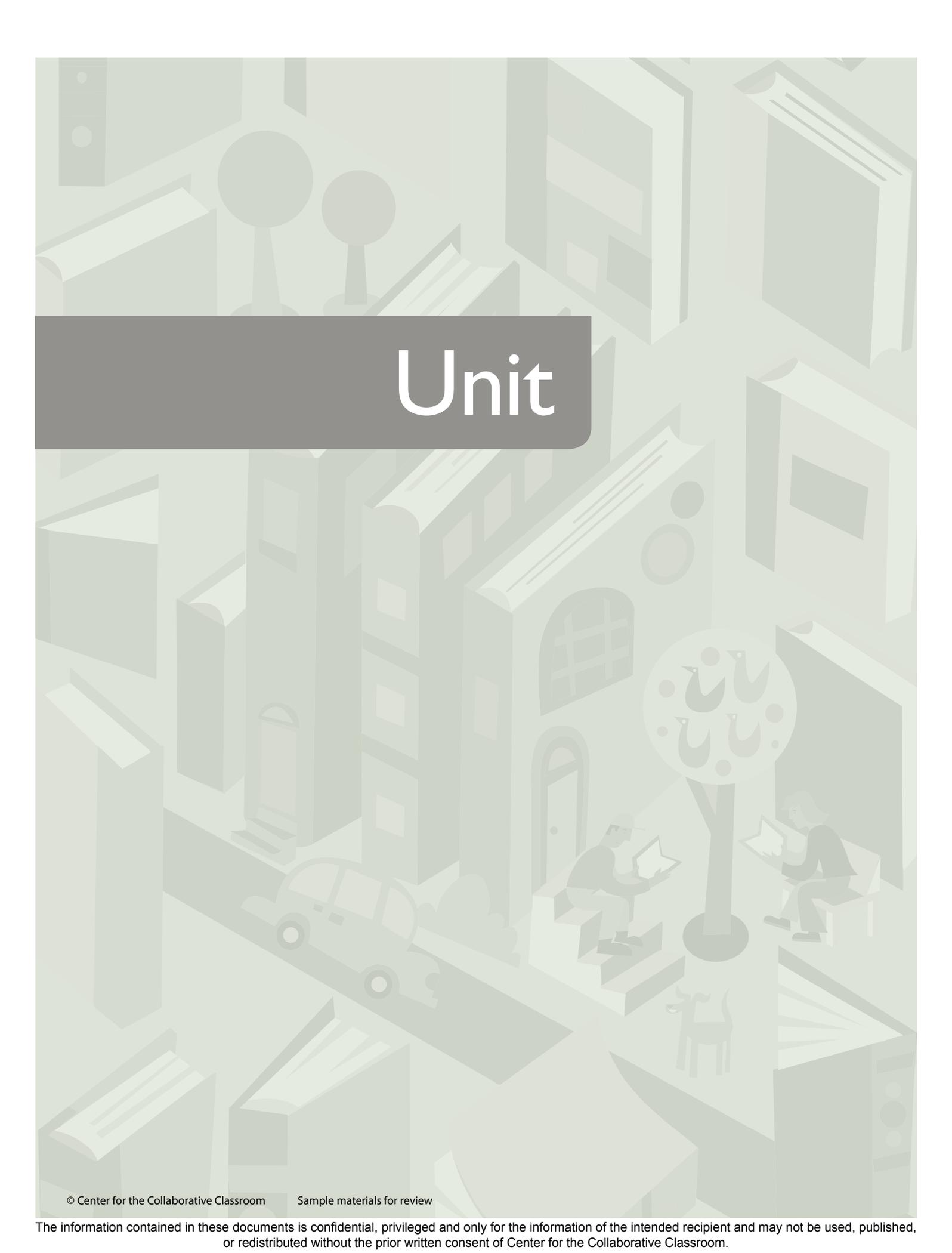
You might use the passages "The Erie Canal," "An Engineering Marvel," and/or "Low Bridge, Everybody Down" and associated test items at the start of the school year as an informal baseline assessment of the students' reading comprehension and their comfort and facility with test-like passages and items. You can then use what you observe to help you plan instruction. You might use the supplemental passages periodically during the year for further evaluation or practice.

WINTER

If your school or district decides to administer an interim standards-based assessment, you might teach the unit in this guide as preparation for that assessment. (The modeling you do on Day 1 will need to reflect the strategies that have been taught.) You can then use the supplemental passages and test items to teach the lessons in this guide prior to the end-of-year assessment.

SPRING

After teaching the unit in this guide as preparation for the end-of-year assessment, you might assign one or more of the supplemental passages and their associated test items as seatwork or homework for the students, either as further practice or to use as an informal individual assessment of each student's progress on standards-type assessment items.

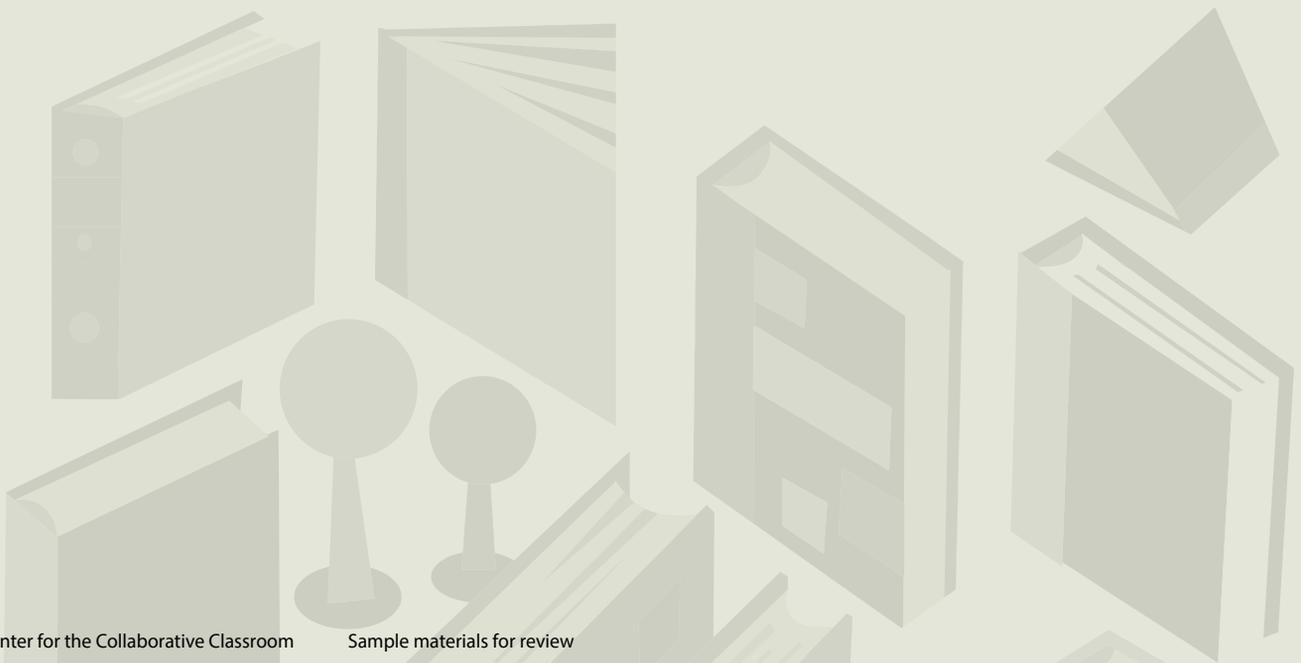
An isometric illustration of a school building in shades of green and grey. The building has multiple windows, some with panes, and a central entrance with a door. In the foreground, a paved area shows a car on the left and a dog on the right. Two students are sitting on a bench in the middle ground, reading books. A tree with a circular canopy featuring bird silhouettes stands near the students. The overall style is clean and modern.

Unit

Unit

Answering Questions in Response to Text

During this one-week unit, the students prepare for the reading comprehension portion of a standards-based end-of-year summative assessment. The students reflect on their growth as readers during the year and apply what they have learned about monitoring their comprehension and using comprehension and “fix-up” strategies to make sense of three practice passages. They work together as a class and in pairs to analyze and respond to various types of questions associated with the passages, including selected-response items (multiple-choice) and constructed-response items (written responses of varying length). Out of that process, they develop a set of “tips” for successfully answering assessment questions. Socially, the students focus on taking responsibility for their learning, sharing their thinking, and using prompts to build on one another’s thinking.



RESOURCES

Source Materials

- “The Erie Canal”
- “An Engineering Marvel”
- “Low Bridge, Everybody Down”

IDR Mini-lesson

- Mini-lesson 2, “Self-monitoring and Using ‘Fix-up’ Strategies”

Extensions

- “Discuss Practice Questions 4 and 5”
- “Discuss Practice Questions 5 and 6”
- “Provide Additional Practice with Supplemental Passages and Questions”
- “Help the Students Prepare for Assessment Day”

Assessments

- “Class Assessment Record” sheets



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA8

Reproducibles

- “The Erie Canal” (BLM1)
- “Questions: ‘The Erie Canal’” (BLM2)
- “An Engineering Marvel” (BLM3)
- “Questions: ‘An Engineering Marvel’” (BLM4)
- “Low Bridge, Everybody Down” (BLM5)
- (Supplemental) “Where Is Costa Rica?” (BLM6)
- (Supplemental) “Questions: ‘Where Is Costa Rica?’” (BLM7)
- (Supplemental) “A Ride in the Clouds” (BLM8)
- (Supplemental) “Questions: ‘A Ride in the Clouds’” (BLM9)
- (Supplemental) “An Adventure to Remember” (BLM10)
- (Supplemental) “Questions: ‘An Adventure to Remember’” (BLM11)

Assessment Forms

- “Class Assessment Record” sheets (CA1–CA2)

OVERVIEW

	Day 1	Day 2	Day 3	Day 4
Week	<p>Read-aloud/Strategy Lesson: “The Erie Canal”</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Reflecting on growth as readers ▪ Reviewing reading comprehension strategies, self-monitoring, and “fix-up” strategies ▪ Hearing, reading, and discussing a passage 	<p>Strategy Lesson: “The Erie Canal”</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Rereading and discussing a passage to build comprehension ▪ Discussing various question formats ▪ Answering questions about the passage as a class ▪ Referring to the passage to support their thinking 	<p>Guided Strategy Practice: “An Engineering Marvel”</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Reading and discussing a passage ▪ Self-monitoring and using comprehension and “fix-up” strategies ▪ Answering questions about the passage in pairs ▪ Referring to the passage to support their thinking 	<p>Guided Strategy Practice: “Low Bridge, Everybody Down,” “An Engineering Marvel,” “The Erie Canal”</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Reading and discussing a passage ▪ Self-monitoring and using comprehension and “fix-up” strategies ▪ Adding sentences to a paragraph about this week’s passages ▪ Referring to the passages to support their thinking

Social Development Focus

- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.
- Students use prompts to build on one another's thinking.

DO AHEAD

- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during the unit.
- ✓ Prior to Day 1, make sure the “Reading Comprehension Strategies” and “Thinking About My Reading” charts are posted where everyone can see them. Keep the charts visible throughout the week.
- ✓ Prior to Day 1, visit the CCC Learning Hub (ccclearninghub.org) to access and print the student handouts for the unit (see “Reproducibles” on page 2). Make a class set of copies of each required handout listed (BLM1–BLM5) and any supplemental handouts you plan to use.
- ✓ Prior to Day 1, prepare to model using strategies to make sense of the passage “The Erie Canal” (see Step 4). For more information and examples of modeling, review IDR Mini-lesson 2, “Self-monitoring and Using ‘Fix-up’ Strategies” (found in Appendix A of the *Teacher’s Manual*).
- ✓ Prior to Day 1, prepare a class set of folders for the students to use to organize their materials during the week.
- ✓ Prior to Day 2, prepare a sheet of chart paper with the title “Tips for Answering Questions” (see Step 8).
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA1) on page 92.
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA2) on page 93.

Day 1

Read-aloud/Strategy Lesson

Materials

- “The Erie Canal” chart (WA1)
- Copy of “The Erie Canal” (BLM1) for each student
- “Reading Comprehension Strategies” chart
- “Thinking About My Reading” chart
- A folder for each student

Teacher Note

We recommend that you teach this unit a week or two before your end-of-year reading assessment.

In this lesson, the students:

- Work with new partners
- Reflect on how they have grown as readers
- Review the strategies they have learned to make sense of text
- Hear, read, and discuss a passage
- Use discussion prompts to build on one another’s thinking
- Work in a responsible way

ABOUT PREPARING FOR A STANDARDS-BASED END-OF-YEAR ASSESSMENT

This week, with guidance and support from you, the students prepare for the reading comprehension portion of a standards-based end-of-year assessment. As a class and in pairs, the students hear, read, and discuss passages and answer reading comprehension questions about the passages. After preparing your students for the assessment in a classroom environment, we recommend that you provide them with further practice in a computerized testing environment.

1 Pair Students and Introduce the End-of-year Assessment

Randomly assign partners and make sure they know each other’s names. Gather the class with partners sitting together, facing you.

Tell the students that at the end of the school year, all the students in their grade will complete a reading and writing assessment. Explain that the assessment is an opportunity for the students to show how they are growing as readers and writers and that the assessment provides information that is important for them, as well as for their families, teachers, and principal. Explain that during part of the assessment, the students will read passages and answer questions about the passages. Tell the students that during the next few days, they will work together to prepare for the reading portion of the assessment by hearing, reading, and discussing some practice passages and questions.

2 Review What Good Readers Do to Make Sense of Text

Point out that during the year, the students have learned what good readers do to make sense of text, and they have worked hard to become stronger readers themselves. Use “Think, Pair, Share” to discuss:



Q *In what ways have you grown as a reader this year? In what ways are you a stronger reader now than you were at the beginning of the year?* [pause]
Turn to your partner.

Have a few volunteers share their thinking with the class.

Direct the students’ attention to the “Reading Comprehension Strategies” chart and review that good readers use various strategies to make sense of what they are reading. Ask:

Q *What have you learned about the strategies good readers use?*

Have a few volunteers share their thinking with the class.

Direct the students’ attention to the “Thinking About My Reading” chart and review that another thing that good readers do is stop and ask themselves questions as they read to make sure they understand what they are reading. Remind the students that they learned “fix-up” strategies they can use when they do not understand what they have read. Ask:

Q *What do good readers do when they realize they do not understand something they have read?*

If necessary, review that good readers reread something they have not understood slowly and carefully. If that does not fix the problem, they read ahead and look for information that clears up their confusion. Explain that this week the students will use these strategies to help them make sense of the practice passages they read.

3 Introduce “The Erie Canal”

Tell the students that this week they will hear and read passages about the Erie Canal. Tell the students that the Erie Canal is a canal, or waterway, that was built across part of the state of New York between 1817 and 1825. Tell the students that the Erie Canal played an important role in American history. Display the “The Erie Canal” chart (WA1), and distribute a copy of the passage (BLM1) to each student. Point out that, unlike most passages, this passage shows the number of each paragraph. Explain that the numbers are provided to make it easier for you to point out and discuss particular paragraphs.

Teacher Note

The grade 5 reading comprehension strategies are:

- using text features
- questioning
- recognizing story elements
- making inferences
- visualizing
- analyzing how texts are organized
- determining important ideas and supporting details
- summarizing
- forming opinions and making judgments

Teacher Note

The “Thinking About My Reading” prompts are:

- What is happening in my book?
- Do I understand what I am reading?
- Do I know what most of the words mean?
- Is this book interesting and fun to read?

Teacher Note

The “fix-up” strategies are:

- Go back and reread slowly and carefully. Look for clues in the text.
- Read ahead to look for more clues or information.
- Use a reading comprehension strategy.
- Ask for help.

Point to the title of the passage and ask:

Q *What do you think you know about the Erie Canal?*

Q *What do you wonder about the Erie Canal?*

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

4 Read Aloud and Model Self-monitoring and Using Strategies

Explain that you will read the first four paragraphs of the passage aloud and that you would like the students to follow along on their copies. Tell them that you will stop after each paragraph and think aloud about what you just read. Ask the students to listen carefully and notice what you are doing to check your understanding and fix comprehension problems as you read.

Read the first four paragraphs aloud slowly and clearly, stopping as described below to model monitoring your comprehension and using strategies to make sense of the passage.

Stop after:

Paragraph 1: “The completion of the Erie Canal in 1825 changed all that.”

You might say:

“I’ll ask myself: ‘Did I understand what I just read?’ I know that the opening paragraph of a passage is important because it often tells what the passage is mainly about. I think this passage is going to be about how the Erie Canal made it easier and less expensive to ship goods from the Northwest Territory to the East Coast, but I’ll reread the paragraph just to make sure. [Reread the paragraph aloud.] I was right. The last two sentences say, ‘Transporting goods across the mountains was difficult and costly and took many weeks. The completion of the Erie Canal in 1825 changed all that.’”

Reread the last sentence before the stop and continue reading.

Stop after:

Paragraph 2: “From there, the goods could easily be floated east on the Erie Canal.”

You might say:

“Again, I’ll ask myself: ‘Did I understand what I just read?’ Yes, I did. This paragraph tells about how the Erie Canal allowed traders and travelers to journey from Lake Erie in Buffalo to the Hudson River in Albany and then to New York City on the Hudson River. [Point to the map.] I know that using text features like maps is a strategy good readers use to make sense of nonfiction texts. It’s smart to look carefully at maps, photographs, or other features because they help you understand what you’re reading. This map is helpful because it shows the key cities mentioned in the paragraph—Buffalo, Albany, and New York City—and it shows the route of the Erie Canal, which is what the paragraph is about.”

Reread the last sentence before the stop and continue reading.

Stop after:

Paragraph 3: “The Midwest soon became the food-growing center for the entire nation.”

You might say:

“I understand that this paragraph is mainly about how the Erie Canal made it cheaper to ship goods from the Midwest to New York City and to Europe. As I read, I used another strategy good readers use to think more deeply about their reading—I made an inference. I used clues to help me infer that some farmers in the Midwest and business owners in New York City must have gotten rich by shipping goods on the Erie Canal. It said in the paragraph that ‘Farms in the Midwest prospered’ and ‘New York City quickly became the business capital of the nation and a gateway between the Midwest and Europe.’”

Reread the last sentence before the stop and continue reading.

Stop after:

Paragraph 4: “By 1880, that number had grown to 4.6 million tons of cargo!”

You might say:

“I understood this paragraph. The first sentence tells what the paragraph is mainly about—goods traveled west, as well as east, on the canal. In addition to making inferences to think more deeply about a text, good readers also ask themselves questions as they read. In the paragraph, it says that goods such as tools, machines, and textiles were shipped west on the canal. What I’m wondering is, ‘What other kinds of goods were shipped on the canal?’ I wonder if goods like furniture and toys were shipped to the Midwest to meet the needs of growing families. Maybe I’ll learn more about this as I read further.”

5 Discuss What the Students Noticed

Facilitate a discussion of what the students noticed you doing to make sense of the passage by asking questions like those that follow. Remind the students to use the discussion prompts they have learned to build on one another’s thinking.

- Q** *What did you notice me doing to make sense of the paragraphs I read?*
- Q** *What comprehension strategies did I use? How did they help me understand or remember what I read?*
- Q** *What did I do when I did not understand something I read?*

Teacher Note

The discussion prompts are:

- “I agree with _____ because...”
- “I disagree with _____ because...”
- “In addition to what _____ said, I think...”

Students might say:

"I noticed that you stopped at the end of each paragraph to check if you understood what you read. That's something good readers do."

"In addition to what [Trevon] said, I noticed that you reread the first paragraph to be sure that you understood it. That's smart because the first paragraph often tells what a passage is mainly about."

"I noticed that you thought about the main ideas in other paragraphs, too. Thinking about what a paragraph is mainly about is a good strategy."

"I agree with [Trevon and Teresa]. I also noticed that you used comprehension strategies. You used text features, made an inference, and wondered about what you were reading."

If necessary, explain that you read each paragraph slowly and carefully. After reading a paragraph, you asked yourself if you understood what you read, and you reread to clear up any confusion. You thought about the important ideas in each paragraph, or what each paragraph is mainly about, and you used reading comprehension strategies such as using text features, making inferences, and wondering and questioning to help you understand and remember what you read.

6 Have the Students Read the Rest of the Passage

Explain that you would like the students to read the last three paragraphs of the passage quietly to themselves. Direct their attention to the "Thinking About My Reading" and "Reading Comprehension Strategies" charts, and remind them to stop at the end of each paragraph to monitor their comprehension and use comprehension strategies to help them make sense of what they read. Also remind them to use the "fix-up" strategies of rereading and reading ahead if they do not understand something in the passage. Ask the students to look up when they are done reading.

When most students have finished, ask:

- Q** *What did you learn about the Erie Canal in the last three paragraphs of the passage?*
- Q** *What strategies did you use to make sense of what you read?*
- Q** *If you were confused, what did you do to clear up your confusion?*

Have a few volunteers share their thinking.

Tell the students that tomorrow they will have an opportunity to read the passage again and work with their partners to answer questions about it. Distribute a folder to each student and explain that this is

where the students will keep passages and other materials for the week. Have the students put their copies of “The Erie Canal” inside their folders and keep the folders in their desks.

7 Reflect on Working Responsibly

Ask and briefly discuss:

Q *What did you do to work responsibly today?*

Teacher Note

Save the “The Erie Canal” chart (WA1) to use during the week.

Strategy Lesson

Day 2

In this lesson, the students:

- Reread and discuss a passage
- Discuss various question formats
- Answer questions about the passage as a class
- Refer to the passage to support their thinking
- Listen respectfully to the thinking of others and share their own

1 Review and Reread “The Erie Canal”

Have the students get their folders and pencils and sit at desks with partners together. Remind the students that during the end-of-year assessment they will read passages and answer questions about the passages. Review that yesterday the students began to prepare for the assessment by reviewing the strategies good readers use to make sense of text. They also listened as you read and thought about the first part of a passage and used the strategies themselves to make sense of the rest of the passage. Explain that today the students will reread the passage and work together to answer questions about it.

Display the “The Erie Canal” chart (WA1), and remind the students that this is the passage they heard and read yesterday. Ask:

 **Q** *What do you remember about the passage? Turn to your partner.*

Without discussing as a class, tell the students that you would like them to quietly reread their copies of the passage (BLM1) to help them prepare to answer questions about it. Direct their attention to the “Thinking About My Reading” and “Reading Comprehension Strategies” charts, and remind them to monitor their comprehension and use the comprehension strategies to help them make sense of what they read. Also remind them to use the “fix-up” strategies of rereading and reading ahead if they do not understand something in the passage. Ask the students to look up when they are done reading.

Materials

- “The Erie Canal” chart (WA1) from Day 1
- “Questions 1–3: ‘The Erie Canal’” chart (WA2)
- Copy of “Questions: ‘The Erie Canal’” (BLM2) for each student
- “Thinking About My Reading” chart
- “Reading Comprehension Strategies” chart
- “Tips for Answering Questions” chart, prepared ahead, and a marker

When most students have finished, ask:

Q *What part of the passage, if any, did you have trouble understanding?*

Q *What did you do to help you make sense of that part?*

Have a few volunteers share their thinking.

2 Discuss Question 1

Distribute a copy of “Questions: ‘The Erie Canal’” (BLM2) to each student. Tell the students that these are the questions about the passage that they will answer. Display question 1 on the “Questions 1–3: ‘The Erie Canal’” chart (WA2).

Questions 1–3: “The Erie Canal”

WA2

Question 1

Read the question. Circle the letter of the correct answer.

What is the main point the author makes in paragraph 1?

- A. In the early 1800s, more people lived on the East Coast than in the Northwest Territory.
- B. Life in the Northwest Territory was different from life on the East Coast.
- C. Trade between the East Coast and the Northwest Territory was difficult in the early 1800s.
- D. Few people crossed the Appalachian Mountains before the Erie Canal was built.

Teacher Note

To avoid overwhelming the students with testing jargon, we refer to each assessment “item type” (multiple-choice, fill-in-the-blank, short answer, essay, and other formats) as a “question” even though in some cases the item type is not literally a question.

You might explain that this type of question is called a “multiple-choice question” because it requires you to choose an answer from among multiple, or several, possible answers.

Explain that question 1 is an example of one type of question the students may see on the end-of-year assessment. Point to the directions that precede the question (“Read the question. Circle the letter of the correct answer.”) and explain that an assessment question usually includes directions that tell you how to mark or record your answer. Tell the students that it is important to read directions like this carefully so that they mark their answers properly. Have the students read the directions quietly to themselves. Then ask:

Q *According to the directions, how will you mark your answer to question 1?*

Have one or two volunteers share their thinking. If necessary, point out that the students will circle the letter of the correct answer.

Point to the question on the chart (“What is the main point the author makes in paragraph 1?”), and explain that it is important to read the question *slowly and carefully* and think about what it is asking. Explain that if the students are not sure that they understand a question, they should read it again.

Ask the students to listen carefully as you read the question aloud twice. Then read and reread the question. Ask:

- Q *What information is the question asking for?*
- Q *What are the important words in the question? What words are important for finding the answer?*

Students might say:

"The question is asking what the main point of paragraph 1 is."

"I agree with what [Sheila] said. In addition, I think *main point* probably means what the paragraph is mainly about."

"I agree with [Sheila and Lydia]. I think *main point* and *paragraph 1* are the important words in the question."

As the students share their ideas, circle the important words they identify on the chart. If necessary, explain that *main point* and *paragraph 1* are the important words in the question. Explain that the main point of a paragraph is the most important idea or information in the paragraph. It is the one idea or piece of information that the author considers most important for us to understand and remember. Explain that to answer the question, the students need to identify the most important thing the author is telling us in the first paragraph.

3 Answer Question 1

Ask the students to read the answer choices on their copies of question 1 quietly to themselves. Display the "The Erie Canal" chart, and tell the students that as you read paragraph 1 aloud you want them to think about which answer choice tells the main point of the paragraph. Then read paragraph 1 aloud. Ask:

- Q *Which answer choice states the main point of the paragraph? Why do you think that?*

Have one or two volunteers share their thinking. If necessary, explain that answer choice C tells the main point of the paragraph. Explain that the important idea the author wants us to understand and remember is that trade between the East Coast and the Northwest Territory was difficult in the 1800s. That is why a canal connecting the two parts of the country was built. Point out that the other answer choices are details about the Northwest Territory and the East Coast; they are not what the passage is *mainly* about.

Circle letter C for question 1 on the "Questions 1–3: 'The Erie Canal'" chart and have the students circle letter C on their copies of the questions.

Tell the students that authors sometimes state the main point of a paragraph in a sentence within the paragraph. Point out that the second-to-last sentence in paragraph 1 tells the main point of the paragraph, and read the sentence aloud: "Transporting goods across the mountains was difficult and costly and took many weeks." Tell the students that if

they are asked a question on the end-of-year assessment about the main point or main idea of a paragraph, a strategy they can use to find the main point is to reread the paragraph and look for a sentence that tells what the paragraph is *mainly* about.

4 Discuss Question 2

Display question 2 on the “Questions 1–3: ‘The Erie Canal’” chart, and have the students turn to question 2 on their copies of the questions. Explain that question 2 is an example of another type of question the students may see on an end-of-year assessment.

WA2

Question 2

In paragraph 5, the author states that “Life along the canal changed as the canal’s popularity grew.” On the lines below, list three examples of evidence from the text that support this statement.

Example 1:

Example 2:

Example 3:

Remind the students that it is important to read a question and any directions that come with it slowly and carefully. Ask the students to listen as you read question 2 and the directions for recording the answer. Then read the question and directions aloud twice.

Point to the question and ask:

- Q *What information is this question asking for?*
- Q *What are the important words in the question? Which words are important for finding the answer?*

Students might say:

"The question is asking us to find evidence in paragraph 5 that supports the statement 'Life along the canal changed as the canal's popularity grew.'"

"I think *life along the canal changed as the canal's popularity grew* are important words."

"I agree with [Bertrum]. In addition, I think *three examples of evidence* are important words."

As volunteers share their thinking about important words, circle the words in the question on the chart. If necessary, explain that *life along the canal changed as the canal's popularity grew* and *three examples of evidence* are important words.

Point to the directions ("On the lines below . . .") and ask:

Q *According to the directions, how will you record your answer to question 2?*

Have one or two volunteers share their thinking.

5 Answer Question 2

Display the "The Erie Canal" chart and tell the students that to answer question 2, you would like them to read paragraph 5 on their copies of the passage quietly to themselves. Explain that as they are reading, they are to underline at least three examples they find of evidence that supports the statement "Life along the canal changed as the canal's popularity grew." (You might mention that there are more than three examples.) Explain that when everyone has had a chance to underline examples, volunteers will share their examples with the class, and then the students will fill in their answer sheets.

Have the students read paragraph 5 and underline examples. When most students are finished, display the "Questions 1–3: 'The Erie Canal'" chart. Ask:

Q *What is one example of how life along the canal changed as the canal's popularity grew?*

Q *Do others agree that ["towns popped up along the canal route"] is an example of evidence?*

As volunteers share their thinking and the students reach agreement about three examples, record the examples on the chart. Have the students record the examples on their copies of question 2.

6 Discuss Question 3

Display question 3 on the "Questions 1–3: 'The Erie Canal'" chart and have the students turn to question 3 on their copies of the questions. Explain that this is another type of question they might see on an end-of-year assessment.

Teacher Note

Examples include:

- "... towns popped up along the canal route."
- "... some of them grew into cities and shipping centers."
- "Small villages grew into major cities in just a few years."
- "Factories and mills also sprang up along the canal."
- "Syracuse had become a leading salt exporter."
- "Rochester . . . biggest flour-milling cities."
- "The two endpoints . . . astounding growth."

Question 3

In the last paragraph of the passage, the author writes, "It is safe to say that the Erie Canal changed the course of American history." Underline at least two details in the paragraph that support this statement.

Aside from the economic impact, the canal had other benefits, too. As people traveled and conducted business, ties developed between different parts of the United States. This helped to make the growing nation strong and unified. Immigrants from Europe traveled west on the canal to start new lives. It is safe to say that the Erie Canal changed the course of American history.

Remind the students that an important first step in answering any assessment question is to read the question—and any directions for marking or recording the answer—slowly and carefully and think about what the question and directions are asking them to do. Ask the students to read question 3 quietly to themselves. Remind them that if they do not understand the question or directions, they should read the question or directions again.

When most students have finished, ask:

- Q** *What information is the question asking for?*
- Q** *What are the important words in the question? What words are important for finding the answer?*
- Q** *According to the directions, how will you record your answer to question 3?*

Students might say:

"In the last paragraph, the author writes, *It is safe to say that the Erie Canal changed the course of American history.* We have to find at least two details in the paragraph that support what the author writes."

"I agree with [Julie]. I think the important words are *the Erie Canal changed the course of American history* and *at least two details in the paragraph that support this statement.*"

"The directions say that we have to underline the details in the paragraph."

As the students share their ideas, circle the important words they identify in the question on the chart. If necessary, explain that *the Erie Canal changed the course of American history* and *at least two details in the*

paragraph that support this statement are important words. Explain that, according to the directions, the students are to mark their answers by underlining the details.

7 Answer Question 3

Display paragraph 7 on the “The Erie Canal” chart. Then ask the students to quietly read paragraph 7 on their copies of the passage and underline at least two details that support the statement “It is safe to say that the Erie Canal changed the course of American history.”

When most students are finished, ask:

- Q *What is one detail that supports the statement “It is safe to say that the Erie Canal changed the course of American history”?*
- Q *Do others agree that [“ties developed between different parts of the United States”] is a detail that supports the statement?*

As volunteers share their thinking and the students reach agreement, underline the examples on the chart. If they have not already done so, have the students underline the examples on their copies of question 3.

8 Introduce the “Tips for Answering Questions” Chart

Remind the students that today they looked at three examples of assessment questions. Ask and discuss:

- Q *What did we learn about answering assessment questions?*

Students might say:

“We learned that there are different types of questions.”

“I agree with [Lana]. We also found out that we need to read the directions carefully so that we’ll know how to answer each question. Sometimes you circle a letter. Sometimes you write an answer or underline sentences in the passage.”

“In addition to what [Lana and Lorenzo] said, I learned that you have to read a question a couple of times and make sure you understand it. There are important words in each question that you need to pay attention to.”

“Also, rereading the passage is really important—even if you think you know the answer.”

As volunteers share their thinking, record their ideas on the “Tips for Answering Questions” chart. Be ready to paraphrase their responses so that your chart is similar to the example in the diagram on the next page.

Teacher Note

Details include:

- “As people traveled and conducted business, ties developed between different parts of the United States.”
- “This helped to make the growing nation strong and unified.”
- “Immigrants from Europe traveled west on the canal to start new lives.”

Tips for Answering Questions

Read the directions carefully so that you know how to mark your answers.

Read the question carefully—more than once if necessary.

Ask yourself: What information is the question asking for? What are the important words?

Reread the part that helps you answer the question.

Teacher Note

If you would like to discuss additional “The Erie Canal” practice questions with the students, see the extension “Discuss Practice Questions 4 and 5” below.

Teacher Note

The correct answer to part A of question 4 is D. The correct answer to part B is “Syracuse had become a leading salt exporter. Salt from Syracuse was shipped to towns and cities across the nation.” A sample correct answer to question 5 might be “Goods from the Midwest were first sent to Buffalo, New York. From Buffalo, the goods floated east on boats on the Erie Canal to Albany, New York. From Albany, the goods were transported to New York City on the Hudson River.”

Tell the students that the questions they discussed today are just a few examples of the kinds of questions they might be asked on the end-of-year assessment. Explain that tomorrow they will have a chance to hear and read another passage and work with their partners to answer questions about it. Have the students put their materials inside their folders. Tell the students that you will post the “Tips for Answering Questions” chart where everyone can see it and that they can use the tips throughout the week to help them answer questions.

EXTENSION

Discuss Practice Questions 4 and 5

Follow the procedures you used on Day 2 (see Steps 2–7) to have the students discuss and answer questions 4 and 5 on their copies of “Questions: ‘The Erie Canal’” (BLM2). Remind the students to use the information on the “Tips for Answering Questions” chart to help them find the correct answers. Then use the “Questions 4–5: ‘The Erie Canal’” chart (WA3) to discuss the students’ responses as a class.

In this lesson, the students:

- Read and discuss a passage
- Self-monitor and use comprehension and “fix-up” strategies to make sense of the passage
- Answer questions about the passage in pairs
- Refer to the passage to support their thinking
- Work in a responsible way

1 Review and Discuss Working with Partners

Have the students get their folders and pencils and sit at desks with partners together. Remind the students that they are preparing for an end-of-year assessment, and review that yesterday they read a passage about the Erie Canal and worked as a class to answer questions about the passage. Explain that today the students will read another passage about the Erie Canal and work with their partners to answer questions about it.

Briefly discuss:

Q *What do you want to keep in mind as you work with your partner today?*

Have a few volunteers share their thinking with the class.

2 Introduce the Passage and Have the Students Read Independently

Display the “An Engineering Marvel” chart (WA4) and distribute a copy of the passage (BLM3) to each student. Read the title aloud. Explain that today’s passage tells about the building of the Erie Canal.

Tell the students that you would like them to read the passage quietly to themselves. Direct their attention to the “Thinking About My Reading” chart. Tell them that as they read, you want them to stop occasionally and ask themselves if they understand what they are reading. If they do not understand something they have read, they are to put a check mark next to that part of the passage and use a “fix-up” strategy to try to fix the problem. Review that “fix-up” strategies include rereading slowly and carefully and reading ahead to find additional information. Direct the students’ attention to the “Reading Comprehension Strategies” chart and remind them that they can also use the comprehension strategies they have learned to help them make sense of the passage.

Materials

- “An Engineering Marvel” chart (WA4)
- Copy of “An Engineering Marvel” (BLM3) for each student
- “Questions 1–4: ‘An Engineering Marvel’” chart (WA5)
- Copy of “Questions: ‘An Engineering Marvel’” (BLM4) for each student
- “Thinking About My Reading” chart
- “Reading Comprehension Strategies” chart
- “Class Assessment Record” sheet (CA1)

Teacher Note

You might explain that a *marvel* is “something wonderful or astonishing” and that the designing and building of the 363-mile-long Erie Canal was considered an astonishing accomplishment in its time (1817-1825).

Tell the students that you will check in with them later to see how they did with reading and understanding the passage. Then have the students quietly read the passage.

Circulate as the students are reading. Confer briefly with the students about what they are doing to monitor their comprehension and fix comprehension problems.



CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students monitoring their comprehension?
- Are they using “fix-up” strategies to address comprehension problems?

Record your observations on the “Class Assessment Record” sheet (CA1) on page 92. Use the following suggestions to support the students:

- If **all or most students** are monitoring their comprehension and using “fix-up” strategies, proceed with the lesson and continue on to Day 4.
- If **about half of the students** or **only a few students** are monitoring their comprehension and using “fix-up” strategies, model reading a part of the passage, thinking aloud about what you are doing to monitor your comprehension and address comprehension problems (see Day 1, Step 4). You might also consider teaching or reviewing IDR Mini-lesson 2, “Self-monitoring and Using ‘Fix-up’ Strategies” (found in Appendix A of the *Teacher’s Manual*).

3 Discuss Self-monitoring and “Fix-up” Strategies

When the students have finished reading, briefly discuss the passage. Ask:

Q *What is something you learned about the building of the Erie Canal?*

Then facilitate a discussion about how they did with monitoring their comprehension and fixing problems. Ask:

Q *What part of the passage, if any, did you have trouble understanding?*

Q *What did you do to help you make sense of that part?*

Have a few volunteers share their thinking. If the students had difficulty comprehending any part of the passage, read that part aloud and discuss it with the students.

4 Discuss Question 1 in Pairs

Review that the students will work with their partners to answer questions about the passage. Distribute a copy of “Questions: ‘An Engineering Marvel’” (BLM4) to each student. Display question 1 on the “Questions 1–4: ‘An Engineering Marvel’” chart (WA5).

Questions 1-4: "An Engineering Marvel"

Question 1

Which **two** statements are main points the author makes in "An Engineering Marvel"? Circle the letters of the correct answers.

- A. Building the canal was a very difficult project.
- B. When completed, the canal brought about huge economic growth.
- C. The water level in the canal had to rise more than 500 feet.
- D. Governor Clinton performed a "Wedding of the Waters."

Tell the students that question 1 is the first question about the passage they will answer with their partners. Direct the students' attention to the "Tips for Answering Questions" chart, and tell the students that you want partners to use these tips to answer question 1. Briefly review the tips. Explain that when partners agree on a correct answer, each is to mark the answer on his or her copy of the questions. Have partners work together to answer question 1.



Circulate as pairs work, offering support as needed.

When most students have finished, discuss the following questions:

- Q *What answers did you and your partner agree on for question 1?*
- Q *How did you mark your answers?*
- Q *What did you and your partner do to figure out the answers?*
- Q *Who agrees with [Cindy and Michael] that [A and B] are the correct answers?*
- Q *Who marked different answers? Why did you choose those answers?*

Have a few volunteers share their thinking.

5 Follow the Same Procedure to Answer Questions 2-4

Follow the same procedure to have partners answer questions 2, 3, and 4. Continue to circulate as pairs discuss each question and offer support as needed.

Teacher Note

For example, if the students are struggling to understand what the question is asking, you might explain that *main points* are important words in the question and review that the main points of a passage are the most important ideas or information in the passage. They are the ideas or information that the author wants us to understand and remember. You might ask, "Which two of the four answer choices are ideas about the building of the canal that are important to understand and remember?" (You might also point out that authors sometimes begin a paragraph with a sentence that states a main point. Students might reread the opening sentences of the paragraphs, looking for main points.)

Teacher Note

The correct answers to question 1 are A and B.

Teacher Note

If the students are struggling to answer question 2, point out that *DeWitt Clinton* are important words in the question, and have them skim the passage to find the paragraphs that mention DeWitt Clinton (paragraphs 2, 8, and 9). Then ask, “What details in the paragraphs support the statement that DeWitt Clinton played an important role in the building of the canal?”

Teacher Note

Correct answers to question 2 include:

- “But the mayor of New York City at the time, DeWitt Clinton, had a strong vision.”
- “He believed the canal would make New York City the business capital of the country.”
- “Nevertheless, he convinced the state of New York to spend the money to build the canal.”
- “Work was started in 1817, the year Clinton was elected governor of New York.”

Teacher Note

If the students are struggling with question 3, have them reread the question and circle the important words (*two examples, challenges, and builders*). If necessary, explain that the question is asking them to find two examples of the challenges, or difficulties, the builders of the canal faced. You might have the students skim the passage for the words *challenges* and *build* to help them find examples. If the students continue to struggle, you might direct them to the paragraphs that deal with the challenges (3, 5, and 6).

Question 2

On the lines below, write details from the passage that support the statement “DeWitt Clinton played an important role in the building of the Erie Canal.”

When most students have finished, discuss the following questions:

- Q *What details did you and your partner agree on to answer question 2?*
- Q *How did you mark your answers?*
- Q *What did you and your partner do to figure out the answers?*
- Q *Who agrees with [Aaliyah and Brandon] that [“Nevertheless, he convinced the state of New York to spend the money to build the canal”] and [“Work was started in 1817, the year Clinton was elected governor of New York”] are details that support the statement about DeWitt Clinton?*
- Q *Who wrote different answers? Why did you write those answers?*

Question 3

On the lines below, write **two** examples of challenges faced by the builders of the Erie Canal.

Example 1:

Example 2:

When most students have finished, discuss the following questions:

- Q *What answers did you and your partner agree on for question 3?*

- Q How did you mark your answers?
- Q What did you and your partner do to figure out the answers?
- Q Who agrees with [Jordyn and Matteo] that ["Elevation rose by more than 500 feet along the route of the canal"] and ["In some places, bridges had to be built across the canal"] are correct answers?
- Q Who came up with different answers? Why did you mark those answers?

Question 4

Part A

Read the paragraph from the passage below. Then answer the question that follows.

There was an immediate explosion of **commerce**, just as Clinton had predicted. No longer did people speak of "Clinton's Folly." In just nine years, the canal tolls brought in more money than it had cost to build the canal. Within fifteen years, New York City became the busiest port in the United States. It handled more freight than Boston, Baltimore, and New Orleans combined. As a result of the canal, New York City became one of the most important ports in the world.

What does the word **commerce** mean in the paragraph? Fill in the circle of the correct answer.

- job skills
- methods of travel
- canal construction
- trade and business

Part B

Underline the details in the paragraph that helped you figure out what **commerce** means.

When most students have finished, discuss the following questions:

- Q What answers did you and your partner agree on for question 4?
- Q How did you record your answers?
- Q What did you and your partner do to figure out the answers?
- Q Who agrees with [Camilla and Xavier] that ["trade and business"] and ["As a result of the canal, New York City became one of the most important ports in the world"] are correct answers?
- Q Who chose different answers? Why did you choose those answers?

WA5

TEKS 3.B.ii
Student/Teacher Activity
Step 5
(Question 4)

Teacher Note

Examples of correct answers to question 3 include:

- Wilderness had to be cleared.
- The canal had to be built without the use of modern machines.
- The people who designed the canal were not professional engineers.
- Elevation rose by more than 500 feet along the route of the canal.
- In some places, bridges had to be built across the canal.

Teacher Note

If the students are struggling to answer question 4, explain that they are to figure out the meaning of the word *commerce* using details in the paragraph. Tell the students that the paragraph tells how commerce increased because of the canal, and ask them to reread the paragraph and think about what commerce is. If necessary, point out that words like *more money*, *busiest port*, and *more freight* are clues to the meaning of *commerce*.

Teacher Note

The correct answer to part A of question 4 is "trade and business." The correct answers to part B include:

- "In just nine years, the canal tolls brought in more money than it had cost to build the canal."
- "Within fifteen years, New York City became the busiest port in the United States. It handled more freight than Boston, Baltimore, and New Orleans combined."
- "As a result of the canal, New York City became one of the most important ports in the world."

Teacher Note

If you would like to discuss additional “An Engineering Marvel” practice questions with the students, see the extension “Discuss Practice Questions 5 and 6” below.

Teacher Note

The correct answer to part A of question 5 is C. The correct answer to part B is B. A correct answer to question 6 might include the following information: The builders made locks by blocking parts of the canal with two gates. When a boat entered a lock, the gate closed behind the boat. Water was then pumped into the lock until it reached the same elevation as the water beyond the second gate. When the next gate was opened, the boat was at a higher elevation on the canal.

Tell the students that tomorrow they will read and discuss one more passage about the Erie Canal and then answer a question about all the passages they have read this week. Have the students put their materials inside their folders.

6 Reflect on Partner Work

Briefly discuss:

- Q *What did you do to take responsibility as you worked with your partner today?*
- Q *What did your partner do to take responsibility?*

EXTENSION

Discuss Practice Questions 5 and 6

Follow the procedure you used on Day 3 (see Step 5) to have partners discuss and answer questions 5 and 6 on their copies of “Questions: ‘An Engineering Marvel’” (BLM4). Remind the students to use the information on the “Tips for Answering Questions” chart to help them find the correct answers. Then use the “Questions 5–6: ‘An Engineering Marvel’” chart (WA6) to discuss the students’ responses as a class.

Day 4

Guided Strategy Practice

Materials

- “Low Bridge, Everybody Down” chart (WA7)
- Copy of “Low Bridge, Everybody Down” (BLM5) for each student
- “Question 7: ‘An Engineering Marvel’” chart (WA8)
- “Tips for Answering Questions” chart from Day 2
- “Class Assessment Record” sheet (CA2)

In this lesson, the students:

- Read and discuss a passage
- Self-monitor and use comprehension and “fix-up” strategies to make sense of the passage
- Add sentences to a paragraph about this week’s passages
- Refer to the passages to support their thinking
- Reflect on what they have learned about preparing for an end-of-year assessment
- Listen respectfully to the thinking of others and share their own

1 Briefly Review the Week

Have the students get their folders and pencils and sit at desks with partners together. Remind the students that they have been preparing

for the end-of-year assessment. Review that this week they have read two passages about the Erie Canal and answered questions about the passages. Explain that today the students will read another passage about the Erie Canal and will work with you and their partners to answer a final question about all of the passages they have read this week.

2 Introduce the Passage and Have the Students Read It

Display the “Low Bridge, Everybody Down” chart (📄 WA7), and distribute a copy of the passage (BLM5) to each student. Read the title aloud. Explain that today’s passage is a folk song written more than 100 years ago that tells about life on the Erie Canal.

Briefly explain the structure of the song by pointing to the first verse and the chorus on the chart and telling the students that after each verse of the song comes the chorus, which is in bold type on the chart. Explain that the chorus is then repeated after each verse.

Ask the students to listen carefully as you read the first verse and the chorus. Then read the first verse and the chorus aloud.

Tell the students that you would like them to read the rest of the song quietly to themselves. Explain that you want them to stop occasionally and ask themselves if they understand what they are reading. If they do not understand something, they are to put a check mark next to that part of the passage and then use a “fix-up” strategy to try to fix the problem. Remind them that they can also use the reading comprehension strategies they have learned to help them make sense of the passage.

Tell the students that when they have finished, you will briefly discuss the song. Then have the students quietly read the rest of the song.

When the students have finished reading, briefly discuss the song. Ask:

- Q *What did you learn about life on the Erie Canal from this song?*
- Q *What part of the song, if any, did you have trouble understanding?*
- Q *What did you do to help you make sense of that part?*

3 Read and Discuss Question 7

Display the “Question 7: ‘An Engineering Marvel’” chart (📄 WA8), and ask the students to look at question 7 on their copies of the questions (BLM4). Explain that this is the question they will discuss today.

Direct the students’ attention to the “Tips for Answering Questions” chart, and remind the students that it is important to read a question and any directions that come with it carefully and to think about what

Teacher Note

You might explain that a *folk song* is a “song handed down from generation to generation by the people of a country or region.”

Teacher Note

Recordings of “Low Bridge, Everybody Down” are available online. To find a recording, search online, using the song’s title or “Erie Canal Song” as keywords.

Teacher Note

Questions 5 and 6 are supplemental practice questions for “An Engineering Marvel.” If you did not do the extension activity on Day 3, you might assign the questions as seatwork for the students to do individually or in pairs.

4 Model Writing the First Sentence of the Paragraph

Ask the students to watch and listen as you model writing the first sentence of the paragraph. Then write an opening sentence that states the main idea of the paragraph and uses the language of the question, thinking aloud as you plan and write.

You might say:

"A well-written paragraph starts with an opening sentence that tells what the paragraph is about. We know from the question that this paragraph is going to tell how boats moved people and cargo on the Erie Canal, so I will use the language of the question to help me write my opening sentence. I know from the passages that moving people and cargo on the boats was hard work, so I'll write: *Moving people and cargo on boats on the Erie Canal was hard work.*"

Ask:

Q *What did you notice me doing as I wrote the first sentence of the paragraph?*

Students might say:

"I noticed that you wrote an opening sentence that tells what the paragraph will be about."

"In addition to what [Chris] said, I noticed that you used the words from the question to write the sentence."

Have a few volunteers share their thinking with the class.

5 Have the Students Add to the Paragraph

Tell the students that you want them to write a paragraph on their copies of question 7 by first copying the sentence you wrote as their opening sentence and then adding four or five sentences of their own that explain how boats moved people and cargo on the Erie Canal. Explain that you are asking them to add four or five sentences because when they write paragraphs on the end-of-year assessment that ask for details or evidence, it is a good idea to provide several examples.

Tell the students that to find details for their paragraphs they should read quickly through the three passages and underline sentences that tell how boats moved people and cargo on the canal. Then give the students several minutes to read, underline, and write their paragraphs. As the students work, walk around the room and observe, assisting as needed.

Teacher Note

You might explain that some details about moving people and cargo on the Erie Canal are found in more than one of the passages and that the students can include these overlapping details in their paragraphs.



CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to write several sentences about how boats moved people and cargo on the Erie Canal?
- Do the sentences include details from all three passages?

Record your observations on the “Class Assessment Record” sheet (CA2) on page 93. Use the following suggestions to support the students:

- If **all or most students** are writing several sentences and the sentences include details from the passages, proceed with the lesson.
- If **about half of the students** or **only a few students** are writing several sentences or the sentences do not include details from the passages, model reading the passages, underlining details, and adding a couple of sentences to the paragraph. Have the students copy those sentences. Then have them skim the passages and add a few sentences of their own.

Teacher Note

Details that students might include in their paragraphs include:

- Boats could not use their own power to move along the canal.
- Teams of mules and horses pulled boats along towpaths.
- The canal was 40 feet wide and 4 feet deep.
- Locks were used to allow boats to rise with the elevation of the land.
- The canal had 83 locks, including the Lockport Flight of Five, which climbed 60 feet.
- Bridges had to be built above the canal for roads that the canal crossed.
- Because some bridges were low, people on boats called out “Low bridge, everybody down!” to warn travelers.
- The canal was very busy.
- Thousands of people were needed to maintain the canal.

6 Use the Students’ Ideas to Add to the Paragraph and Model Writing a Closing Sentence

When the students have finished writing, discuss the following questions:

- Q *What is one sentence you added to the paragraph about how boats moved people and cargo on the Erie Canal?*
- Q *Where is that information in the passages?*
- Q *Who else added a sentence that tells that [boats could not use their own power to move along the canal]?*

Use the students’ ideas to add several sentences to the paragraph on the chart. Then model writing a closing sentence.

You might say:

“A well-written paragraph ends with a strong closing sentence that wraps up the paragraph and lets the reader know that the paragraph has come to an end. From the passages, we’ve learned that the Erie Canal was very busy and that it took a lot of people and animals to keep the boats moving. So I’ll write: *There were many boats traveling on the canal, and it took a lot of people and animals to keep the boats moving.*”

Question 7: “An Engineering Marvel”**Question 7**

On the lines below, write a paragraph in which you explain how boats moved people and cargo on the Erie Canal. Use details from “The Erie Canal,” “An Engineering Marvel,” and “Low Bridge, Everybody Down” in your paragraph.

Moving people and cargo on boats on the Erie Canal was hard work. The canal was 40 feet wide and only 4 feet deep. Boats could not use their own power to travel along the canal. They had to be pulled by teams of mules and horses that walked along towpaths. To allow boats to go up and down in elevation, 83 canal locks had to be built, including the Lockport Flight of Five, which climbed 60 feet. Bridges also had to be built above the canal in some places for roads that crossed the canal. Some of the bridges were low. People on a boat shouted “Low bridge, everybody down!” to warn travelers of a low bridge. There were many boats traveling on the canal, and it took a lot of people and animals to keep the boats moving.

Read the paragraph aloud. Then point to the directions for question 7 and ask:

Q *How did we do with following the directions of the question? Why do you say that?*

7 Reflect on Preparing for the Assessment

Remind the students that this week they prepared for an end-of-year reading assessment by reading and discussing passages together and answering questions. Ask:

Q *What have you learned this week that will help you do well on the end-of-year assessment?*

Q *Do you feel prepared for the assessment? Why do you feel [prepared/unprepared]?*

EXTENSIONS**Provide Additional Practice with Supplemental Passages and Questions**

Additional practice passages and questions are available on the CCC Learning Hub (ccclearninghub.org). You might assign one or more

of the passages and sets of questions as seatwork to be completed independently or in pairs or as homework. When the students have finished the assignment, discuss their responses to the questions, using questions like those you asked on Day 3 (see Step 5). The passages and questions can also be used for further class instruction if needed. For other uses of the passages and questions, see “Using the Instructional and Supplemental Passages and Test Items Throughout the Year” on page viii.

Help the Students Prepare for Assessment Day

Providing the students with strategies for making sense of passages and tips for answering questions is a critical step in getting them ready for an end-of-year assessment, but it is also important to help the students prepare physically and emotionally. In the days before the assessment, let the students know what to expect on the day of the assessment. Your school or district guidelines for administering the assessment will provide you with information about the location of the assessment, how the assessment will be administered, and the amount of time the students will have to complete the assessment. You might also share information about rules concerning talking during the assessment, breaks or rest periods, and what to do when the students are finished.

Tell the students that it is important for them to be well rested and feeling their best on the day of the assessment so that they can do their best work. Ask:

- Q** *What might you do to make sure you are well rested and feeling your best for the assessment?*
- Q** *Why is it important to be responsible for taking care of yourself so you're ready for the assessment?*

Students might say:

“I can go to bed early the night before the assessment so that I won't be sleepy that day.”

“I can set an alarm clock so I have enough time to get ready that morning.”

“I can eat a good breakfast so that I won't be hungry and grouchy.”

“If I take care of myself, then I'll feel good during the assessment.”

“In addition to what [Terrance] said, if we feel good when we do the assessment, that will help us do our best work.”

If necessary, emphasize the importance of getting a good night's sleep and eating a good breakfast on the day of the assessment. Encourage the students to be responsible and take care of themselves in these ways in preparation for the assessment.

Passages, Question Sets, and Answer Keys

“The Erie Canal”	32
“An Engineering Marvel”	43
“Low Bridge, Everybody Down”	60
“Where Is Costa Rica?”	62
“A Ride in the Clouds”	69
“An Adventure to Remember”	79

Passage 1

The Erie Canal

Paragraph 1

In the early 1800s, most people in the United States lived along the East Coast. However, the population was growing steadily in an area around the Great Lakes. The region was originally called the Northwest Territory, but it later became known as the Midwest. This region was rich with farmland and natural resources, such as timber and minerals. America was growing fast. People who lived on the East Coast needed wheat, wood, and other products from the Northwest Territory, but the Appalachian Mountains stood between this region and the East Coast. There were no trains or cars at that time. Transporting goods across the mountains was difficult and costly and took many weeks. The completion of the Erie Canal in 1825 changed all that.

Paragraph 2

The Erie Canal stretched across New York State, connecting Lake Erie in Buffalo with the Hudson River in Albany. Traders and travelers could then use the Hudson River to complete the journey east to New York City. Once the canal was built, goods from the Midwest no longer had to be transported by land across the mountains. Instead, traders could send goods to Buffalo. From there, the goods could easily be floated east on the Erie Canal.



(continues)

(continued)

The Erie Canal *(continued)*

Paragraph 3 Before the canal was built, shipping one ton of wheat from Buffalo to New York City cost about one hundred dollars. With the canal, that cost was cut to five dollars, and it took just six days instead of three weeks. The economic impact was huge. New York City quickly became the business capital of the nation and a gateway between the Midwest and Europe, which was also hungry for natural resources. Farms in the Midwest prospered. The Midwest soon became the food-growing center for the entire nation.

Paragraph 4 Goods traveled west on the Erie Canal, too. As more and more people moved west, the need for goods manufactured in the East grew. Factory-made items such as tools, machines, and textiles were shipped from New York to fast-growing western communities. Every year, traffic and trade along the canal increased. In 1862, more than 3 million tons of cargo was carried east and west on the Erie Canal. By 1880, that number had grown to 4.6 million tons of cargo!

Paragraph 5 Life along the canal changed as the canal's popularity grew. People who used the canal for travel and shipping needed food and places to stay, so towns popped up along the canal route. In time, some of them grew into cities and shipping centers. Small villages grew into major cities in just a few years. Factories and mills also sprang up along the canal. By 1850, several cities were producing textiles. Syracuse had become a leading salt exporter. Salt from Syracuse was shipped to towns and cities across the nation. In 1815, Rochester had only 331 people, but by 1830, it had grown to a population of more than 9,000 and had become one of the country's biggest flour-milling cities. The two endpoints of the canal, Buffalo and New York City, experienced astounding growth.

(continues)

(continued)

The Erie Canal (continued)

Paragraph 6

Moving so many goods required thousands of boats, along with crews to operate them. Companies typically operated the passenger boats, but cargo boats were often owned by families. Boats were pulled by teams of mules that walked beside the canal on special roads called *towpaths*. In 1845, there were about 4,000 boats being run by about 25,000 men, women, and children. Thousands more people were needed to maintain the canal. With all of this activity, life along the canal was lively and sometimes rowdy.

Paragraph 7

Aside from the economic impact, the canal had other benefits, too. As people traveled and conducted business, ties developed between different parts of the United States. This helped to make the growing nation strong and unified. Immigrants from Europe traveled west on the canal to start new lives. It is safe to say that the Erie Canal changed the course of American history.

Questions

Name _____ Date _____

Questions: "The Erie Canal"

Question 1

Read the question. Circle the letter of the correct answer.

What is the main point the author makes in paragraph 1?

- A. In the early 1800s, more people lived on the East Coast than in the Northwest Territory.
- B. Life in the Northwest Territory was different from life on the East Coast.
- C. Trade between the East Coast and the Northwest Territory was difficult in the early 1800s.
- D. Few people crossed the Appalachian Mountains before the Erie Canal was built.

(continues)

(continued)

Name _____ Date _____

Questions: "The Erie Canal" (continued)

Question 2

In paragraph 5, the author states that "Life along the canal changed as the canal's popularity grew." On the lines below, list **three** examples of evidence from the text that support this statement.

Example 1:

Example 2:

Example 3:

(continues)

(continued)

Name _____ Date _____

Questions: "The Erie Canal" (continued)

Question 3

In the last paragraph of the passage, the author writes, "It is safe to say that the Erie Canal changed the course of American history." Underline at least **two** details in the paragraph that support this statement.

Aside from the economic impact, the canal had other benefits, too. As people traveled and conducted business, ties developed between different parts of the United States. This helped to make the growing nation strong and unified. Immigrants from Europe traveled west on the canal to start new lives. It is safe to say that the Erie Canal changed the course of American history.

(continues)

(continued)

Name _____ Date _____

Questions: “The Erie Canal” *(continued)*

Question 4

Part A

Read the question. Circle the letter of the correct answer.

One city along the Erie Canal gained the nickname “the Salt City.”
Based on details in the passage, what city was that?

- A. New York City
- B. Albany, New York
- C. Buffalo, New York
- D. Syracuse, New York

Part B

Underline the sentences in the passage that support your answer to part A.

Question 5

Describe the route that goods from the Midwest took to reach New York City using the Erie Canal. Write your answer on the lines below.

Answer Key

Name _____ Date _____

Questions: "The Erie Canal"

Question 1

Read the question. Circle the letter of the correct answer.

What is the main point the author makes in paragraph 1?

- A. In the early 1800s, more people lived on the East Coast than in the Northwest Territory.
- B. Life in the Northwest Territory was different from life on the East Coast.
- C. Trade between the East Coast and the Northwest Territory was difficult in the early 1800s.
- D. Few people crossed the Appalachian Mountains before the Erie Canal was built.

(continues)

(continued)

Name _____ Date _____

Questions: “The Erie Canal” (continued)

Question 2

In paragraph 5, the author states that “Life along the canal changed as the canal’s popularity grew.” On the lines below, list **three** examples of evidence from the text that support this statement.

Possible answers include: People who used the canal for travel and shipping needed food and places to stay, so towns popped up along the canal route. In time, some of them grew into cities and shipping centers. Small villages grew into major cities in just a few years. Factories and mills also sprang up along the canal. Syracuse had become a leading salt exporter. In 1815, Rochester had only 331 people, but by 1830, it had grown to a population of more than 9,000 and had become one of the country’s biggest flour-milling cities. The two endpoints of the canal, Buffalo and New York City, experienced astounding growth.

(continues)

(continued)

Name _____ Date _____

Questions: “The Erie Canal” (continued)

Question 3

In the last paragraph of the passage, the author writes, “It is safe to say that the Erie Canal changed the course of American history.” Underline at least **two** details in the paragraph that support this statement.

Students should underline at least two of the following details: As people traveled and conducted business, ties developed between different parts of the United States. This helped to make the growing nation strong and unified. Immigrants from Europe traveled west on the canal to start new lives.

(continues)

(continued)

Name _____ Date _____

Questions: “The Erie Canal” (continued)

Question 4

Part A

Read the question. Circle the letter of the correct answer.

One city along the Erie Canal gained the nickname “the Salt City.”
Based on details in the passage, what city was that?

- A. New York City
- B. Albany, New York
- C. Buffalo, New York
- D. Syracuse, New York

Part B

Underline the sentences in the passage that support your answer to part A.

Students should underline: Syracuse had become a leading salt exporter.
Salt from Syracuse was shipped to towns and cities across the nation.

Question 5

Describe the route that goods from the Midwest took to reach New York City using the Erie Canal. Write your answer on the lines below.

Possible answer: Goods from the Midwest were first sent to Buffalo, New York. From Buffalo, the goods floated east on boats on the Erie Canal to Albany, New York. From Albany, the goods were transported to New York City on the Hudson River.

Passage 2

An Engineering Marvel

Paragraph 1 The Erie Canal brought about huge growth in American commerce and travel by providing a waterway that connected the East Coast to the Midwest. The canal stretched an incredible 363 miles across the state of New York, from Albany on the Hudson River to Buffalo on Lake Erie.

Paragraph 2 Building the Erie Canal was a gigantic and difficult project. Many people did not believe it could be done. But the mayor of New York City at the time, DeWitt Clinton, had a strong vision. He believed the canal would make New York City the business capital of the country. Not everyone agreed with Clinton. Some people called the canal “Clinton’s Folly” or “Clinton’s Ditch.” Nevertheless, he convinced the state of New York to spend the money to build the canal. Work was started in 1817, the year Clinton was elected governor of New York.

Paragraph 3 It is no wonder people doubted that the canal could be built. First the wilderness had to be cleared. When a tree needed to be removed, a rope was thrown over the top of the tree. The rope was then tied to a simple machine, which one man could crank until the tree fell over. Another machine—powered by a team of horses, oxen, or mules—removed the tree stump. Then came the task of constructing the canal—without the aid of modern machinery. The people who designed it were not even professional engineers. Yet they figured out a way to make it work.

Paragraph 4 The canal was 40 feet wide and just 4 feet deep. Boats could not use their own power. They had to be pulled along the canal by horses or mules that walked along a towpath on one side of the canal. It was slow going, but it was still faster than traveling by land across the Appalachian Mountains to get to the Great Lakes.

(continues)

(continued)

An Engineering Marvel *(continued)*



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Paragraph 5

One of the major building challenges was the change in elevation. From the Hudson River to Lake Erie, the land rose more than 500 feet. The water level—and the boats—needed to rise, too. Making the water in a canal rise to a higher elevation is done with canal locks. To make a lock, a portion of the canal is blocked off by two gates. A boat enters the lock, and the gate closes behind it. Then water is pumped into the lock until it reaches the same level as the water beyond the second gate. When the second gate is opened, the boat is at a higher elevation on the canal. The original Erie Canal had eighty-three locks to pass through. The locks were made of stone, concrete, and wood.

Paragraph 6

Sometimes the canal had to be built where a road was already in place. When that happened, a bridge was built above the canal. Some bridges were so low that people on the boats had to duck their heads. They would call out a warning: “Low bridge, everybody down!” This warning became the title of a famous song about the Erie Canal.

(continues)

(continued)

An Engineering Marvel *(continued)*

Paragraph 7 The most difficult stretch of the canal was the 60-foot climb at the Niagara Escarpment. This was accommodated by building a series of five locks, called the Lockport Flight of Five. There were five locks going up and five locks coming down.

Paragraph 8 After the final portion of the canal was completed, it opened in 1825 with a grand celebration. Governor Clinton traveled by boat along the entire length of the Erie Canal, from Buffalo to Albany, and then down the Hudson River to New York City. He carried two casks of water with him from Lake Erie. Upon reaching New York City, he poured the lake water into the Atlantic Ocean in a ceremony called the “Wedding of the Waters.”

Paragraph 9 There was an immediate explosion of commerce, just as Clinton had predicted. No longer did people speak of “Clinton’s Folly.” In just nine years, the canal tolls brought in more money than it had cost to build the canal. Within fifteen years, New York City became the busiest port in the United States. It handled more freight than Boston, Baltimore, and New Orleans combined. As a result of the canal, New York City became one of the most important ports in the world. Also because of the canal, many Americans moved west to settle new territories.

Paragraph 10 People around the world viewed the Erie Canal as a marvel of engineering and imagination. It helped to establish an identity for the young country and was celebrated in stories and songs. It not only connected people and places, but it also helped to spread ideas. The Erie Canal became part of the American identity.

Questions

Name _____ Date _____

Questions: "An Engineering Marvel"

Question 1

Which **two** statements are main points the author makes in "An Engineering Marvel"? Circle the letters of the correct answers.

- A. Building the canal was a very difficult project.
- B. When completed, the canal brought about huge economic growth.
- C. The water level in the canal had to rise more than 500 feet.
- D. Governor Clinton performed a "Wedding of the Waters."

Question 2

On the lines below, write details from the passage that support the statement "DeWitt Clinton played an important role in the building of the Erie Canal."

(continues)

(continued)

Name _____ Date _____

Questions: "An Engineering Marvel" (continued)

Question 3

On the lines below, write **two** examples of challenges faced by the builders of the Erie Canal.

Example 1:

Example 2:

(continues)

(continued)

Name _____ Date _____

Questions: “An Engineering Marvel” (continued)

Question 4

Part A

Read the paragraph from the passage below. Then answer the question that follows.

There was an immediate explosion of **commerce**, just as Clinton had predicted. No longer did people speak of “Clinton’s Folly.” In just nine years, the canal tolls brought in more money than it had cost to build the canal. Within fifteen years, New York City became the busiest port in the United States. It handled more freight than Boston, Baltimore, and New Orleans combined. As a result of the canal, New York City became one of the most important ports in the world.

What does the word **commerce** mean in the paragraph? Fill in the circle of the correct answer.

- job skills
- methods of travel
- canal construction
- trade and business

(continues)

(continued)

Name _____ Date _____

Questions: "An Engineering Marvel" (continued)

Part B

Underline the details in the paragraph that helped you figure out what **commerce** means.

(continues)

(continued)

Name _____ Date _____

Questions: “An Engineering Marvel” (continued)

Question 5

Read the questions in part A and part B. Circle the letter of the correct answer for each question.

Part A

What is the meaning of the word **folly** as it is used in paragraph 2 of “An Engineering Marvel”?

- A. good choice
- B. deep ditch
- C. foolish idea
- D. surprising event

Part B

Which sentence from the paragraph helps you understand the meaning of **folly**?

- A. “Building the Erie Canal was a gigantic and difficult project.”
- B. “Many people did not believe it could be done.”
- C. “But the mayor of New York City at the time, DeWitt Clinton, had a strong vision.”
- D. “He believed the canal would make New York City the business capital of the country.”

(continues)

(continued)

Name _____ Date _____

Questions: “An Engineering Marvel” (continued)

Question 6

One of the major challenges of building the Erie Canal was the change in elevation along the route of the canal. How did the builders overcome this challenge? Write your answer on the lines below.

(continues)

Answer Key

Name _____ Date _____

Questions: "An Engineering Marvel"

Question 1

Which **two** statements are main points the author makes in "An Engineering Marvel"? Circle the letters of the correct answers.

- A. Building the canal was a very difficult project.
- B. When completed, the canal brought about huge economic growth.
- C. The water level in the canal had to rise more than 500 feet.
- D. Governor Clinton performed a "Wedding of the Waters."

Question 2

On the lines below, write details from the passage that support the statement "DeWitt Clinton played an important role in the building of the Erie Canal."

Students may provide any of the following details: But the mayor of New York City at the time, DeWitt Clinton, had a strong vision. He believed the canal would make New York City the business capital of the country. Nevertheless, he convinced the state of New York to spend the money to build the canal. Work was started in 1817, the year Clinton was elected governor of New York.

(continues)

(continued)

Name _____ Date _____

Questions: "An Engineering Marvel" (continued)

Question 3

On the lines below, write **two** examples of challenges faced by the builders of the Erie Canal.

Possible answers include: Wilderness had to be cleared. The canal had to be built without the use of modern machines. The people who designed the canal were not professional engineers. Elevation rose by more than 500 feet along the route of the canal. In some places, bridges had to be built across the canal.

(continues)

(continued)

Name _____ Date _____

Questions: “An Engineering Marvel” (continued)

Question 4

Part A

Read the paragraph from the passage below. Then answer the question that follows.

There was an immediate explosion of **commerce**, just as Clinton had predicted. No longer did people speak of “Clinton’s Folly.” In just nine years, the canal tolls brought in more money than it had cost to build the canal. Within fifteen years, New York City became the busiest port in the United States. It handled more freight than Boston, Baltimore, and New Orleans combined. As a result of the canal, New York City became one of the most important ports in the world.

What does the word **commerce** mean in the paragraph? Fill in the circle of the correct answer.

- job skills
- methods of travel
- canal construction
- trade and business

(continues)

(continued)

Name _____ Date _____

Questions: "An Engineering Marvel" (continued)

Part B

Underline the details in the paragraph that helped you figure out what **commerce** means.

Students should underline: In just nine years, the canal tolls brought in more money than it had cost to build the canal. Within fifteen years, New York City became the busiest port in the United States. It handled more freight than Boston, Baltimore, and New Orleans combined. As a result of the canal, New York City became one of the most important ports in the world.

(continues)

(continued)

Name _____ Date _____

Questions: “An Engineering Marvel” (continued)

Question 5

Read the questions in part A and part B. Circle the letter of the correct answer for each question.

Part A

What is the meaning of the word **folly** as it is used in paragraph 2 of “An Engineering Marvel”?

- A. good choice
- B. deep ditch
- C. foolish idea
- D. surprising event

Part B

Which sentence from the paragraph helps you understand the meaning of **folly**?

- A. “Building the Erie Canal was a gigantic and difficult project.”
- B. “Many people did not believe it could be done.”
- C. “But the mayor of New York City at the time, DeWitt Clinton, had a strong vision.”
- D. “He believed the canal would make New York City the business capital of the country.”

(continues)

(continued)

Name _____ Date _____

Questions: “An Engineering Marvel” (continued)

Question 6

One of the major challenges of building the Erie Canal was the change in elevation along the route of the canal. How did the builders overcome this challenge? Write your answer on the lines below.

Possible answer: The builders made locks by blocking parts of the canal with gates. When a boat entered a lock, the gate behind the boat closed. Water was then pumped into the lock until it was at the same elevation as the water beyond the next gate. When the next gate was opened, the boat floated through.

(continues)

(continued)

Name _____ Date _____

Questions: “An Engineering Marvel” (continued)

Question 7

On the lines below, write a paragraph in which you explain how boats moved people and cargo on the Erie Canal. Use details from “The Erie Canal,” “An Engineering Marvel,” and “Low Bridge, Everybody Down” in your paragraph.

Possible answer: Moving people and cargo on boats on the Erie Canal was hard work. The canal was 40 feet wide and only 4 feet deep. Boats could not use their own power to travel along the canal. They had to be pulled by teams of mules and horses that walked along towpaths. To allow boats to go up and down in elevation, 83 canal locks had to be built, including the Lockport Flight of Five, which climbed 60 feet. Bridges also had to be built above the canal in some places for roads that crossed the canal. Some of the bridges were low. People on a boat shouted “Low bridge, everybody down!” to warn travelers of a low bridge. There were many boats traveling on the canal, and it took a lot of people and animals to keep the boats moving.

(continued)

Low Bridge, Everybody Down *(continued)*

Oh, where would I be if I lost my pal?
Fifteen miles on the Erie Canal.
Oh, I'd like to see a mule as good as Sal,
Fifteen miles on the Erie Canal,
A friend of mine once got her sore,
Now he's got a busted jaw,
'Cause she let fly with her iron toe,
And kicked him in to Buff-a-lo OH!

(Chorus)

Don't have to call when I want my Sal,
Fifteen miles on the Erie Canal,
She trots from her stall like a good old gal,
Fifteen miles on the Erie Canal,
I eat my meals with Sal each day,
I eat beef and she eats hay,
And she ain't so slow if you want to know,
She put the "Buff" in Buff-a-lo OH!

(Chorus)

Where Is Costa Rica?

Costa Rica, which means “rich coast” in Spanish, is located in Central America. In terms of area, Costa Rica is 19,730 square miles, or about the size of the state of West Virginia. It is bordered to the north by Nicaragua and to the south by Panama. Costa Rica has extensive coastlines on the west along the Pacific Ocean and on the east along the Caribbean Sea. Parts of Costa Rica are covered by mountains, including several active volcanoes. Other parts of the country are flat. Costa Rica’s beautiful rain forests, which cover about one-third of the country, draw biologists and ecotourists from around the world. These visitors can see a rich variety of plant and animal life in the dense rain forests.



Questions

Name _____ Date _____

Questions: "Where Is Costa Rica?"

Question 1

Read the question. Fill in the circle of the correct answer.

What is the passage mainly about?

- the population of Costa Rica
- the climate of Costa Rica
- the history of Costa Rica
- the location and geography of Costa Rica

Question 2

Part A

Read the question. Fill in the circle of the correct answer.

How many bodies of water border Costa Rica?

- 1
- 2
- 3
- 4

Part B

Underline the sentence in the passage that supports your answer to part A.

(continues)

(continued)

Name _____ Date _____

Questions: "Where Is Costa Rica?" (continued)

Question 3

Read the excerpt from the passage below. Then complete part A and part B.

Costa Rica's beautiful rain forests, which cover about one-third of the country, draw biologists and **ecotourists** from around the world. These visitors can see a rich variety of plant and animal life in the dense rain forests.

Part A

Which words best complete the sentence below? Fill in the circle of the correct answer.

An **ecotourist** is a visitor who is mainly interested in _____.

- nature and the environment
- the planets and the stars
- books, magazines, and newspapers
- monuments and museums

Part B

Underline the words in the excerpt that support your answer to part A.

(continues)

(continued)

Name _____ Date _____

Questions: "Where Is Costa Rica?" *(continued)*

Question 4

On the lines below, write a paragraph summarizing what you learned about Costa Rica from the passage.

Answer Key

Name _____ Date _____

Questions: "Where Is Costa Rica?"

Question 1

Read the question. Fill in the circle of the correct answer.

What is the passage mainly about?

- the population of Costa Rica
- the climate of Costa Rica
- the history of Costa Rica
- the location and geography of Costa Rica

Question 2

Part A

Read the question. Fill in the circle of the correct answer.

How many bodies of water border Costa Rica?

- 1
- 2
- 3
- 4

Part B

Underline the sentence in the passage that supports your answer to part A.

Students should underline: Costa Rica has extensive coastlines on the west along the Pacific Ocean and on the east along the Caribbean Sea.

(continues)

(continued)

Name _____ Date _____

Questions: "Where Is Costa Rica?" (continued)

Question 3

Read the excerpt from the passage below. Then complete part A and part B.

Costa Rica's beautiful rain forests, which cover about one-third of the country, draw biologists and **ecotourists** from around the world. These visitors can see a rich variety of plant and animal life in the dense rain forests.

Part A

Which words best complete the sentence below? Fill in the circle of the correct answer.

An **ecotourist** is a visitor who is mainly interested in _____.

- nature and the environment
- the planets and the stars
- books, magazines, and newspapers
- monuments and museums

Part B

Underline the words in the excerpt that support your answer to part A.

Students should underline *rain forests* and *plant and animal life*.

(continues)

(continued)

Name _____ Date _____

Questions: “Where Is Costa Rica?” *(continued)*

Question 4

On the lines below, write a paragraph summarizing what you learned about Costa Rica from the passage.

Possible answer: Costa Rica is a country in Central America. It lies between Nicaragua to the north and Panama to the south. It is bordered on the east by the Caribbean Sea and on the west by the Pacific Ocean. Some parts of Costa Rica have mountains. Other parts are flat. About a third of the country is covered by rain forests. People from around the world come to Costa Rica to see the rich variety of plant and animal life.

A Ride in the Clouds

Have you ever wondered what a bird feels like as it soars through the clouds and glides through the trees? I happen to know that it feels amazing! When I was in Costa Rica with my mom, stepdad, and stepbrother, I got to ride on big wire cables, called zip lines, through and above the rain forest.

To get to the platform where we would ride our first zip line, we hiked up a mountain trail for two hours. I got tired, but seeing the wildlife kept me going. We spotted monkeys in the trees above us, as well as strange-looking bugs and several animal tracks along the trail. We found mountain lion tracks in the mud near a stream. My favorite sighting, however, was a pair of sloths sleeping in a clump of trees. They blended into the trees so well that I would not have spotted them without binoculars.

As we neared the zip line platform, my stepdad turned to me and said, “Do you want to go first, Brayden?” The truth is, I did not want to go first. My stepbrother Eric seemed to sense my discomfort. He is much bolder than I am. That is one of the things I like best about him.

“I think it is better if I go first,” said Eric. “I’ve done this before, so Brayden can watch and see how it works.”

“Sounds good to me,” I answered, trying not to sound relieved. Eric gave me a private smile as he stepped up to get fitted with his harness and helmet by our guides, Alberto and Gabriella.

“Actually, I’ll be going first,” said Alberto. “Eric can go after me. Before we get started, let’s go over the safety instructions and get everybody into their gear.”

I looked over the edge of the platform and suddenly felt dizzy. I did not realize how high up we would be. I was nervous but did not tell anybody. Again, Eric sensed my reluctance. “Trust me, Brayden, you’re really going to love this,” he said reassuringly.

(continues)

(continued)

A Ride in the Clouds *(continued)*

When Alberto launched off the platform, he picked up speed within seconds, getting smaller and smaller as he disappeared into the clouds. When Alberto reached the other side, he tapped the cable as a signal for Gabriella to send Eric over. I watched as Eric stepped off the platform and slid gracefully away until he, too, disappeared into the mist.

Then it was my turn. I did not answer my mom when she asked if I was OK. I was still not sure if I should let my feet off the platform, but I took a deep breath. Then, with a gentle nudge from Gabriella, I was off!

I felt the wind in my face as I sailed into a cloud. Then everything grew silent and calm. I relaxed my body into the harness. I suddenly realized that I was flying! As I came out of the cloud, I saw a waterfall cascading into a pool below. It was as if the waterfall had sprung right out of the trees. I felt so happy and free. I imagined that this is what a bird in flight must feel.

By the time I reached the platform on the other side of the zip line, my fear was gone. Eric and I clapped each other on the back. We could hardly wait to do the next zip line. This time I would be ready—and eager—to go first. But before we moved on, we had two more “first flights” to celebrate. We cheered for our parents as they took the journey through the clouds and over the trees to us.

Questions

Name _____ Date _____

Questions: "A Ride in the Clouds"

Question 1

Read the question. Circle the letter of the correct answer.

From whose point of view is this passage told?

- A. Eric
- B. Mom
- C. Alberto
- D. Brayden

Question 2

Read the question. Circle the letter of the correct answer.

Which sentence would best begin a summary of the passage?

- A. The guides were named Alberto and Gabriella.
- B. The narrator felt dizzy on the zip line platform.
- C. Alberto picked up speed and disappeared into the clouds.
- D. The narrator went zip lining in Costa Rica with his family.

(continues)

(continued)

Name _____ Date _____

Questions: "A Ride in the Clouds" (continued)

Question 3

Read the excerpt from the passage below. Then complete part A and part B.

Eric gave me a private smile as he stepped up to get fitted with his harness and helmet by our guides, Alberto and Gabriella.

"Actually, I'll be going first," said Alberto. "Eric can go after me.

Before we get started, let's go over the safety instructions and get everybody into their **gear**."

Part A

What does the word **gear** mean in the excerpt? Circle the letter of the correct answer.

- A. a wheel with teeth around its rim
- B. a set of interlocking cogs or wheels
- C. special equipment used for a certain activity
- D. a particular way of organizing something

Part B

Underline **two** examples of gear in the excerpt.

(continues)

(continued)

Name _____ Date _____

Questions: "A Ride in the Clouds" (continued)

Question 4

Part A

Read the question. Circle the letter of the correct answer.

Which of the following best describes the relationship between Brayden and his stepbrother Eric?

- A. They are jealous of each other.
- B. They are just getting to know each other.
- C. They are competitive and try to outdo each other.
- D. They get along well with each other.

Part B

Underline details in the passage that support your answer to part A.

(continues)

(continued)

Name _____ Date _____

Questions: "A Ride in the Clouds" *(continued)*

Question 5

How do Brayden's feelings change from the beginning of the passage to the end of the passage? Write your answer on the lines below. Use details from the passage to support your answer.

Answer Key

Name _____ Date _____

Questions: "A Ride in the Clouds"

Question 1

Read the question. Circle the letter of the correct answer.

From whose point of view is this passage told?

- A. Eric
- B. Mom
- C. Alberto
- D. Brayden

Question 2

Read the question. Circle the letter of the correct answer.

Which sentence would best begin a summary of the passage?

- A. The guides were named Alberto and Gabriella.
- B. The narrator felt dizzy on the zip line platform.
- C. Alberto picked up speed and disappeared into the clouds.
- D. The narrator went zip lining in Costa Rica with his family.

(continues)

(continued)

Name _____ Date _____

Questions: “A Ride in the Clouds” (continued)

Question 3

Read the excerpt from the passage below. Then complete part A and part B.

Eric gave me a private smile as he stepped up to get fitted with his harness and helmet by our guides, Alberto and Gabriella.

“Actually, I’ll be going first,” said Alberto. “Eric can go after me.

Before we get started, let’s go over the safety instructions and get everybody into their **gear**.”

Part A

What does the word **gear** mean in the excerpt? Circle the letter of the correct answer.

- A. a wheel with teeth around its rim
- B. a set of interlocking cogs or wheels
- C. special equipment used for a certain activity
- D. a particular way of organizing something

Part B

Underline **two** examples of gear in the excerpt.

Students should underline *harness* and *helmet*.

(continues)

(continued)

Name _____ Date _____

Questions: “A Ride in the Clouds” (continued)

Question 4

Part A

Read the question. Circle the letter of the correct answer.

Which of the following best describes the relationship between Brayden and his stepbrother Eric?

- A. They are jealous of each other.
- B. They are just getting to know each other.
- C. They are competitive and try to outdo each other.
- D. They get along well with each other.

Part B

Underline details in the passage that support your answer to part A.

Students might underline any of the following details: “My stepbrother Eric seemed to sense my discomfort. He is much bolder than I am. That is one of the things I like best about him.” “‘I think it is better if I go first,’ said Eric. ‘I’ve done this before, so Brayden can watch and see how it works.’” “Eric gave me a private smile as he stepped up to get fitted with his harness and helmet by our guides, Alberto and Gabriella.” “I was nervous but did not tell anybody. Again, Eric sensed my reluctance. ‘Trust me, Brayden, you’re really going to love this,’ he said reassuringly.” “By the time I reached the platform on the other side of the zip line, my fear was gone. Eric and I clapped each other on the back.”

(continues)

(continued)

Name _____ Date _____

Questions: “A Ride in the Clouds” *(continued)*

Question 5

How do Brayden’s feelings change from the beginning of the passage to the end of the passage? Write your answer on the lines below. Use details from the passage to support your answer.

Possible answer: At first, Brayden is afraid of the zip line. His stepdad asks him if he wants to be the first to jump, but Brayden says that “the truth is, I did not want to go first.” He is relieved when his stepbrother Eric says that he will go first. Brayden is still afraid when his turn comes. He says, “I was still not sure if I should let my feet off the platform.” But then he jumps, and he loves it. He says he felt “happy and free” as he zipped through the air. By the time he reaches the other platform, he says, “my fear was gone.” He can’t wait to go again.

An Adventure to Remember

Two years ago in June, we went to Missoula, Montana, to pick up my big sister Lily from her first year in college. Lily had gone on a white-water rafting trip earlier that spring and had a blast! She said one thing people must do when visiting Missoula is go rafting.

Before I knew it, my family and I were piled into the car and on our way to a rafting outfitter. Everyone was excited—except me. I have never liked water sports, and I am not a strong swimmer.

We got to the site where the rafts are launched into the river and met Sam, our rafting guide. Sam was an energetic young guy from Australia. I liked his accent. When I asked Sam how common it was for people to fall out of a raft, he chuckled and replied, “No worries, mate. You’ll be safe with me!”

Sam carefully went over safety tips and showed us how to paddle through the rapids. Then he fitted us all with life vests and helmets.

We started slowly, floating smoothly down the Clark Fork River. As we approached the Alberton Gorge, steep, beautifully colored rocks rose up on either side of us. An eagle soared high overhead. It was as if we had gone back in time, before civilization. There were no houses, no cars or trucks, no people rushing about. It was so peaceful.

The peace and quiet did not last long. As the water started moving faster, our raft began bouncing up and down. Ahead we saw white, foamy water splashing wildly over the rocks. Sam told us to brace ourselves as we headed into the first rapid. We paddled furiously, just like he had shown us earlier. I was sure we would run into the big boulders ahead of us!

When we hit the rapids, the front of our raft rose into the air and came down hard, spraying water over us. We laughed and screamed

(continues)

(continued)

An Adventure to Remember *(continued)*

like kids on a roller coaster ride. Despite all the bouncing, I was still safely in the raft as we cleared the rocks. I decided at that moment that white-water rafting is awesome.

As we approached the next set of rapids, Sam asked me if I wanted to “ride the bull.” I asked him what that meant, and he explained that I would sit on the front of the raft and hang on tight as if I were riding a wild, bucking bull. He warned me that I would get completely drenched. I was up for more excitement and didn’t mind getting soaked. I decided to go for it.

Again, the front of our raft flew up into the air as we hit the white water, but this time, I flew into the air, too. Before I knew it, I was over the side and completely submerged in the churning rapids! Thanks to my life vest, I immediately surfaced. Sam sprang into action. In a flash, he was at the front of the raft. He extended a paddle over the side for me to grab onto and pulled me back in.

“Are you okay, mate?” Sam asked with a huge smile.

As I caught my breath, I nodded and exclaimed, “Yes! I’m great!”

Sam patted me on the back. “That’s the spirit, mate. Like I said, no worries!”

Questions

Name _____ Date _____

Questions: "An Adventure to Remember"

Question 1

Part A

Read the question. Fill in the circle of the correct answer.

At the beginning of the passage, how does the narrator feel about going rafting?

- bored
- excited
- nervous
- surprised

Part B

Underline **two** sentences in the passage that support your answer to part A.

(continues)

(continued)

Name _____ Date _____

Questions: "An Adventure to Remember" (continued)

Question 2

Read the sentences from the passage below. Then complete part A and part B.

It was as if we had gone back in time, before **civilization**.

There were no houses, no cars or trucks, no people rushing about. It was so peaceful.

Part A

What is the meaning of the word **civilization**? Fill in the circle of the correct answer.

- human society
- animal life
- plant life
- stars and planets

Part B

Underline the words in the passage that support your answer to part A.

(continues)

(continued)

Name _____ Date _____

Questions: “An Adventure to Remember” (continued)

Question 5

Read the question. Fill in the circle of the correct answer.

Which of the following is a theme in both “A Ride in the Clouds” and “An Adventure to Remember”?

- In order to be fun, an adventure must be scary.
- Adventures create memories that are both good and bad.
- It is no fun to go on an adventure alone.
- Some adventures help you face and overcome your fears.

Answer Key

Name _____ Date _____

Questions: "An Adventure to Remember"

Question 1

Part A

Read the question. Fill in the circle of the correct answer.

At the beginning of the passage, how does the narrator feel about going rafting?

- bored
- excited
- nervous
- surprised

Part B

Underline **two** sentences in the passage that support your answer to part A.

Students should underline any two of the following sentences: Everyone was excited—except me. I have never liked water sports, and I am not a strong swimmer. When I asked Sam how common it was for people to fall out of a raft, he chuckled and replied, "No worries, mate. You'll be safe with me!" I was sure we would run into the big boulders ahead of us!

(continues)

(continued)

Name _____ Date _____

Questions: "An Adventure to Remember" (continued)

Question 2

Read the sentences from the passage below. Then complete part A and part B.

It was as if we had gone back in time, before **civilization**.

There were no houses, no cars or trucks, no people rushing about. It was so peaceful.

Part A

What is the meaning of the word **civilization**? Fill in the circle of the correct answer.

- human society
- animal life
- plant life
- stars and planets

Part B

Underline the words in the passage that support your answer to part A.

Students should underline: There were no houses, no cars or trucks, no people rushing about.

(continues)

(continued)

Name _____ Date _____

Questions: “An Adventure to Remember” (continued)

Question 3

How does the narrator’s attitude toward white-water rafting change in the passage? Write your answer on the lines below. Use details from the text to support your answer.

Possible answer: At first, the narrator is nervous about rafting. He says, “Everyone was excited—except me. I have never liked water sports, and I am not a strong swimmer.” Before the rafting begins, the narrator asks the guide how common it is for people to fall out of a raft. That also shows how nervous he is. When the rafting begins and the raft reaches the first rapids, the narrator is sure the raft will hit boulders ahead, but when the raft safely makes it through, the narrator is no longer afraid. He is excited. He says, “I decided at that moment that white-water rafting is awesome.” He is so excited that he “rides the bull” when they reach the next set of rapids.

(continues)

(continued)

Name _____ Date _____

Questions: “An Adventure to Remember” *(continued)*

Question 4

How are the narrators of “A Ride in the Clouds” and “An Adventure to Remember” alike? What do both of these narrators learn? Write your answer on the lines below. Use details from the passages to support your answer.

Possible answer: The narrators are both afraid at the start of their adventures, but both overcome their fears and come to enjoy themselves. In “A Ride in the Clouds,” the narrator, Brayden, is afraid at first to ride the zip line. He says, “I was nervous but did not tell anybody.” When he finally tries zip lining, though, he loves it. He says, “I felt so happy and free.” In “An Adventure to Remember,” the narrator is also scared at the start of his adventure—white-water rafting. He says, “Everyone was excited—except me.” Later, though, the raft makes it safely through the first set of rapids, and the narrator changes his mind about rafting. He says, “I decided at that moment that white-water rafting is awesome.” Both narrators learn that they have the courage to overcome their fears and try new things.

(continues)

(continued)

Name _____ Date _____

Questions: “An Adventure to Remember” *(continued)*

Question 5

Read the question. Fill in the circle of the correct answer.

Which of the following is a theme in both “A Ride in the Clouds” and “An Adventure to Remember”?

- In order to be fun, an adventure must be scary.
- Adventures create memories that are both good and bad.
- It is no fun to go on an adventure alone.
- Some adventures help you face and overcome your fears.

An isometric illustration of a school building in shades of green and grey. The building has multiple windows and doors. In the foreground, a car is parked on a street. Two students are sitting on a bench, reading books. A dog is sitting on the ground nearby. A tree with a circular canopy is also present. The overall scene is a stylized representation of a school environment.

Assessments

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Are the students monitoring their comprehension? 			
<ul style="list-style-type: none"> ▪ Are they using “fix-up” strategies to address comprehension problems? 			
Other observations:			

Suggestions:

- If **all or most students** are monitoring their comprehension and using “fix-up” strategies, proceed with the lesson and then continue on to Day 4.
- If **about half of the students** or **only a few students** are monitoring their comprehension and using “fix-up” strategies, model reading a part of the passage, thinking aloud about what you are doing to monitor your comprehension and address comprehension problems (see Day 1, Step 4). You might also consider teaching or reviewing IDR Mini-lesson 2, “Self-monitoring and Using ‘Fix-up’ Strategies” (found in Appendix A of the *Teacher’s Manual*).

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Are the students able to write several sentences about how boats moved people and cargo on the Erie Canal? 			
<ul style="list-style-type: none"> ▪ Do the sentences include details from all three passages? 			
Other observations:			

Suggestions:

- If **all or most students** are writing several sentences and the sentences include details from the passages, proceed with the lesson.
- If **about half of the students** or **only a few students** are writing several sentences or the sentences do not include details from the passages, model reading the passages, underlining details, and adding a couple of sentences to the paragraph. Have the students copy those sentences. Then have them skim the passages and add a few sentences of their own.



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MM3-RPG5

Illustration by Michael Wertz

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Student Response Book

Making Meaning®

THIRD EDITION



Making
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Student Response Book

Making Meaning[®]

THIRD EDITION



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Excerpt from *Rainforests*

by James Harrison

Rainforest resources

Tropical rainforests are home to a huge range of wildlife and plants—more than anywhere else on Earth. Yet rainforests cover only a tiny part of our planet. When rainforests disappear, so do the amazing animals and plants that live in them.



Tropical rainforest plants give us many medicines and drugs, including those used to fight cancer.

Tropical rainforests are sometimes called “the lungs of the planet.” This is because the millions of rainforest trees and plants take in **carbon dioxide** and give out oxygen, which is the gas we need to breathe. Humans are pumping out too much carbon dioxide from power plants, factories, and cars.

Excerpt from *Rainforests* by James Harrison. Copyright © 2012 by Kingfisher Publications. Published in 2012 by Kingfisher, an imprint of Macmillan Children’s Books, a division of Macmillan Publishers Limited. Copyright © 2012 by Macmillan Publishers Limited.

Excerpt from *Rainforests* (continued)

A single rainforest tree is home to dozens of types of ants.



Too much carbon dioxide in Earth's **atmosphere** leads to **global warming**, which can change our climate. When people cut down rainforests, that leaves fewer trees to turn the carbon dioxide into oxygen. This makes the problem of global warming worse.



This pretty plant, the rosy periwinkle, is used to make drugs that treat some types of cancer. It grows in the rainforests of Madagascar.

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EGYPTIAN BURIAL

TOMBS FOR KINGS

The ancient Egyptians believed in an afterlife and that **mummification** and burial prepared the dead for this afterlife. The Egyptian kings, or **pharaohs**, built great pyramids to be their tombs when they died. The most famous pyramids are those at Giza.

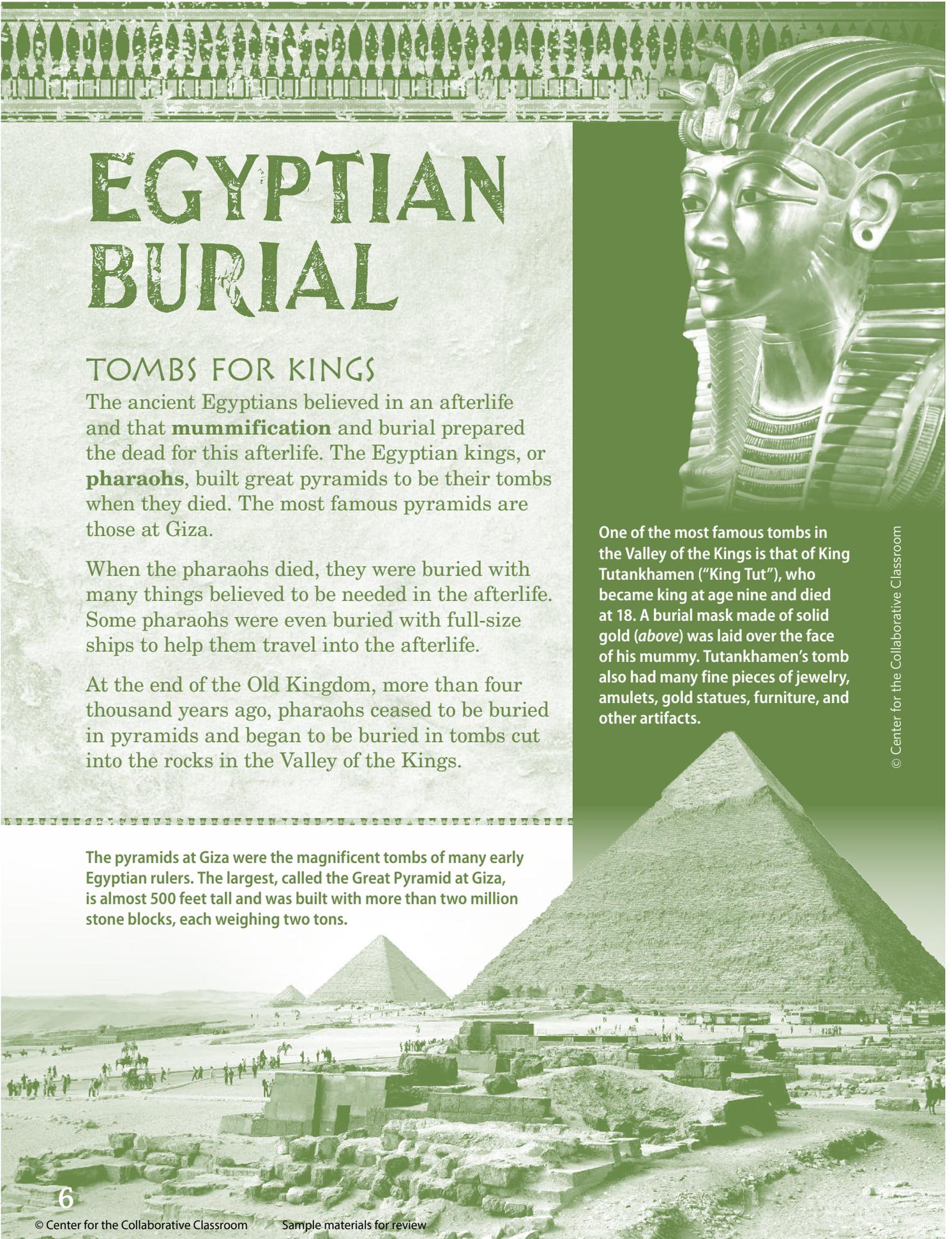
When the pharaohs died, they were buried with many things believed to be needed in the afterlife. Some pharaohs were even buried with full-size ships to help them travel into the afterlife.

At the end of the Old Kingdom, more than four thousand years ago, pharaohs ceased to be buried in pyramids and began to be buried in tombs cut into the rocks in the Valley of the Kings.

The pyramids at Giza were the magnificent tombs of many early Egyptian rulers. The largest, called the Great Pyramid at Giza, is almost 500 feet tall and was built with more than two million stone blocks, each weighing two tons.

One of the most famous tombs in the Valley of the Kings is that of King Tutankhamen ("King Tut"), who became king at age nine and died at 18. A burial mask made of solid gold (*above*) was laid over the face of his mummy. Tutankhamen's tomb also had many fine pieces of jewelry, amulets, gold statues, furniture, and other artifacts.

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MAKING A MUMMY

Mummification was the ancient Egyptian method of preserving the dead.

First, **embalmers** cleansed and purified the body and removed the vital organs. The intestines, lungs, liver, and stomach were stored in jars and buried with the deceased, while other organs (such as the brain) were simply discarded. Then the body was covered with a mineral powder that drained fluid from it, and it was left on a slanted table to drain.



Amulet

Finally, the embalmed body was wrapped in several layers of bandages. Jewels and **amulets** for protection in the afterlife were placed between the layers of bandages. The most ornate mummies were those of the kings of Egypt, the pharaohs.

The finished mummy was buried in a **sarcophagus**, a stone coffin. If the deceased was wealthy enough or was royalty, the sarcophagus was often decorated with a painted image of him.

This is the sarcophagus of Sasobek, who was the vizier (prime minister) of the northern part of Egypt during the reign of Psammetichus I (664–610 BC).

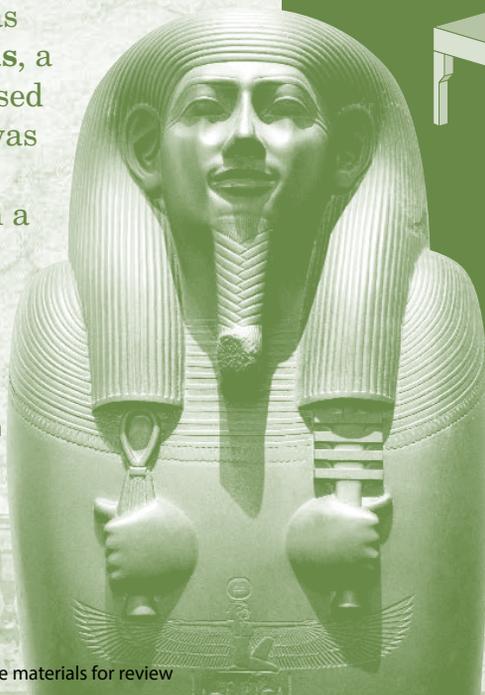
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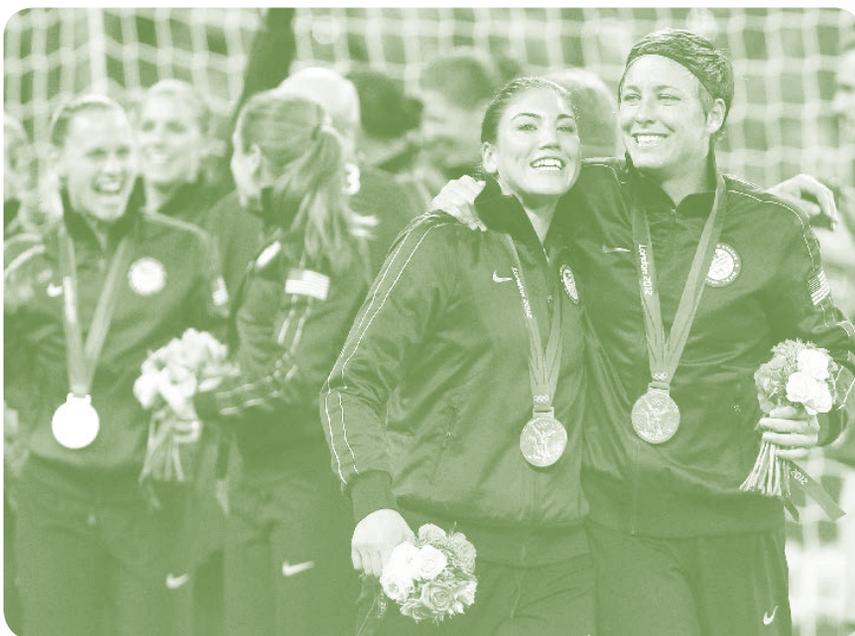
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FOLLOW THAT BALL!

SOCCER CATCHING ON IN THE U.S.

Friends and families turn out in the thousands every weekend, spilling out of minivans, sharing snacks at halftime, cheering the players as they chase the black-and-white ball around the field. It's soccer mania out there!



Women are winners:

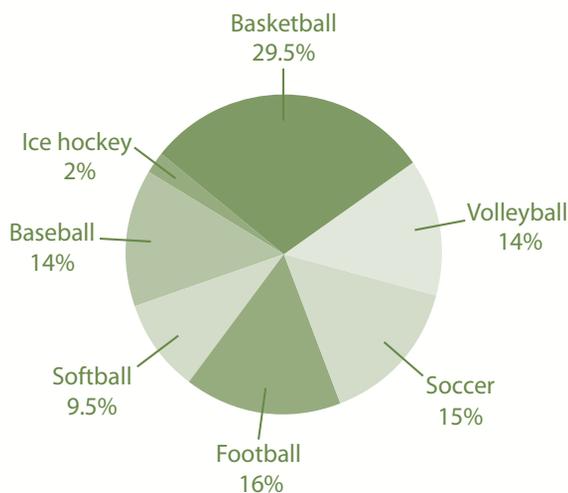
American women have taken to soccer in huge numbers. Their surge in skills and confidence resulted in the U.S. women's team winning the gold medal in the 2012 Olympics.

SOCCER CONTINUES TO GROW AND GROW...

After a shaky start in its first hundred years, soccer in the United States has attracted more and more players each year. In the 12- to 17-year-old age group, one out of seven kids now plays soccer. It's an up-and-coming sport.

It's not only young people who are playing; adults are rushing to play this sport, too. Overall, around 24 million Americans of all ages play soccer. American women, especially, have made the game their own. Close to half of U.S. Youth Soccer's 3 million members are girls. In 2012, the women's U.S. Olympic team won the gold medal.

TOP SEVEN TEAM SPORTS PLAYED BY 12- TO 17-YEAR-OLDS (2014)



Source: National Sporting Goods Association, 2014

Figures show that 12- to 17-year-old kids in the United States play a wide variety of sports.

FIVE GOOD REASONS

Why has interest and participation in soccer grown more than some other sports? There are many reasons why it has become popular.

- In football, a lineman might play several games in a row without even touching the ball. In a single soccer game, each player can touch the ball between 20 and 30 times—that's great for skill building.
- Many other sports rely on brute strength. In soccer, physical size doesn't matter as much. A player's ability has more to do with skill, stamina, and balance.
- It's a family game. Moms, dads, brothers, and sisters can all play at their own level.
- You don't need a lot of expensive equipment to play soccer.
- If soccer is played in the true spirit of the game, few players get seriously injured.

Soccer enthusiasts love the growing popularity of their favorite game. However, they have one complaint: Soccer gets nowhere near the U.S. media coverage of other sports, even the less popular ones. If major television networks decided to give soccer more airtime, who knows? In a few years, it might top the list of the most-played sports in America.

All Work and No Play

You start school at 8:00 A.M. and the day stretches out in front of you. Your class doesn't break for lunch until 11:30, and your school has removed recess from the daily schedule—so it's math and reading for the next three-and-a-half hours. What's so bad about recess? Isn't it good for students and teachers to take a break?

Trends in School Recess

More Schools Cutting Recess

More and more schools are cutting recess time or getting rid of it altogether. One out of every four elementary schools in the United States has discontinued recess for some or all grades.

Not only that: Many schools are also cutting back the time spent on subjects that are not tested, such as gym, art, and music. The main reason is so that schools can spend more time teaching academic subjects, such as math and reading. Many students are not doing well in these subjects.

And even in schools that still have recess, students get less time for breaks and PE as they move toward grade 6. There are also big differences in the amounts of recess and PE time between city and rural schools.



Why Recess Works

Students enjoy recess. They are fatigued after spending long periods of time concentrating. They see recess as important because it's a time to:

- Have a snack and a drink.
- Exercise and get rid of tension or boredom.
- Interact and catch up with their friends.

Schoolwork is hard, and sitting and concentrating puts a strain on your body and your brain. Taking even a short break from class gives your mind a chance to recharge.



Exercise at recess increases the blood supply to the brain, allowing students to concentrate on their work.

Getting some exercise at recess can also help your body make the chemicals your brain needs to help you store information. Research has shown that the brain needs to have a break every hour-and-a-half to two hours to work at its best.

Also, being able to run around and blow off steam means you're less likely to fidget during class time. When you go back to lessons after recess, you can think much more clearly and concentrate better.

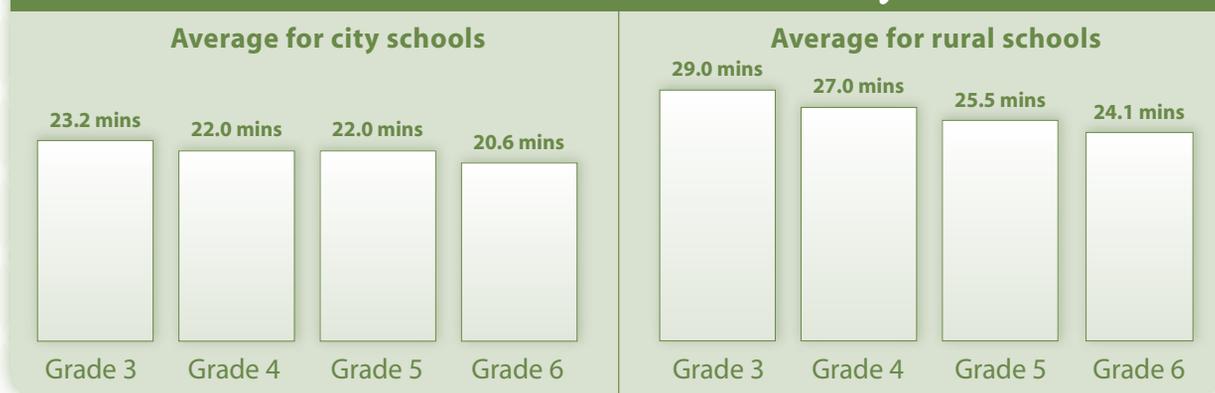
Recess Restrictions

Even when a school has recess, there are often so many rules that it's hard to do more than sit and talk. Schools are worried that if a student has an accident, the school will be blamed.

- Some schools have put up "No Running" signs on playgrounds.
- Tag and ball games have been banned in many schools.
- Play equipment has been removed at some schools.

Experts agree that today, when many children spend their free time in front of the TV or computer screen, the chance to run around at recess—even for a short time—is important. It may be the only exercise a student gets all day.

Minutes of Recess Per Day



Source: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Foods and Physical Activity in Public Elementary Schools: 2005," FRSS 87, 2005.

Excerpt from *Great Women of the American Revolution*

by Brianna Hall

CHAPTER 1

Everyday Heroines

Life was difficult in Great Britain's American colonies. Women, men, and children worked hard every day just to get by. Women worked sun up to sun down caring for gardens, animals, homes, and their families

These women didn't look like rebels in their long dresses and frilly bonnets. Even on farms women wore fancy underskirts called petticoats. But when the British Parliament started passing unfair laws, colonial women had an important

choice to make.

Would they support King George III of Great Britain? Or would they join the fight for a new, independent nation?



Colonial women spun wool, sewed, cooked, cleaned, and looked after children. They also made household basics such as soap and candles.

parliament: a group of people who make laws and run the government in some countries

(continues)

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Excerpt from *Great Women of the American Revolution*

(continued)

Who's Who in the Revolutionary War?

	Rebels	British
Major Groups	Patriots Colonists who disagreed with British rule and supported American independence	Loyalists Colonists who supported Great Britain's king
Leadership	George Washington Leader of the Continental army	King George III Ruling king of Great Britain
Armies	Continental Army Soldier group formed to resist British occupation, later French forces fought with the Continental army	British Army Considered the most powerful army in the world at the time
Additional Forces	Minutemen Men who formed military forces to defend homes and towns at a minute's notice	Mercenaries Soldiers from other countries hired to serve with the British army



Women took risks to deliver secret messages and supplies.

Colonial women took action. Thousands took charge of farms and businesses when their husbands went to war. They supplied armies with bullets, food, clothing, and blankets. Women crossed enemy lines with secret messages. They held enemy soldiers prisoner in their homes. Thousands of women saw battle. These heroines may have appeared delicate, but they had strength inside and out. They knew that whichever side they chose, their help was needed.

heroine: a girl or woman who shows strength and courage by doing a good thing

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by Brianna Hall

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Excerpt

from *Big Cats* (1)

by Seymour Simon

The lion (*Panthera leo*) is sometimes called the “King of Beasts.” It certainly looks the part: an adult male lion has a noble head and mane, a powerful jaw and sharp teeth, and what seems to be a dignified manner. It can weigh more than 400 pounds and be 9 to 10 feet long. But, of course, there are no “kings” among animals. The lion is no mightier or braver than any of the other big cats. It is a large and strong hunter that kills prey to get its food and survive.

Adding to the lion’s “majesty,” is its thunderous roar. Both males and females roar. A male lion’s roar can be a way of staking out its territory and warning other lions away. Sometimes a lion will stop eating just to let loose with an earsplitting roar. A loud roar can be heard from a distance of five miles. Low roars are used by a female to call her cubs or to locate other lions. Sometimes whole groups of lions, called prides, roar together. Most of the loud group roaring takes place at night, sometimes as a response to the roars of nearby prides or solitary lions.

Most kinds of big cats are solitary—they live and hunt alone most of the time. But lions are different because they are sociable—they live in groups called “prides.” A pride includes a number of lionesses and their cubs, along with several males. The members of a pride share an area together and are more or less peaceful among themselves. A pride can have as few as three or four individuals or as many as thirty-five or more. Most prides have at least twice as many females as males.

The lionesses are the core of a pride. They are usually related to each other and remain with the pride all their lives. Males stay

(continues)

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Excerpt from *Big Cats* (1) *(continued)*

with a pride from a few months to several years before they leave by themselves or are driven out by a rival male.

The lionesses share all the chores of the pride. They defend the pride area by driving away any strange females. One or more lionesses guard the cubs while the others are off hunting. The females even suckle each other's cubs, so that a cub may feed from three or four different lionesses to get a full meal. If a lioness dies, her cubs will stay with the pride and be fed by other females. Being a member of a pride is a great advantage for a lion's chance of survival.

While most of the other big cats live in dense forests, swamps, or tropical rain forests, lions usually live in wide-open plains. Only a few hundred years ago, lions roamed wild in parts of Asia and southeastern Europe. But today, their range is much smaller, limited to the central and southern parts of Africa and a small game reserve in India called Gir Forest.

Another advantage of living in a pride is that a group of lions hunting on an open plain is much more successful than a lion hunting alone. Several lions can bring down larger animals and kill more animals on a single hunt. In addition, a pride often eats all of a kill and does not need to guard the remains against hyenas or vultures.

Females usually do most of the hunting. Often, several females will stampede a herd and drive the prey into a trap where other females or males are lying in wait. Once a kill has been made, the stronger males and females eat first, while the cubs and weaker adults scramble for the remains. Sometimes males will share the kill first with cubs rather than with adult females. But when food is scarce, fighting for food can be fierce and some cubs may starve.

Excerpt from *Big Cats* by Seymour Simon. Copyright © 1991 by Seymour Simon. Used by permission of HarperCollins Publishers.

Stop and Ask Questions

About *Big Cats*

Name:

At each stop, write your questions in the box.

STOP 1

STOP 2

STOP 3



Excerpt

from *Big Cats* (2)

by Seymour Simon

Almost all the wild cats, big and small, have been relentlessly hunted and trapped by people. Throughout history, thousands upon thousands of tigers and lions have been hunted down in the name of sport. In the 1960s and 1970s, the demand for fur coats made from the skins of spotted cats led to widespread killing of the leopard, cheetah, and jaguar, along with smaller spotted cats such as the snow leopard and clouded leopard. The puma has also been trapped and poisoned for being a killer of livestock.

Though some of the big cats are now protected by laws in many countries, illegal killing still goes on. Of even more concern is that as more and more land is taken from the wild, there is less and less room for the big cats to live.

What can we do to save the big cats? We can support laws to stop the sale and use of wild cat skins around the world. We can help wildlife organizations and encourage governments to set up preserves where big cats will be safe. We can learn to treasure the wildlife on our planet instead of destroying it. The future of the big cats is up to us.

Excerpt from *Big Cats* by Seymour Simon. Copyright © 1991 by Seymour Simon. Used by permission of HarperCollins Publishers.

An excerpt graphic with a light green background and faint, illegible text. The word "Excerpt" is written in a white, sans-serif font in the center.

Excerpt

from *Tuck Everlasting*

by Natalie Babbitt

It was another heavy morning, already hot and breathless, but in the wood the air was cooler and smelled agreeably damp. Winnie had been no more than two slow minutes walking timidly under the interlacing branches when she wondered why she had never come here before. “Why, it’s nice!” she thought with great surprise.

For the wood was full of light, entirely different from the light she was used to. It was green and amber and alive, quivering in splotches on the padded ground, fanning into sturdy stripes between the tree trunks. There were little flowers she did not recognize, white and palest blue; and endless, tangled vines; and here and there a fallen log, half rotted but soft with patches of sweet green-velvet moss.

And there were creatures everywhere. The air fairly hummed with their daybreak activity: beetles and birds and squirrels and ants, and countless other things unseen, all gentle and self-absorbed and not in the least alarming.

Excerpt from *Tuck Everlasting*. Copyright © 1975 by Natalie Babbitt. Reprinted by permission of Farrar, Straus, and Giroux, LLC. All rights reserved.

Stop and Ask Questions

About *Tuck Everlasting* (1)

Name: _____

At each stop, write your questions in the box.

STOP 1

STOP 2

STOP 3

STOP 4

STOP 5

Stop and Ask Questions

About *Tuck Everlasting* (2)

Name: _____

At each stop, write your questions in the box.

STOP 1

STOP 2

STOP 3

STOP 4

STOP 5

Stop and Ask Questions

About *Tuck Everlasting* (3)

Name: _____

At each stop, write your questions in the box.

 STOP 1

 STOP 2

 STOP 3

 STOP 4

 STOP 5

Stop and Ask Questions

About *Tuck Everlasting* (4)

Name: _____

At each stop, write your questions in the box.

STOP 1

STOP 2

STOP 3

STOP 4

Story Elements

Name: _____

Book title: _____

Author: _____

Main characters: _____

Setting: _____

Plot: _____

Problem or conflict: _____

Climax: _____

Theme: _____

Stop and Ask Questions

About *The Van Gogh Cafe* (1)

Name: _____

At each stop, write your questions in the box.

 STOP 1

 STOP 2

 STOP 3



Excerpt

from *The Van Gogh Cafe*

by Cynthia Rylant

And this goes on for a while until the biggest story happens. A story that will enter quietly into the walls of the cafe and become part of its magic.

For a man whose wife has died drives through Flowers, Kansas, one morning on his way to something new. He is sad. He really isn't sure where he's going.

But passing the Van Gogh Cafe, he sees the possum. He sees the possum and he sees all the hungry animals standing beneath it, eating the scraps of muffins and potatoes.

And the man sees something else there, too, something no one has seen until now. And because of what he sees, he turns his car around and drives back where he belongs, back to his farm, which he turns into a home for stray animals, animals who come to him and take away his loneliness.

Excerpt from *The Van Gogh Cafe* by Cynthia Rylant. Copyright © 1995 by Cynthia Rylant. Reprinted by permission of Houghton Mifflin Company. All rights reserved.

Stop and Ask Questions

About *The Van Gogh Cafe* (2)

Name: _____

At each stop, write your questions in the box.

STOP 1

STOP 2

STOP 3

Speech Class

(for Joe)

by Jim Daniels

We were outcasts—
you with your stutters,
me with my slurring—
and that was plenty for a friendship.

When we left class to go to the therapist
we hoped they wouldn't laugh—
took turns reminding the teacher:
“Me and Joe have to go to shpeesh clash now,”
or “M-m-me and J-Jim ha-have to go to
s-s-speech now.”

Mrs. Clark, therapist, was also god, friend, mother.
Once she took us to the zoo on a field trip:
“Aw, ya gonna go look at the monkeys?”
“Maybe they'll teach you how to talk.”
We clenched teeth and went
and felt the sun and fed the animals
and we were a family of broken words.

For years we both tried so hard
and I finally learned
where to put my tongue and how to make the sounds
and graduated,
but the first time you left class without me
I felt that punch in the gut—
I felt like a deserter
and wanted you
to have my voice.

“Speech Class” from *The Place My Words Are Looking For* by Jim Daniels. Copyright © 1990 by Jim Daniels.
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October Saturday

by Bobbi Katz

All the leaves have turned to cornflakes.
It looks as if some giant's baby brother
had tipped the box
and scattered them upon our lawn—
millions and millions of cornflakes—
crunching, crunching under our feet.
When the wind blows,
they rattle against each other,
nervously chattering.

We rake them into piles—
Dad and I.
Piles and piles of cornflakes!
A breakfast for a whole family of giants!
We do not talk much as we rake—
a word here—
a word there.
The leaves are never silent.

Inside the house my mother is packing
short sleeved shirts and faded bathing suits—
rubber clogs and flippers—
in a box marked SUMMER.

(continues)

"October Saturday" copyright © 1990 by Bobbi Katz. Used with permission of the author.

October Saturday *(continued)*

We are raking,
Dad and I.
Raking, raking.
The sky is blue, then orange, then gray.
My arms are tired.
I am dreaming of the box marked SUMMER.

“October Saturday” copyright © 1990 by Bobbi Katz. Used with permission of the author.

Double-entry Journal

About "October Saturday"

Name: _____

<p>What I Inferred</p> <p>The wind makes the leaves rub together, and it sounds like the leaves are talking.</p>	
<p>What I Read</p> <p>1. "millions and millions of cornflakes— crunching, crunching under our feet. When the wind blows, they rattle against each other, nervously chattering."</p> <p>2.</p>	

Eraser and School Clock

by Gary Soto

My eraser
Is pink
And car-shaped.
It skids across
My math test,
Which is a mess of numbers,
All wrong, like
When I unscrewed
The back of my watch
And the workings
Fell out.
The teacher frowned
When she saw
The watch,
Its poor heart
Torn out. Now
I'm working
On my math,
And I think,
I think, I think
I know. I look
Up at the school clock
With its hammerlike tick.
I could tear
Open its back,
And perhaps
The springs and gears

(continues)

"Eraser and School Clock" from *Canto Familiar* by Gary Soto. Copyright © 1995 by Gary Soto. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

Eraser and School Clock *(continued)*

Would jump
And time stop.
This test could stop,
And my friends
Freeze, pencils
In their hands,
Erasers, too.
All would freeze,
Including my teacher,
And I could blow
On the skid marks
Of my eraser.
*I walk out
To the playground,
My eight fingers
And two thumbs
Wrapped around
A baseball bat.
The janitor
Is frozen
To his broom,
The gardener
To his lasso of
Hose and sprinkler,
And the principal
To his walkie-talkie.
I hit homer*

(continues)

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Eraser and School Clock *(continued)*

*After homer,
And they stand,
Faces frozen
And mouths open,
Their eyes maybe moving,
Maybe following
The flight
Of each sweet homer.
What a dream.
I shrug
And look around
The classroom
Of erasers and pencils,
The clock racing
My answers to the finish.*

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Poem

back yard

by Valerie Worth

Sun in the back yard
Grows lazy,

Dozing on the porch steps
All morning,

Getting up and nosing
About corners,

Gazing into an empty
Flowerpot,

Later easing over the grass
For a nap,

Unless
Someone hangs out the wash—

Which changes
Everything to a rush and a clap

Of wet
Cloth, and fresh wind

And sun
Wide awake in the white sheets.

“back yard” from *All the Small Poems and Fourteen More*, by Valerie Worth. Copyright © 1987 Valerie Worth. Reprinted by permission of Farrar, Straus and Giroux, LLC.

Excerpt

from *Richard Wright and the Library Card*

by William Miller

For the most part, they were like so many white men he had known before. They would never understand a black boy who wanted a library card, a black boy who wanted to read books even they didn't read.

Only one man seemed different from the others. Jim Falk kept to himself, and the other men ignored him, as they ignored Richard. Several times, Richard had been sent to the library to check out books for him.

One day, when the other men were out to lunch, and Jim was eating alone at his desk, Richard approached him.

"I need your help," Richard said.

"Are you in some kind of trouble?" Jim asked with a suspicious look.

"I want to read books. I want to use the library, but I can't get a card," Richard said, hoping Jim would not laugh in his face.

"What do you want to read?" Jim asked cautiously. "Novels, plays, history?"

Richard felt confused. His mind was racing so fast, he couldn't think of a single book.

Jim said nothing, but reached into his desk and brought up a worn, white card. He handed it to Richard.

"How will you use it?" Jim asked.

"I'll write a note," Richard said, "like the ones you wrote when I got books for you."

"All right," Jim said nervously. "But don't tell anyone else. I don't want to get into trouble."

Excerpt from *Richard Wright and the Library Card* by William Miller. Text copyright © 1997 by William Miller. Permission arranged with Lee & Low Books Inc., New York, NY 10016

Double-entry Journal

Name: _____

About *Richard Wright and the Library Card*

What I Inferred

What I Read

Excerpt

from *Hurricanes* by Seymour Simon

Hurricanes are the only weather disasters that have been given their own names, such as Andrew, Camille, Floyd, Fran, Hugo, Irene, Katrina, Opal, and Rita. In some ways all hurricanes are alike. But like people, each hurricane has its own story.

All hurricanes form in the same way. They begin life in the warm, moist atmosphere over tropical ocean waters. First, the atmosphere gathers heat energy through contact with ocean waters that are above 80 degrees Fahrenheit to a depth of about two hundred feet. Next, moisture evaporating from the warm waters enters the atmosphere and begins to power the infant hurricane.

The growing hurricane forms bands of clouds and winds near the ocean surface that spiral air inward. The air is heated by warm ocean water, creating strong winds and forcing them to rise higher. This increases the power of the hurricane and leads to stormy conditions over huge areas. Hurricanes can easily last more than a week and may strike Caribbean islands days before whirling north and west into the United States.

Excerpt from *Hurricanes* by Seymour Simon. Text copyright © 2002 Seymour Simon. Used by permission of HarperCollins Publishers.

Double-entry Journal

Name: _____

About _____

What I Inferred

What I Read

A green rounded rectangle with a faint background image of a person's face. The word "Excerpt" is written in white, bold, sans-serif font in the center.

Excerpt

from *Global Warming*

by Seymour Simon

For thousands of years, the balance of greenhouse gases in the atmosphere had not changed much. But now we burn huge amounts of coal, oil, and natural gas to generate energy. Every year, billions of tons of carbon dioxide pour out from the exhausts of cars, trains, trucks, airplanes, buses, and ships and from the chimneys of factories. There is 30 percent more carbon dioxide in the air than there was 150 years ago.

Trees, like other green plants, convert carbon dioxide into oxygen. But trees and forests are cut down in huge numbers. When wood burns or decays, even more carbon dioxide is released. Carbon dioxide enters into the atmosphere much faster than the remaining forests and oceans can absorb it.

The release of other greenhouse gases adds to the speed at which the world's climate is changing. Methane is released by millions and millions of cattle and other farm animals. Nitrous oxide comes from chemicals used in soil fertilizers, as well as from automobiles.

Excerpt from *Global Warming* by Seymour Simon. Text copyright © 2010 Seymour Simon. Used by permission of HarperCollins Publishers.

Double-entry Journal

About *Global Warming*

Name: _____

ELPS 4.G.iv
Double-entry Journal About Global Warming

What I Inferred

What I Read

Excerpt

from *Rainforests*

by James Harrison

Large areas of tropical rainforest are destroyed every day. This is partly because companies cut down trees to sell as timber. The hardwood is used to make furniture and paper. Other companies clear areas of forest so that cattle can graze there, and then they sell the meat as beef around the world. Some companies destroy areas of the rainforest so they can dig out valuable minerals lying under the ground.

Today there are roads running through many rainforests. Giant trucks carry logs, minerals, and farm animals along the roads. People build towns for the workers who come to live there. Companies build dams and pipelines that may pollute the land and the water. Many local tribes are forced to leave.

Tropical rainforests are home to a huge range of wildlife and plants—more than anywhere else on Earth. Yet rainforests cover only a tiny part of our planet. When rainforests disappear, so do the amazing animals and plants that live in them.

Tropical rainforests are sometimes called “the lungs of the planet.” This is because the millions of rainforest trees and plants take in carbon dioxide and give out oxygen, which is the gas we need to breathe. Humans are pumping out too much carbon dioxide from power plants, factories, and cars.

Too much carbon dioxide in Earth’s atmosphere leads to global warming, which can change our climate. When people cut down

(continues)

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Excerpt from *Rainforests* (continued)

rainforests, that leaves fewer trees to turn the carbon dioxide into oxygen. This makes the problem of global warming worse.

As you read this book, tropical rainforests are shrinking. Every second, a piece of rainforest the size of a soccer field is destroyed or damaged. The future of the world's rainforests is very uncertain.

Rainforests are cut down for timber and to make large farms to grow crops and raise cattle. Companies that mine minerals and build new roads, towns, and pipelines all destroy areas of rainforest.

Today there are many campaigns to protect rainforests. One program creates reserves or parks where no one can build or clear trees to make large farms. Everyone can help rainforests by buying fair trade bananas, coffee, and cocoa, as well as wood and paper sold by companies that do not destroy the forests.

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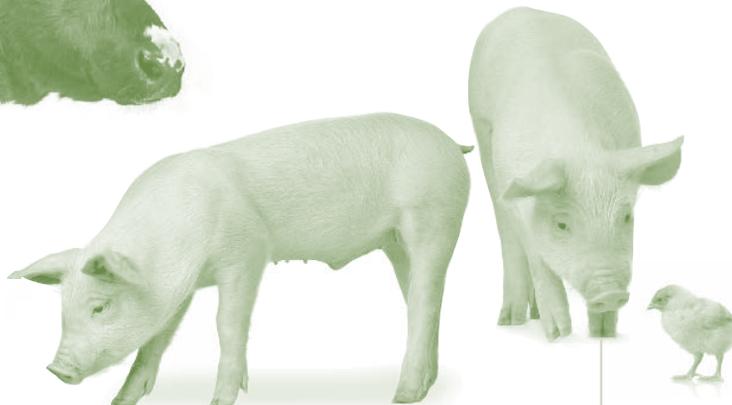
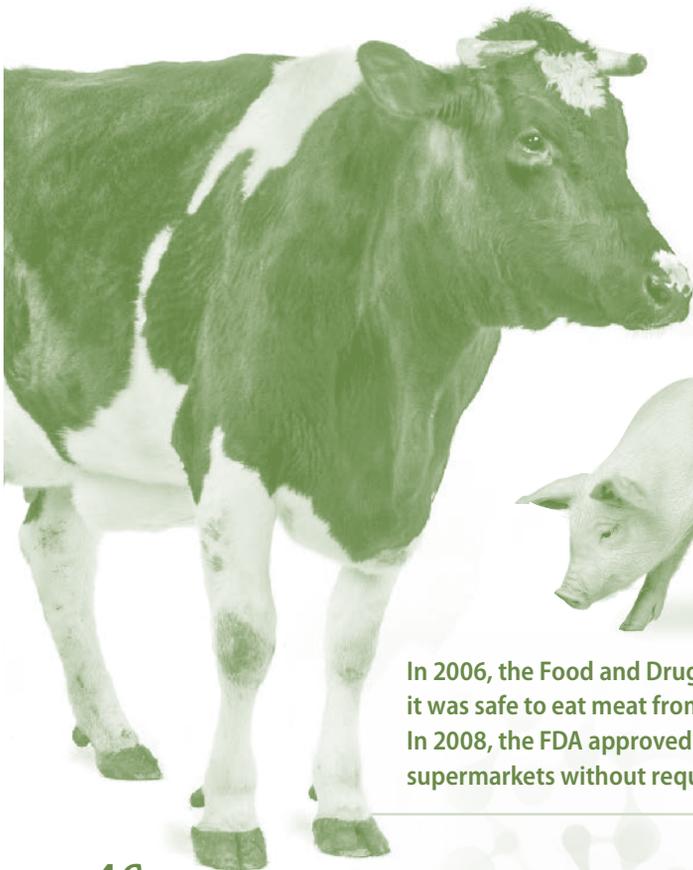
COPYCATS

Why Clone?

Cloning is a high-tech way to create a living thing that is an exact genetic copy of another. Why would we want to create identical living things? For farmers, there are many reasons. Farmers already use cloning techniques to produce desirable varieties of plants, such as apple trees that grow crisp, juicy fruit. One technique is to grow plants from cuttings taken from other plants. A plant that grows from a cutting is a clone because it has the same genetic makeup as the original plant.



In 1996, scientists succeeded in cloning the first mammal. Since then, a debate has raged about whether it is ethical or necessary to clone animals—including humans. Although the idea is controversial, some scientists believe that cloned human beings could one day become a reality. Other high-tech procedures, such as organ transplants, once faced the same kind of debate, but today they are widely performed.



In 2006, the Food and Drug Administration (FDA) reported that it was safe to eat meat from animals that had been cloned. In 2008, the FDA approved the sale of cloned-animal meat in supermarkets without requiring them to be labeled as such.

PROS

Building a Better Breed

Since the first mammal was cloned, scientists have cloned many other creatures, including cows, cats, and fruit flies. Traditionally, farmers have paired a male animal with a female and hoped that they would produce offspring with desirable traits, such as animals that have thick wool or high-quality meat. Today, farmers are starting to use cloning as a surer way to get that same result.

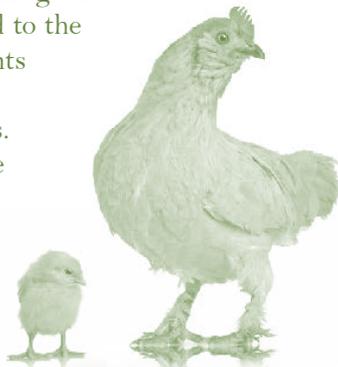
Protection from Extinction

Cloning might also be a way to protect endangered species from extinction. In 2005, scientists created clones of the gray wolf, a species once hunted to near extinction. Today, thanks to a U.S. protection law, gray wolves are thriving in several states, including Minnesota and Wisconsin. But if gray wolves ever become endangered again, scientists now know how to clone them so they won't become extinct.

Human Health

There are many potential advantages of cloning human beings. It might give infertile couples a chance to have children. Additionally, people who are likely to have a child with a genetic disorder might use cloning to have a better chance at producing a healthy child. Cloning could also be used to create healthy organs for people who are sick and need a transplant.

Cloning might help us understand how human genes work. This could lead to the discovery of treatments for genetic disorders such as cystic fibrosis. Discoveries like these have the potential to make many people's lives easier. These discoveries might even save lives.



CONS

Cloning for the Wrong Reasons

Where do we draw the line between the right reasons and the wrong reasons for using cloning? If human cloning is allowed in a few specific cases, people might begin to use it in other ways. For example, cloning might be used to create children who have specialized talents—such as amazing mathematical or athletic abilities—much like animals might be cloned for specific desirable traits. From there, cloning could lead to the creation of groups of people for specific purposes, such as fighting in wars. Many people argue that it is wrong to experiment with human life in this way.

Health Risks

Studying human cloning has big complications. Real human cells must be used, so if a particular experiment does not work out, the result could be a flawed copy of a human being—and that person would never have a normal life.

So far, scientists have found it difficult to produce healthy clones of mammals. For example, studies done in Japan have shown that cloned mice have poor health and die early. About a third of cloned cows have died young, and many of them were too large. Many cloned animals appear healthy at a young age but die suddenly and mysteriously. We should expect the same problems in human clones.

Even if scientists were able to produce human clones that were physically healthy, other important parts of human development might be affected. For example, a person's mood, intelligence, or sense of individuality might not develop normally.

Legal Roadblocks

In many countries it is against the law to clone a human being because of the many ethical and safety concerns. Congress is currently considering passing a law to ban human cloning in the United States.



"Junk food" is a slang term for food with little nutritional value. It includes food that is high in fat, sugar, or salt (or all three). Junk food makes up a large portion of food we see advertised on TV.



THE DEBATE ON

BANNING



JUNK FOOD ADS

Advertising Works

Food companies spend billions of dollars on TV advertising each year. The reason is simple: Advertising works. It's especially effective with children. A 2013 study found that the average American child sees about 13 food commercials a day, or 4,700 a year. Teens see more than 16 a day, or 5,900 a year. The study found that these kids see only about one ad per week for healthy foods such as fruits, vegetables, and bottled water. Most of the food ads they see are for junk food.

What's Junk?

Junk food may taste good, but it's low in nutritional value. For example, a sugary donut doesn't have as many nutrients as an apple. Many people argue that one way to encourage people—especially children—to choose more nutritious foods is to regulate, or control, the messages they receive about food from advertising. Others argue that regulating advertising will simply create more problems.

PROS

Good Habits Start Young

Some countries already regulate TV advertising for junk food. The people who support such regulations say that TV advertising encourages bad eating habits among young people because young people are more easily influenced than adults by advertising. In 2007, the United Kingdom started banning junk food advertising during children's TV shows. In 2011, the U.S. government proposed voluntary guidelines for food ads targeting children and teenagers. The guidelines state that foods advertised to children must include healthful ingredients and be limited in the amounts of sugar, saturated fat, trans fat, and salt they contain. The nation's largest food companies responded that the guidelines were too strict and proposed more lenient guidelines for ads.

A child who develops unhealthy habits is also likely to keep on making unhealthy choices as an adult. So it is preferable to control the messages that young people receive. This gives them a better chance at having a healthy future.

Good health is a big concern for many people today. Worldwide, hundreds of millions of people have serious problems related to an unhealthy diet, including diabetes and heart disease. A common problem in the United States is obesity: In a 2011–2012 survey, the Center for Disease Control found that about 80 million adults and about 12.5 million children were obese. Limiting junk food ads may be one way to help people make choices that will prevent obesity and other health problems.



The United Kingdom bans junk food ads during children's TV shows and on children's channels.



CONS

Giving Food a Bad Name

There are some big problems with creating rules about junk food advertising. For example, how do we decide exactly what is junk food and what is not? In the United Kingdom, foods such as olive oil, honey, and cheese have been banned from

“In the United Kingdom, foods such as olive oil, honey, and cheese are labeled as junk food.”

advertising during certain hours because they are labeled “junk food.” These foods have nutritional value, but they are also high in fat, salt, or sugar. Calling these foods “junk food” makes it

more difficult for people to understand what makes up a healthy, balanced diet.

To make things even more complicated, some fast food companies' ads now emphasize more nutritious choices—for example, providing fruit and milk with children's meals. Some promote health and fitness, too. If all fast food ads were banned from children's TV, these healthy messages would be as well.

Some parents feel that they have the right to decide what is best for their children and that regulating TV ads takes away that right. It is up to the parent to say yes or no when a child asks for something he or she has seen advertised on TV. What the parent says helps the child learn about how advertising affects the people who see it.

Regulating TV ads takes away some of the information parents and children have access to. They need that information in order to make their own buying decisions. Making these choices is the consumer's right, not the right of the government.



All-girls and All-boys Schools Better for Kids

Out in the world, males and females live, work, and interact with one another. But at many schools, the classrooms are filled with just boys or just girls. Life isn't separated into male and female sides, so why should schools be?

Together or Apart?

Because male and female students think, learn, and behave differently from one another, it makes sense that they would do better at schools that understand these differences. Research has shown that students at all-boys or all-girls schools are more confident and more willing to try new things, and that they might even perform better academically than students at coeducational schools.

Different Brains, Different Gains

You might not realize it, but your brain develops differently from the brain of a classmate of the opposite sex. For example, the area of a girl's brain that understands language is one of the first areas to develop. In a boy's brain, other areas develop first, such as the part that makes sense of math. Because of differences like these, males and females learn various subjects in different ways.

An all-boys or all-girls school can focus its instruction to meet the needs of either male or female students, not both at the same time. This helps students make faster, stronger progress. For example, one Michigan study compared graduates of all-boys and all-girls high schools with graduates of coeducational



In 1972, a new law came into effect stating that all U.S. public schools should be coeducational. However, the law was changed in 2006 to allow all-boys and all-girls public schools.

high schools. The researchers found that male students in all-boys schools scored better in reading and writing than male graduates of coeducational schools. Likewise, female students in all-girls schools scored better in science and reading than their female peers in coed schools.

Positive Proof in Test Results

In 2008, researchers in Florida found that students in all-boys and all-girls classrooms made greater academic gains: 55 percent of boys in coed classrooms scored proficient (at or above a passing level), while 85 percent in all-boys classrooms scored proficient. Girls also saw gains: 59 percent of girls in coed classrooms scored proficient, while 75 percent in all-girls classrooms scored proficient.

In England, researchers at Cambridge University did a four-year study on the different ways that boys and girls learn. The researchers found that all-boys and all-girls classrooms were remarkably effective at boosting boys' performance, particularly in English and foreign languages, as well as improving girls' performance in math and science.

Building Confidence

Supporters of all-boys and all-girls classrooms argue that the students are less distracted

in those environments. This makes it easier for all students to focus on their lessons.

Students who feel shy around people of the opposite sex could benefit the most from all-boys or all-girls schools. Without the pressure of worrying about how they might look to members of the opposite sex, they can feel free to be themselves. For example, they might explore subjects they wouldn't normally explore and join clubs or sports teams. Shy students are likely to feel more comfortable in an all-boys or all-girls class, so they're more likely to feel enthusiastic about speaking up in class, asking questions, and participating in class discussions.

Many people argue that an all-boys or all-girls education could make it more difficult for young people to learn how to relate to members of the opposite sex. It's true that we live in a world where males and females live and work with one another and are not segregated as in all-boys or all-girls schools. But many graduates of these schools say that they feel confident not only about their academic abilities, but also about their personalities. And this confidence can give graduates a head start in building friendships with the opposite sex.

An Increasingly Popular Option

All-boys and all-girls classes and schools are gaining favor across the United States. In 2002, only a dozen or so public schools in the United States offered this option. In 2012, there were around 500 all-girls and all-boys schools. School districts, parents, and students are increasingly getting on board with all-boys and all-girls education as a great way to boost students' scores and confidence.



Shy students may feel happier about participating in an all-boys or all-girls class. Taking part in classroom discussions helps them get more out of the lesson.

Do Kids Really Need Cell Phones?



There are nearly seven billion cell phones in use worldwide—and the trend has caught on among eight- to twelve-year-olds. With bright colors and catchy ringtones, cell phones are hard for young people to resist.

But why does a person as young as eight years old need a cell phone? He or she is likely to come up with a list of reasons, including “All my friends have them.” However, for very young kids, there are many benefits to having cell phones beyond the obvious “cool” factor.

Cell Phones Are a Lifeline

In an emergency, a cell phone can be indispensable. Cell phones allow children to dial 911 or call their parents if there is an accident or emergency. Also, cell phones allow children to stay in contact with family. Children, parents, and other caregivers are often in different places throughout the day, and things often don’t go as expected. For example, if soccer practice ends early or a parent is stuck in traffic, a cell phone can let everyone know how plans have changed.

As the lives of families become more and more hectic, the number of students who are alone after school is increasing. Today, the number of children in the United States with mothers in the labor force is around 70 percent. This means that many students are at home alone after school. It is more important than ever to have a way of keeping in touch with family—and a way of getting help in an emergency.



Cell phones can help the day run smoothly by keeping family members in touch with one another.

Cell Phone Use Is Easy to Limit

Many people worry that cell phones put young children in danger. Bullies or even criminals might use the phones to contact children, and the Internet access on many cell phones puts children even more at risk. There is also the chance that children would run up high cell phone charges.

However, many cell phones now have parental controls. For example, it's possible to place limits on who can call and be called with some phones, and parents can limit or block Internet access on phones. Most cell phones have a Global Positioning System (GPS) so that parents can find their child easily using another cell phone or a website.

Parents can also opt for a prepaid plan so that their children can't go over spending limits but can still call their parents if they need to. Features like these make it possible for children to get the benefits of cell phone use without the risks.

Cell Phones Promote Familiarity with Technology

Today, many jobs are dependent on cell phones and similar devices. Mobile devices such as cell phones have become just as important as the computer has been in the last 20 years. One way to ensure that young people are familiar with this technology is to allow them to use cell phones now.

Students can use a cell phone for more than just text messaging and talking. For example, cell phones can be helpful when doing schoolwork. On most cell phones, students can check the Internet for definitions and spellings of tricky words, take photos and make short videos for school projects, and listen to audiobooks. Carrying out a variety of tasks using cell phones can help



Workplaces around the world are becoming more and more reliant on technology.

boost young people's confidence around technology—and, in turn, help them feel confident when they grow up and begin working.

Cell Phones Teach Responsibility

Owning a tool such as a cell phone can be a great way for children to learn responsibility. Because cell phones are valuable and can be used in different ways, children must learn to use them wisely—for example, making sure they don't lose them, keeping them charged, and using them only when they are not in school. These things help young people learn to treat personal possessions with care. Learning responsibility in this way helps children to respect other people's belongings, too.

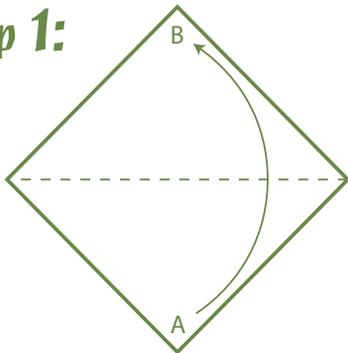
An Unstoppable Trend

Researchers say that about 56 percent of American preteens have cell phones. If young children don't already own cell phones, it's likely that they will in the future. The best way for young people to benefit from this technology when they grow older is to learn to use it responsibly today.

How to Make an Origami Cup

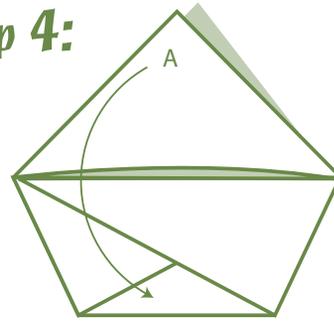
Now you can learn to make a handy cup using only a sheet of paper!
Begin with a square piece of paper and follow the instructions below.

Step 1:



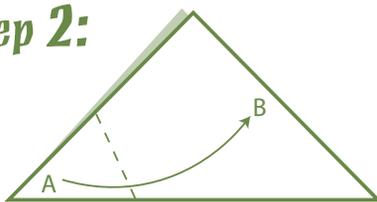
Fold your square on the diagonal, matching up corners **A** and **B**.

Step 4:



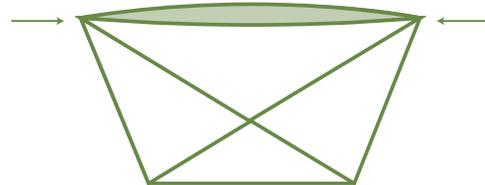
Take the top flap (flap **A**) and fold down toward you. Turn the cup over and repeat the step with the other remaining flap.

Step 2:



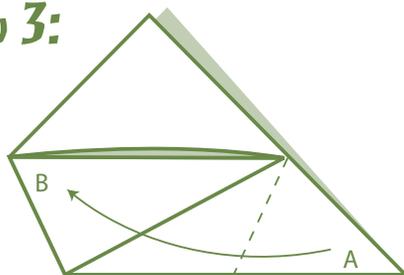
Fold corner **A** to edge **B**.

Step 5:



Gently push the sides in to form your cup.
If you followed the instructions above, your cup should look like this and be able to hold water.
Enjoy!

Step 3:



Fold corner **A** to corner **B**.



Ashton Hammerheads Schedule for September 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 vs. E.C. Thunder	2 vs. E.C. Thunder 12:30 P.M. 	3	4 vs. Plymouth Bobcats	5 vs. Plymouth Bobcats 12:15 P.M.
6 vs. Plymouth Bobcats	7 vs. Tulsa Knights	8 vs. Tulsa Knights	9 vs. Tulsa Knights 12:30 P.M.	10	11 vs. Winston Bears 3:00 P.M.	12 vs. Winston Bears 
13 vs. Winston Bears 12:00 P.M. 	14 vs. Lake City Buffaloes 7:00 P.M.	15 vs. Lake City Buffaloes 7:00 P.M. 	16 vs. Lake City Buffaloes 1:30 P.M.	17	18 vs. Bridgeport Pirates	19 vs. Bridgeport Pirates 1:00 P.M.
20 vs. Bridgeport Pirates 1:00 P.M. 	21	22 vs. Tri-City Cyclones	23 vs. Tri-City Cyclones	24 vs. Tri-City Cyclones 12:15 P.M.	25 vs. Hudson Hackers 1:00 P.M.	26 vs. Hudson Hackers
27 vs. Hudson Hackers 1:15 P.M.	28	29 vs. Tulsa Knights 2:00 P.M. 	30 vs. Tulsa Knights			



Hammerheads T-shirt day
(free T-shirt for first 1,500 fans)



Hammerheads cap day
(free baseball cap for all fans under age 15)



League Championship ticket raffle
(all fans entered into a drawing for four free tickets to the League Championship game)



= **Hammerheads home game**



= **Hammerheads away game**

All games begin at 6:00 P.M. unless otherwise indicated.
All home games are played at Hammerhead Stadium, Rockville Center.

Tickets \$25

Blue Line Train Schedule



Jackson St. to Rockville Center

Station Name	TRAIN 1	TRAIN 2	Station Notes
	Arrive / Depart	Arrive / Depart	
Jackson St.	11:15 / 11:20	1:25 / 1:30	Jackson St. Apartments
23rd St.	11:40 / 11:45	1:50 / 1:55	
Broadway/34th St.	12:00 / 12:05	2:10 / 2:15	Fruitvale Mall
Oakland Ave.	12:15 / 12:20	2:25 / 2:30	
Rockville Center	12:30	2:40	Hammerhead Stadium

A.M. Trains

P.M. Trains

Rockville Center to Jackson St.

Station Name	TRAIN 1	TRAIN 2	Station Notes
	Arrive / Depart	Arrive / Depart	
Rockville Center	2:30 / 2:35	3:20 / 3:25	Hammerhead Stadium
Oakland Ave.	2:45 / 2:50	3:35 / 3:40	
Broadway/34th St.	3:00 / 3:05	3:50 / 3:55	Fruitvale Mall
23rd St.	3:20 / 3:25	4:10 / 4:15	
Jackson St.	3:45	4:35	Jackson St. Apartments

A.M. Trains

P.M. Trains

TICKET PRICES:

- One-way ticket: \$1.00 plus \$0.50 per station stop. (Example: Oakland Ave. to 23rd St. is two station stops.)
- Round-trip ticket: \$2.00 plus \$0.25 per station stop. (Please keep your round-trip ticket for your return trip.)

**FRONTIER
FUN PARK**

Home of the
Legendary **PINE
MOUNTAIN**

At 460 feet, Pine Mountain is the nation's highest roller coaster!
We think it's the world's greatest, most thrilling roller coaster ever!
You must be more than 4 feet tall to ride Pine Mountain.

SINGLE-DAY PASSES

	Adult (age 10+)	Child (age 3–9)
1-DAY BASIC PASS	\$40.00	\$30.00
Includes entry to all main attractions except for Pine Mountain roller coaster		
1-DAY PINE MOUNTAIN PASS	\$50.00	\$40.00
Includes entry to all main attractions, including Pine Mountain roller coaster		
1-DAY PINE MOUNTAIN FAMILY PASS		\$140.00
(Up to 2 adults and 2 children ages 3–9) Includes entry to all main attractions, including Pine Mountain roller coaster		
1-DAY PINE MOUNTAIN PLUS FAMILY PASS		\$160.00
(Up to 2 adults and 2 children ages 3–9) Includes entry to all main attractions, including Pine Mountain roller coaster, plus a 20% discount on all purchases from the Frontier Cabin Outdoor Superstore		

ONE-WEEK PASS

1-WEEK PINE MOUNTAIN FAMILY PASS	\$320.00
(Up to 2 adults and 2 children ages 3–9) Includes entry to all main attractions, including Pine Mountain roller coaster, for 7 consecutive days	

Disclaimer:
The safety of our guests is Frontier Fun Park's highest priority. However, Frontier Fun Park will not be liable for any injuries, damages, or losses that occur in connection with the Fun Park's activities.

Contents from *Survival and Loss*

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Excerpt from *Survival and Loss* (1)

1. Broken Promises

THE TRAIL OF TEARS

In the 1800s, European settlers flooded into the United States. As they began building new lives for themselves—mining for gold and building towns, farms, canals, and railroads—they took over more and more land.

In 1836, the U.S. government tried to resolve its “Indian problem” by giving the eastern Native American tribes two years to move

westward from their homelands. If these tribes didn’t move within the two-year period, they would be forced to leave. While many tribes had little choice but to go, some tribes fought against removal.

For example, only 2,000 of the 18,000 Native Americans in the area known today as Georgia had moved by the end of the two years. In 1838, government soldiers force-marched the Cherokee and other tribes from Georgia all the



Painting by Robert Lindneux, Woolaroc Museum, Bartlesville, Oklahoma

“It is with sorrow we are forced by the white man to quit the scenes of our childhood. We bid farewell to it and all we hold dear.”

—Charles Hicks, Cherokee chief

(continues)

Excerpt from *Survival and Loss* (1) (continued)

1. Broken Promises

way to present-day Oklahoma. During the long, difficult journey of more than 1,000 miles, about 4,000 people became ill and died. This journey became known as the Trail of Tears.

Present-day Oklahoma was set aside as Native American territory. However, this land was different from the land the eastern tribes were used to. The crops they had grown in the East didn't grow on the new land, there were few wild animals to hunt, and the plants and geography were unfamiliar. The Native Americans had no way to rebuild the life they had built for themselves in the East. Even as the tribes struggled to survive in Oklahoma, much of the land they had been given was taken back by the U.S. government as the population of white settlers grew.

THE RESERVATIONS

The plains (or western) tribes were also struggling to survive. When gold was discovered in California in 1849, a flood of white settlers began traveling west hoping to make their fortunes, passing through Native American hunting grounds on the way. Tensions began to build as the two peoples crossed paths.

Unlike Native Americans, the settlers were not respectful of the land. They cut down many trees and hunted too many animals. There were so many violent **confrontations** between Native Americans and settlers that the U.S. government became worried that there might be a full-scale war.



Cherokee Removal Routes This map shows four different Cherokee removal routes. Most of the tribes walked these routes. Some traveled by a combination of wagon, boat, and horse.

Excerpt from *Survival and Loss* (2)

2. Lost Land, Lost Independence ተብዕዖብዕዖ

WARDS OF THE STATE

In 1871, all Native American tribes lost their right to sign treaties when the U.S. government declared that it no longer recognized the tribes as nations, but instead thought of Native Americans as “wards of the state.” A ward of the state is a person who cannot take responsibility for himself or herself, such as a young child.

U.S. troops and government agents took control of the reservations. The agents distributed rations of food and secondhand clothes. The Native Americans were treated as if they could not care for themselves, and on the reservations, this became true. The Native Americans were forced to depend on the government because they no longer had the resources they needed to make a living. They were a long way from the land they knew.



(continues)

Excerpt from *Survival and Loss* (2) (continued)

IG@

The reservations were on land that none of the settlers wanted. Many of the tribes had never learned to farm in the European American way, and the poor-quality soil on the reservations made it impossible to learn. So many bison had been killed to make way for the building of the railroad that there were not enough

bison to hunt. The tribes could not feed themselves or their families.

Now the United States had a different kind of “Indian problem.” Native Americans were no longer **self-sufficient**. If they were not able to provide for themselves on the reservations, their children would not learn how to provide for themselves, either.



Marjorie C. Leggitt

Excerpt from *Survival and Loss* (3)

1. Broken Promises

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Cherokee Removal Routes This map shows four different Cherokee removal routes. Most of the tribes walked these routes. Some traveled by a combination of wagon, boat, and horse.

(continues)

Excerpt from *Survival and Loss (3)* (continued)



Native Americans fought hard to combat the sudden flood of settlers into their homelands.

In 1851, in an attempt to keep the Native Americans out of the settlers' way, the U.S. Congress introduced the Indian **Appropriation** Act. The act said the Lakota, Cheyenne, Arapaho, Crow, and other western tribes would live on areas of land known as reservations until they stopped attacking the settlers. Each tribe was given a specific piece of land. The U.S. government agreed that the tribes would receive a yearly payment for as long as they lived on the

reservations, but soon the U.S. government reduced the number of years for payment. In some cases, the U.S. government had promised the same land to more than one tribe, and fights broke out between the tribes as they competed for water, game, and land. As more and more settlers moved westward in search of gold and land, the government also made the reservations smaller.

Excerpt from *Survival and Loss* (4)

4. Boarding School Life

THE JOURNEY

In October 1879, 82 boys and girls began their journey from South Dakota to Carlisle Indian Industrial School. When they boarded the train, they were told that they were “going to school.” They didn’t know why they were taken from their homes, how far they would travel, or whether they would see their families again. One boy, named Ota Kte, thought that they were going to be killed. However, believing that he was doing something brave for his tribe, Ota Kte boarded the train with the others.

The long, noisy train ride was the first of many strange experiences for the children. Whenever the train stopped in a city, crowds of people stared at them, curious to see the “wild” children. The children huddled inside, frightened and confused.

“BEFORE” AND “AFTER”

When the hungry, exhausted children arrived at Carlisle, Captain Pratt’s program began immediately. First, the children were photographed. Next, they were stripped of their traditional clothing, including the special beaded necklaces their parents had given them

to mark an important journey or change in their lives. Everything was placed in a pile and burned. The children were then scrubbed in hot baths and given uniforms to wear. The children were used to wearing loose clothing and soft moccasins on their feet, so the stiff collars, belts, and boots made them feel trapped and **anxious**. They felt as if they were locked in cages.

Captain Pratt also thought that the boys’ long hair made them look like savages and had it cut short. Traditionally, the only time Native Americans cut their hair was during times of **mourning**. The children wailed as it was cut.

Finally, with their new clothes and short hair, the children were photographed again.

NEW NAMES

At the school, the children were **immersed** in English. Immersion is a way of teaching foreign languages in which teachers and students use only the foreign language. The children were forbidden to speak their native languages at any time. They had no way to express their feelings of homesickness and confusion because they didn’t know the English words for their thoughts and feelings. If Native American



Marjorie C. Leggitt

(continues)

Excerpt from *Survival and Loss* (4) *(continued)*

Life



Pratt wanted to show “before” and “after” photographs to people so that he could prove that he had “civilized” the children.



(continues)

Excerpt from *Survival and Loss* (4) (continued)

4. Boarding School Life

What's in a Name?



Native American names are given to honor what a person has done or what qualities he or she has. For example, the Cherokee name *Ayita* means “first to dance” and the Sioux name *Hantaywee* means “faithful.” *Ota Kte*, meaning “plenty kill,” had been given his name to honor his father’s skills as a warrior.

children spoke their native languages at school, they were made to wash their own mouths with soap.

As part of their English language immersion, the children chose English names for themselves from a list on a chalkboard. The names belonged to U.S. presidents and other important people, but the scribbles on the chalkboard meant nothing to the children. With new names and appearances, the children no longer felt like themselves.

UNFAMILIAR ROUTINES

At mealtimes, the children had to march like soldiers to long dining tables. They waited for a bell to ring before sitting down to eat. The children had never sat at tables or used knives, forks, and napkins before. Most had never eaten such foods as flour or sugar.

The children became sick because of their new diet and because they were living in such close quarters. Diseases then spread quickly in the crowded, drafty **dormitories**. The children had no **immunity** against illnesses such as measles, mumps, and influenza. In the first year, 6 boys died and 15 children were sent home ill.

As bad as the days were, the nights were worse. As one Sioux woman, Zitkala-Sa, later wrote, “Not a soul came to comfort me. I was only one of many little animals driven by a herder.” The dormitories were very strange to the children. At home, there was no furniture, and families slept together in round **tepees** and lodges, but at Carlisle, beds were arranged in long rows, and the children were forbidden to speak to one another.

Marjorie C. Leggitt



Excerpt from *Survival and Loss* (5)

6. Boarding Schools in Question

A GOOD INVESTMENT?

The Carlisle school opened in 1879. Initially, the U.S. government saw Carlisle as a great success. Other boarding schools for Native American children began to open. By 1902, there were 25 boarding schools in 15 states, and very few Native American students were left attending day schools on the reservations. Almost 10,000 children were enrolled in boarding schools.

However, despite the \$45 million spent between 1880 and 1900 to “educate” about 20,000 Native American children in the ways of European American society, very few students actually graduated from the schools. For example, only 8 percent of the students who attended Carlisle ever graduated. Many students ran away, and many of those who remained were not educated—or Americanized—in the way supporters of the schools had hoped. Some people in the U.S. government began to question how well the schools really worked.

THE MERIAM REPORT

In 1928, the U.S. government could see that many of its Native American policies had failed. A researcher named Lewis Meriam was sent to prepare a report about the conditions on

Native American reservations and in boarding schools. Meriam led a team of experts, including scientists, historians, teachers, and lawyers. They found that in all areas of life, Native Americans were suffering—especially children in boarding schools. Just a few of the findings in Meriam’s report, called “The Problem of Indian Administration,” were:

- Health conditions in boarding schools were terrible.
- A diet lacking in nutrients was causing children to become ill.
- Schools considered work such as farming and cleaning to be more important than classroom education.
- Schools followed **rigid** routines that stopped children from being creative.
- Lessons should include Native American subjects to help students feel more comfortable in unfamiliar classrooms.

CLOSED FOR GOOD

At the time of the Meriam Report, almost 80 percent of Native American school-aged children were in boarding schools. The report was embarrassing for the U.S. government because it showed that children should not be taken away from their homes to be educated.

(continues)

Excerpt from *Survival and Loss* (5) (continued)

ISSUES IN QUESTION



The strict routines and teaching style of boarding schools had done little to help Native American students learn. This photograph shows students during a mathematics class at Carlisle.

Meriam and his team concluded that Native American children should instead attend day schools or public schools that would keep them connected to their families and

communities. By the 1930s, most of the boarding schools, including Carlisle, had been closed for good.

Double-entry Journal

About *Survival and Loss*

Name: _____

Text Structure	Examples from the Text
sequence	
cause/effect	
compare/contrast	



Excerpt

from *A River Ran Wild* (1)

by Lynne Cherry

At the start of the new century, an industrial revolution came to the Nashua's banks and waters. Many new machines were invented. Some spun thread from wool and cotton. Others wove the thread into cloth. Some machines turned wood to pulp, and others made the pulp into paper. Leftover pulp and dye and fiber was dumped into the Nashua River, whose swiftly flowing current washed away the waste.

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Excerpt

from *A River Ran Wild* (2)

by Lynne Cherry

These were times of much excitement, times of “progress” and “invention.” Factories along the Nashua River made new things of new materials. Telephones and radios and other things were made of plastics. Chemicals and plastic waste were also dumped into the river. Soon the Nashua’s fish and wildlife grew sick from this pollution.

The paper mills continued to pollute the Nashua’s waters. Every day for many decades pulp was dumped into the Nashua, and as the pulp clogged up the river, it began to run more slowly.

As the pulp decomposed, bad smells welled up from the river. People who lived near the river smelled its stench and stayed far from it. Each day as the mills dyed paper red, green, blue, and yellow, the Nashua ran whatever color the paper was dyed.

Soon no fish lived in the river. No birds stopped on their migration. No one could see pebbles shining up through murky water. The Nashua was dark and dirty. The Nashua was slowly dying.

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Summary

of *A River Ran Wild*

A River Ran Wild by Lynne Cherry tells the story of the Nashua River, a river that ran wild through forests filled with animals. A group of native people settled near the river and named it Nash-a-way, which means River with the Pebbled Bottom. These people lived in peace until white settlers arrived and began taking more of the land for themselves. The two groups fought and the native people were driven from the land.

Over the years, factories were built that polluted the river, killing the animals and turning the water murky and smelly. After years of neglect, two people decided to do something to save the Nashua River. Their efforts led to the passing of new laws that stopped factories from polluting the river. Slowly the Nashua's current cleaned the river, and once again, a river runs wild.



Summary

of *Richard Wright and the Library Card*

The book *Richard Wright and the Library Card* by William Miller tells about an important time in the life of Richard Wright, an African American author. Richard Wright grew up in the American South during segregation. As a child, he loved stories. But his family was poor and did not have much money for books. Because of segregation, Richard could not check books out of the library, either.

When Richard was 17, he left home and got a job in Memphis. His plan was to earn enough money to move north and start a new life. At his new job, Richard became friendly with a white man named Jim Falk. One day Richard asked Jim if he could use his library card to check out books for himself, and Jim agreed. Richard had to pretend the books were for Jim, but he managed to check them out.

Reading the library books changed Richard Wright's life. They opened new worlds of ideas and emotions. Richard knew he would never be the same. For the first time, he truly felt free.



Story

Mrs. Buell

by Jean Little

Section 1

For years and years, for what seems like forever, I've gone to BUELLS when I had a dime to spare. It's a run-down, not very clean corner store. Kids go there mostly, for licorice and bubble gum and jawbreakers and Popsicles and comic books and cones. She only has three flavors and the cones taste stale. Still, she'll sell you one scoop for fifteen cents. It's not a full scoop but it's cheaper than anywhere else. It's the only place I know where a kid can spend one penny.

Mrs. Buell is run-down too, and a grouch. She never smiles or asks you how you are. Little kids are scared to go in there alone. We laugh at them but really, we understand. We felt it too, when we were smaller and had to face her towering behind the counter.

Section 2

She was always the same except that once. I tripped going in, and fell and scraped my knee. It hurt so much that I couldn't move for a second. I was winded too, and I

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Mrs. Buell *(continued)*

had to gasp for breath. I managed not to cry out but I couldn't keep back the tears.

Mrs. Buell is big but she moved like lightning. She hauled a battered wooden chair out from behind the curtain that hung across the back. Then, without a word, she picked me up and sat me down on it. We were alone in the store but I wasn't afraid. Her hands, scooping me up, had been work-roughened; hard but kind.

She still didn't speak. Instead, she took a bit of rag out of her sweater pocket, bent down and wiped the smear of blood off my knee. The rag looked grayish but her hands were gentle. I think she liked doing it. Then she fetched a Band-Aid and stuck it on.

"Does it still sting?" she asked, speaking at last, in a voice I'd never heard her use before.

Section 3

I shook my head. And she smiled. At least I think she did. It only lasted a fraction of a second. And I wasn't looking straight at her.

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Mrs. Buell *(continued)*

At that moment Johnny Tresano came in with one nickel clutched in his fist. He was so intent on the candies he hardly noticed me. He stood and stood, trying to decide.

“Make up your mind or take yourself off,” she growled.

She had gone back behind the counter. I waited for her to look at me again so that I could thank her. But when he left she turned her back and began moving things around on the shelves. I had meant to buy some jujubes but I lost my nerve. After all, everybody knew she hated kids. She was probably sorry now that she’d fixed my knee. I slunk out without once opening my mouth.

Yet, whenever I looked down and saw the Band-Aid, I felt guilty. As soon as one corner came loose, I pulled it off and threw it away. I didn’t go near the store for weeks.

Section 4

She was terribly fat. She got so hot in summer that her hair hung down in wet strings and her clothes looked limp. In winter she wore the same sweater every day, a man’s gray one, too big, with the

(continues)

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Mrs. Buell *(continued)*

sleeves pushed up. They kept slipping down and she'd shove them back a million times a day. Yet she never rolled up the cuffs to make them shorter.

She never took days off. She was always there. We didn't like her or hate her. We sort of knew that selling stuff to kids for a trickle of small change wasn't a job anybody would choose—especially in that poky little place with flies in summer and the door being opened all winter, letting in blasts of cold air. Even after that day when she fixed my knee, I didn't once wonder about her life.

Then I stopped at BUELLS one afternoon and she wasn't there. Instead, a man and woman I'd never laid eyes on were behind the counter sorting through stacks of stuff. They were getting some boxes down off a high shelf right then so they didn't hear me come in. I was so amazed I just stood there gawking.

Section 5

"How Ma stood this cruddy hole I'll never know!" the woman said, backing away from a cloud of dust. "Didn't she ever clean?"

(continues)

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Mrs. Buell *(continued)*

“Give the subject a rest, Glo,” he answered. “She’s dead. She won’t bother you any longer.”

“I tried, Harry. You know I tried. Over and over, I told her she could move in with us. God knows I could have used a bit of cash and her help looking after those kids.”

I think I must have made a sound then. Anyway, she whirled around and saw me.

“This place is closed,” she snapped. “Harry, I thought I told you to lock the door. What did you want?”

I didn’t want anything from her. But I still could not believe Mrs. Buell wasn’t there. I stared around.

“I said we’re shut. If you don’t want anything, beat it,” she told me.

Section 6

The minute I got home I phoned Emily. She said her mother had just read it in the paper.

“She had a daughter!” Emily said, her voice echoing my own sense of shock. “She died of a heart attack. Kate, her whole name was Katharine Ann Buell.”

(continues)

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Mrs. Buell *(continued)*

“Katharine,” I said slowly. My name is really Katharine although only Dad calls me by it. “I can’t believe it somehow.”

“No,” Emily said. “She was always just Mrs. Buell.”

I told her about Glo and Harry. After we hung up though, I tried to imagine Mrs. Buell as a child. Instead, I saw her bending down putting that Band-Aid on my knee. Her hair had been thin on top, I remembered, and she’d had dandruff. She had tried not to hurt me. Glo’s voice, talking about her, had been so cold. Had she had anyone who loved her? It seemed unlikely. Why hadn’t I smiled back?

But, to be honest, something else bothered me even more. Her going had left a hole in my life. Because of it I knew, for the first time, that nothing was safe—not even the everyday, taken-for-granted background of my being. Like Mrs. Buell, pushing up her sweater sleeves and giving me my change.

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of “Mrs. Buell”

In the story “Mrs. Buell” by Jean Little, a girl named Kate tells about Mrs. Buell, a grouchy woman who owns a store in Kate’s neighborhood. One day Kate trips and falls in the store, and Mrs. Buell picks her up and puts a Band-Aid on her knee. Kate is surprised to find out that Mrs. Buell has a nice side. She doesn’t think about Mrs. Buell much after that until she goes into the store one day and discovers that Mrs. Buell has died. Kate learns that the old woman had a daughter and a whole other life that Kate knew nothing about. Kate realizes that she never tried to get to know Mrs. Buell. She also realizes that “nothing was safe” in her life. Even the everyday things that she takes for granted can suddenly disappear.

I would recommend this story because it made me think about my own life and how I sometimes overlook people. In the story, Kate doesn’t pay much attention to Mrs. Buell, and she is sorry about that when Mrs. Buell dies. That made me think about how I need to pay more attention to people in my life and show them that I care about them.



of *A Picture Book of Jesse Owens*

A Picture Book of Jesse Owens by David A. Adler tells the life story of one of the greatest track-and-field stars who ever lived. Jesse Owens grew up in a poor family and was often sick when he was a boy. By junior high school, though, he had developed into a strong athlete. In high school and college, he set records in many track events, including the 220-yard dash and the high jump. In 1936, Jesse became a hero around the world when he won four gold medals at the Olympics in Berlin, Germany. After the Olympics, he made speeches and wrote books about his life and issues facing the black community. He died in 1980.

I would recommend this book. It shows how Jesse Owens overcame poverty and prejudice to become a hero. I especially liked the part where he proved to Hitler at the Olympics that African Americans, Jews, and other minorities are not inferior.

Zoo

by Edward D. Hoch

The children were always good during the month of August, especially when it began to get near the twenty-third. It was on this day that Professor Hugo's Interplanetary Zoo settled down for its annual six-hour visit to the Chicago area.

Before daybreak the crowds would form, long lines of children and adults both, each one clutching his or her dollar, and waiting with wonderment to see what race of strange creatures the Professor had brought this year.

In the past they had sometimes been treated to three-legged creatures from Venus, or tall, thin men from Mars, or even snakelike horrors from somewhere more distant. This year, as the great round ship settled slowly to earth in the huge tri-city parking area just outside of Chicago, they watched with awe as the sides slowly slid up to reveal the familiar barred cages. In them were some wild breed of nightmare—small, horselike animals that moved with quick, jerking motions and constantly chattered in a high-pitched tongue. The citizens of Earth clustered around as Professor Hugo's crew quickly collected the waiting dollars, and soon the good Professor himself made an appearance, wearing his many-colored rainbow cape and top hat. "Peoples of Earth," he called into his microphone.

The crowd's noise died down as he continued. "Peoples of Earth, this year you see a real treat for your single dollar—the little-known horse-spider people of Kaan—brought to you across a million miles of space at great expense. Gather around, study them, listen to them, tell your friends about them. But hurry! My ship can remain here only six hours!"

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Zoo (continued)

And the crowds slowly filed by, at once horrified and fascinated by these strange creatures that looked like horses but ran up the walls of their cages like spiders. “This is certainly worth a dollar,” one man remarked, hurrying away. “I’m going home to get the wife.”

All day long it went like that, until ten thousand people had filed by the barred cages set into the side of the spaceship. Then, as the six-hour limit ran out, Professor Hugo once more took microphone in hand. “We must go now, but we will return next year on this date. And if you enjoyed our zoo this year, phone your friends in other cities about it. We will land in New York tomorrow, and next week on to London, Paris, Rome, Hong Kong, and Tokyo. Then on to other worlds!”

He waved farewell to them, and as the ship rose from the ground the Earth peoples agreed that this had been the very best Zoo yet. . . .

Some two months and three planets later, the silver ship of Professor Hugo settled at last onto the familiar jagged rocks of Kaan, and the queer horse-spider creatures filed quickly out of their cages. Professor Hugo was there to say a few parting words, and then they scurried away in a hundred different directions, seeking their homes among the rocks.

In one, the she-creature was happy to see the return of her mate and offspring. She babbled a greeting in the strange tongue and hurried to embrace them. “It was a long time you were gone! Was it good?”

And the he-creature nodded. “The little one enjoyed it especially. We visited eight worlds and saw many things.”

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Zoo (continued)

The little one ran up the wall of the cave. “On the place called Earth it was the best. The creatures there wear garments over their skins, and they walk on two legs.”

“But isn’t it dangerous?” asked the she-creature.

“No,” her mate answered. “There are bars to protect us from them. We remain right in the ship. Next time you must come with us. It is well worth the nineteen commocs it costs.”

And the little one nodded. “It was the very best Zoo ever. . . .”

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12 seconds from death

by Paul Dowswell

An icy blast roared through the Skyvan transport plane as the rear door opened to the bright blue sky. On an April morning in 1991, above the flat fields of Cambridgeshire, England, three skydivers were about to make a parachute jump they would never forget.

Richard Maynard was making his first jump. He had paid a substantial fee to plummet from 3,600m (12,000ft), strapped to Mike Smith, a skilled parachute instructor. Expecting this experience (known as a “tandem jump”) to be the thrill of a lifetime, Maynard had also commissioned instructor Ronnie O’Brien to videotape him.

O’Brien leaped backwards from the plane to film Maynard and Smith’s exit. The pair plunged down after him, speeding up to 290kmph (180mph) in the first 15 seconds. They soon overtook O’Brien, and Smith released a small drogue parachute to slow them down to a speed where it would be safe to open his main parachute, without it giving them a back-breaking jolt. But here disaster struck. As the chute flew from its container, the cord holding it became entangled around Smith’s neck. It pulled tight, strangling him, and he quickly lost consciousness.

Watching from 90m (300ft) above, O’Brien saw the two men spinning out of control, and when the drogue parachute failed to open he knew something had gone terribly wrong. Both men were just 45 seconds from the ground. If O’Brien could not help them, they both faced certain death.

O’Brien changed from the usual spread-eagled posture of a skydiver, and swooped down through the air toward the plummeting pair, with his legs pressed tightly together and arms by his side. He

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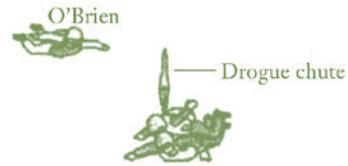
12 seconds from death (continued)

How it all happened

3,600m (12,000ft)
O'Brien jumps from aircraft, followed immediately by Maynard and Smith.



3,000m (10,000ft)
Smith deploys drogue chute which becomes tangled around his neck.



2,300m (7,500ft)
Smith loses consciousness. O'Brien dives down to help.



2,500–1,500m (7,000–5,000ft)
O'Brien catches up with tandem divers but slips underneath them (25 seconds to impact).



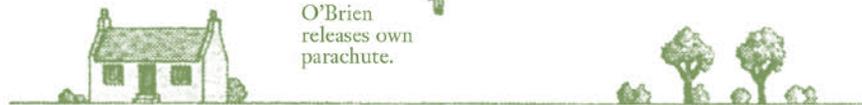
900m (3,000ft)
O'Brien catches up again.



700m (2,500ft)
Parachute released (12 seconds to impact).
Smith recovers.



650m (2,250ft)
O'Brien deploys own parachute.



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12 seconds from death *(continued)*

had to judge his descent very carefully. If he overshot, he would have little chance of saving the two men, but this veteran of 2,000 jumps knew what he was doing.

Positioning himself right in front of them, he quickly realized what had happened, and tried to grab hold of Smith so he could release his main parachute. But diving at the same speed was extremely difficult. O'Brien would be within arm's length of the falling men and then lurch out of reach. Then suddenly, he fell way below them.

Time was fast running out. The ground was a mere 20 seconds away and O'Brien knew he had only one more chance to save their lives. He spread his arms and legs out to slow his descent, and this time managed to connect with the pair. Whirling around and around, O'Brien searched frantically for the handle that would release Smith's parachute.

With barely 12 seconds before they hit the ground, O'Brien found the handle, and the large main chute billowed out above them. Slowed by the chute, Smith and Maynard shot away as O'Brien continued to plunge down. He released his own parachute when he was safely out of the way, a few seconds before he himself would have hit the ground.

By the time the tandem pair had landed, Smith had recovered consciousness, but collapsed almost immediately. Only then did Maynard realize something had gone wrong. Caught up in the excitement of the jump, with adrenaline coursing through his body and the wind roaring in his ears, he had had no idea that anything out of the ordinary had happened.

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Double-entry Journal

My Opinions About

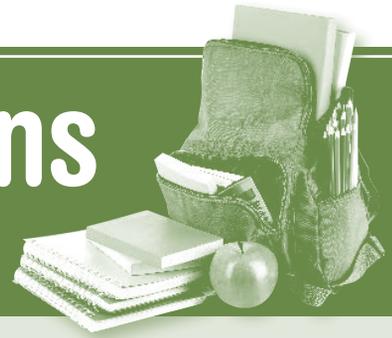
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Evidence

Opinions

The Pros and Cons of Year-round Schools



While most schools follow a traditional school calendar with a two- to three-month summer break, some schools—year-round schools—follow a different calendar and don't have a traditional summer break. In the 2006–2007 school year, there were about three thousand year-round schools in the United States educating nearly two million students. Are year-round schools better for kids? Before we examine the pros and cons of the matter, let's answer another question: What is a year-round school?

What Is a Year-round School?

Like a traditional school calendar, a year-round school calendar has about 180 days of school in a year. The difference is that year-round schools stretch out those 180 days over all twelve months of the year. Instead of the traditional two- to three-month summer vacation, year-round schools have several short breaks. The most common year-round schedule is the 45–15 plan, in which students go to school for 45 days and then get a 15-day break. They follow this pattern throughout the year.



Students who go to a year-round school avoid summer “brain drain.”



Let's look at some of the arguments in favor of year-round schools.

Less Summer “Brain Drain” and More Time to Learn

Research shows that over the summer students forget some of what they learned during the school year. In one study, researchers at the University of Missouri and Tennessee State University found that test scores were, on average, at least one month lower when students returned to school in the fall than when they left in the spring. Students who go to a year-round school avoid this summer “brain drain.”

Do students learn more by going to school year-round? Researchers disagree on the answer to this question. Because year-round schools keep the learning process going throughout the year, some people argue that students will learn more in a year-round school. In a 2009 report on year-round school calendars and traditional school calendars, researcher Jennifer Rule wrote, “In summary, it is reasonable to conclude that students attending year-round schools were likely to perform as well if not better than their peers in traditional 9-month programs. . . .”

Schools Save Money

Year-round schooling can save money. Schools on a year-round schedule can “multitrack” students so that while some of them are in school, others are on break. This means schools can enroll up to 33 percent more students. This multitrack system reduces the need for building new schools due to overcrowding. For example, Florida’s Marion County school system estimates saving more than twelve million dollars in construction costs because the district switched to multitrack year-round schooling.

More Flexibility for Families

The traditional summer break can be a burden on a family’s time and finances. Most parents cannot take time off from work for two or three months to be with their kids, and child care is expensive. The shorter, more frequent breaks in year-round schools give working parents more flexibility in deciding when to take time off and how to provide child care.



Now let’s look at some of the arguments against year-round schools.

No Proven Gains in Academic Achievement

An important argument for year-round schools is that attending school year-round will likely lead to gains in academic achievement. In fact, although many studies have been done on the impact of year-round schools and traditional schools on student achievement, the results are inconclusive. Some studies show gains; others do not. For example, a study released in 2013 showed that there was little evidence of increased achievement by students in year-round schools.

No Much-needed Summer Break

The longer summer vacation of a traditional school calendar gives students lots of time to unwind, connect with friends, and be with their families. It provides older students with opportunities to find summer work and earn money for college. It gives younger children time to attend summer camps—time that students who attend year-round schools do not have. One expert, Dr. Peter Scales, says, “The biggest plus of camp is that camps help young people discover and explore their talents, interests, and values. Most schools don’t satisfy all these needs. Kids who have had these kinds of [camp] experiences end up being healthier and have [fewer] problems. . . .”

“Year-round” Equals “Expensive”

Some school districts have found that switching to year-round schooling has cost them more money. Year-round schools have to provide air-conditioning and other utilities all year long, and there is more maintenance to do because buildings are being used more. In her first year as superintendent of Tempe Union High School District in Tempe, Arizona, Shirley Miles won praise for eliminating the high school’s year-round calendar and its added costs.

Are year-round schools a good idea? There are strong arguments to be made on both sides of the question. What do you think?



Summer break gives kids time to reconnect with friends.

YEAR-ROUND SCHOOL I'm for It

By Chance T., Imperial, NE



Summer is awesome, but after a couple of months, it's time for school again. You walk into class that first day back and hear, "Pop quiz! Let's see what you know." It's always difficult to start a new school year after a long summer break, but if you go to a year-round school, that first day back is a lot easier. I believe all kids should go to year-round schools.

One argument against year-round schooling is that you and your family can't take long trips over summer vacation. True, you might not get to take a three-week trip, but who does? Typically, a family vacation is a week or two. If you go to a year-round school, you can take three, or even four, short trips during the year—one during each break. You can see more places that way.

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A study showed that after completing a year of year-round school, 79 percent of students were in favor of the year-round calendar.

I know the idea of going to school year-round sounds pretty awful to some of you, but kids who go to year-round schools seem to like it. Elisabeth Palmer and Amy Bemis, authors of *Year-Round Education*, have done research on year-round schools. They said, “The results indicated that after one year of experiencing a 60–15 calendar [60 days of school followed by 15 days of vacation], students felt more positively about year-round education.”

Palmer and Bemis found that 53 percent of students in the study “favored year-round education during the summer before implementation, while 79 percent favored it at the end of the first year.” That means that after the kids in the study tried a year-round school schedule for a year, more of them were for it!

Another argument against year-round schooling is that there are fewer days of learning because there are so many

breaks. Just when you’re getting excited about learning something, it’s time for a break. But if you look closely, you will see that actual learning time is the same in a year-round school, and after each break, the students are refreshed and more ready to listen and learn.

Also, students in year-round schools don’t have to relearn what they forgot over the summer. Donald Beggs, a former assistant professor at Southern Illinois University, and Albert Hieronymus, a former professor at the University of Iowa, researched summer learning and found that there were consistent losses in math and language skills during the traditional summer break.

I feel that year-round schooling would benefit all students. Kids would have more vacations and would learn more because they wouldn’t have to relearn the information they had forgotten after long summer breaks.

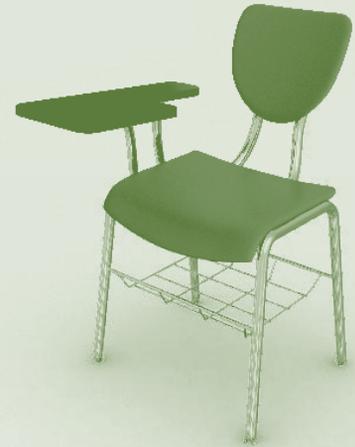
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Year-round schooling can provide families with more opportunities to spend time together throughout the year.

Year-round School I'm Against It

By Anonymous, Temecula, CA



During the summer, most kids are out of school and enjoying time at home or on a family trip. But some kids go to school all summer long—and it's not because they have to go to summer school. It's because their school is on a year-round schedule. When my friends in year-round schools tell me they can't spend time with me during my summer break because they're in school, I'm sad and disappointed.

In the 2011–2012 school year, more than three thousand schools in the United States followed a year-round schedule. According to a 2010 survey conducted by Wake County Public School System in North Carolina, about 45 percent of parents said that schools should be on a year-round schedule, and about 49 percent said that they should not. Year-round schooling has its pros and cons. I'm against year-round schools for several reasons.

First, family vacations are usually planned for the summer break. Typically, this is a time to see relatives, relax, spend time as a family, and have fun. Year-round school schedules limit the time families have for summer vacations. Kids in year-round schools also don't have time to go to summer camp. At camp, kids get to be outdoors, make new friends, and learn nature facts. If schools everywhere were on a year-round schedule, summer camps might cease to exist.



Year-round schooling limits the time kids have for family summer vacations and summer camp.

The school year is filled with tests, quizzes, homework, and studying. After all that hard work, students deserve a summer break to relax and refresh. There are some who argue that kids forget things they have learned during a long summer break. I think they're wrong because kids still use their brains during the summer. A 2011 study by the RAND Corporation showed that students who went to a summer camp or participated in another type of educational summer program not only had fun but also kept information in their heads. If kids are concerned about forgetting what they've learned over the summer, they

can ask their teachers for summer homework packets so they will be ready for next year.

Year-round school also makes it harder for students to get summer jobs. Students going to schools with traditional schedules can commit to two-month summer jobs and earn money for college. Students in year-round schools don't have the time to fill summer job openings.

Summer is to be enjoyed, not spent in classrooms. Should we change to a year-round school calendar that shortens summer vacation? The answer, I think, is that we should not.

There are many activities that engage kids' brains over the summer.



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Double-entry Journal

My Opinions About

Name: _____

_____ (2)

Opinions

Evidence

Summer Reading List

Name: _____

List the books you would like to read this summer. For each book, write the title, the author's name, and a few words to remind you what the book is about.

Book Title

Author

Reminder



of *The Legend of Sleepy Hollow*

by Jennifer B. (age 12)

In *The Legend of Sleepy Hollow* by Washington Irving, Ichabod Crane has just arrived to Sleepy Hollow and has met a lot of people. Those people have told Ichabod the legend of Sleepy Hollow.

This legend is about a headless horseman who goes around cutting other people's heads in search of his own. This legend scared Ichabod every time it was told. Ichabod Crane had fallen in love with Katrina, a very rich girl, a couple of weeks after he arrived to Sleepy Hollow. One day Ichabod was invited to Katrina's party, and before the party was over a woman started to say the legend of Sleepy Hollow and at the end she said the only way you can escape the headless horseman is by crossing the bridge. That night Ichabod and his horse ran as fast as they could to reach their house. Finally he was up to the bridge that meant that he was near his house. Then something got in his way, it was the headless horseman. Did Ichabod ever escape?

I think that this book was very interesting because it was a legend about a headless horseman that lost his head in a war and since then has been looking for it by cutting other people's heads off. I recommend this book to people who like scary legends that took place a long time ago.

This story reminds me of "Bloody Mary" because they are both scary and they are both legends. What makes this story more scary is that it has been told for more than 100 years and it has been told by people who are already dead.

"Review of *The Legend of Sleepy Hollow*" by Jennifer B. Reprinted with permission from Spaghetti® Book Club (www.spaghettabookclub.org). Copyright © 2000 Happy Medium Productions, Inc.

Thoughts About My Reading Life

Name: _____

What are some of your favorite kinds of books now? Why?

Where is your favorite place to read?

What does the word *reading* mean to you?

When you don't understand something you are reading, what do you do?

What kinds of books did you read for the first time this year? What topics did you read about for the first time?

Reading Log



Reading Log

Name:

Date	Title	Author
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Name: _____

Date	Title	Author
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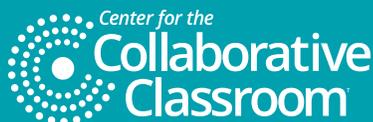
Reading Log

Name:

Date	Title	Author
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Reading Journal





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Assessment Resource Book

CCC Collaborative Literacy

Making Meaning[®]

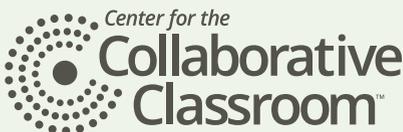
THIRD EDITION

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ASSESSMENT RESOURCE BOOK

GRADE
5



CCC

CCC Collaborative Literacy

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THIRD EDITION



GRADE

5



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Assessment Overview

The assessments that accompany the *Making Meaning® Teacher’s Manual* and *Vocabulary Teaching Guide* lessons are designed to help you (1) make informed instructional decisions as you teach the *Making Meaning* program, and (2) track and evaluate your students’ reading comprehension, social development, and vocabulary knowledge over time. For descriptions of these assessments, see “About Comprehension and Social Skills Assessments” on the next page and “About Vocabulary Assessments” on page xix.

As you teach the lessons in the *Teacher’s Manual* and the *Vocabulary Teaching Guide*, an assessment icon (📄) will alert you whenever an assessment is suggested. If you are using the *Digital Teacher’s Set*, you can tap the assessment icon to open the CCC ClassView™ assessment app.

Everything you need to conduct each assessment, including instructions and forms, can be found in this book or can be accessed through the CCC ClassView app (classview.org). Printable forms are also available on the CCC Learning Hub (ccclearninghub.org).

You may choose to record your students’ progress using forms copied from this book or printed from the CCC Learning Hub, or you may choose to enter the information electronically using the CCC ClassView app (for more information, see “CCC ClassView App” below).

CCC ClassView App

CCC ClassView is an online application that contains all of the same assessment forms and instructions that are included in this *Assessment Resource Book*. This tool also enables you to electronically collect, sort, synthesize, and report assessment data for each student. When conducting the assessments, you can enter data directly into the CCC ClassView app and then generate reports on the progress of individual students and the class as a whole.

You can access the CCC ClassView app by tapping the assessment icons or links in the *Digital Teacher’s Set*, by going directly to the app (classview.org), or by clicking the CCC ClassView button on the grade-level program resources page on the CCC Learning Hub (ccclearninghub.org). For more information about this assessment tool, view the “Using the CCC ClassView App” tutorial (AV41).



About Comprehension and Social Skills Assessments

The assessments that accompany the *Making Meaning Teacher’s Manual* include both formative and summative assessments. These assessments enable you to track and evaluate your students’ progress and needs, unit by unit and across the year.

FORMATIVE ASSESSMENTS

Formative assessments help you reflect on your students’ academic and social growth over time, through class observation and individual conferences. Formative assessments in the program include class assessments and IDR conferences.

Class Assessment

Unit 1 • Week 1 • Day 3 The Reading Community		Class Assessment Record • CA1		
Ask yourself:	All or most students	About half of the students	Only a few students	
• Are the students taking turns sharing ideas?				
• Are the students contributing ideas to the class discussion?				
Other observations:				

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The Class Assessment is designed to help you assess the performance and needs of the whole class. As you teach the lessons, a Class Assessment Note in the *Teacher’s Manual* will alert you when an assessment is suggested. These notes occur about once per week, during a time in the lesson when the students are demonstrating their use of the strategies they have learned to make sense of text.

During the class assessment, you have the opportunity to randomly observe students working in pairs or individually (select strong, average, and struggling readers) as you ask yourself questions that focus your observations. Each Class Assessment Note in the

Teacher’s Manual has a corresponding “Class Assessment Record” sheet (CA) where you can record your observations. The record sheet reiterates the suggestions from the *Teacher’s Manual* for how to proceed with the instruction based on your observations.

IDR Conferences

Unit 3 Questioning IDR Conference Notes • CN1

Student's name: _____ Date: _____

Text title: _____ Text level: _____ Leveling system: _____

1 Initiate the Conference

Ask: What is your (book) about so far?

- Is the student able to tell what the text is about?

2 Listen to the Student Read Aloud

Does the student:

- Attend to meaning?
- Read fluently?
- Pause and reread if having difficulty?
- Read most words accurately?
- Try to make sense of unfamiliar language?

Ask: What is the part you just read about?

- Is the student able to tell what the passage is about?

3 Discuss the Text

Ask comprehension questions.

- Is the student comprehending the text?

4 Discuss Text Level

Ask: Do you think this (book) is at the right level for you—not too difficult and not too easy? Why do you say that?

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Next steps: _____

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IDR conferences provide you with the opportunity to talk with individual students about their reading, identify areas of strength, and note areas in which students need more support. As you teach the lessons, an IDR Conference Note in the *Teacher's Manual* will alert you when a conference is suggested. Initially, your individual student conferences will focus on getting to know the students as readers and on ensuring that they are reading appropriately leveled texts (for more information, see “Student Reading Goals and Interests Survey” below). As the year progresses, the IDR conferences focus more on assessing the students’ comprehension, supporting their reading growth, and encouraging self-monitoring (for more information, see “Resource Sheet for IDR Conferences” on the next page).

You can document your observations and suggestions that result from each conference on an “IDR Conference Notes” record sheet (CN). We recommend that you document at least one IDR conference per student per unit. The “IDR Conference Class Record” sheet (CR1) is provided for you to record the dates you confer with each student over the course of the year (see page 157).

You will refer to the “IDR Conference Notes” record sheets to help you evaluate the students’ comprehension development in the Individual Comprehension Assessment that occurs at the end of Units 2–9. For more information, see “Individual Comprehension Assessment” on page ix.

Unit 2 Using Text Features IDR Conference Notes • CN1

Student's name: _____ Date: _____

Invite each student to talk with you about his or her ideas and feelings about reading, reading habits, and reading interests. You might ask the student questions such as the following and record his or her responses:

Q Tell me about yourself as a reader. What do you like to read?

Q Tell me about your favorite books or authors. What do you like about them?

Q What do you like about the books we have read so far this year?

Q How do you feel about reading?

Q How do you feel when you are asked to read aloud?

Q What do you do best as a reader?

Q What are you interested in reading this year?

Q How do you want to grow as a reader this year?

Other observations: _____

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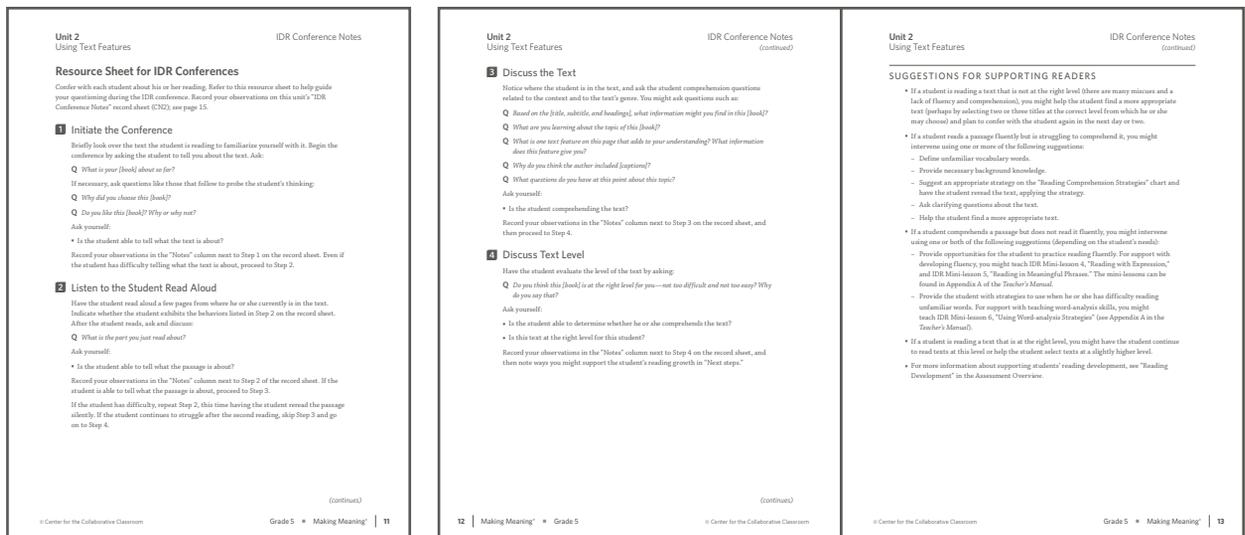
Student Reading Goals and Interests Survey

The questions provided in the first “IDR Conference Notes” record sheet can be used as a beginning-of-year survey of your students’ reading goals and interests. After you have conferred with all of your students, we recommend that you review the students’ responses to the questions and look both for patterns across the class and for individual comments that stand out to you. For example, you might note authors, book series, and genres the students are interested in reading and whether the students enjoy reading. The information you gather can help you plan instruction in the coming months.

After analyzing your students’ responses, you might share with the class what you have learned about them as readers and how you plan to help them build their love of reading over the course of the year. For ideas on how to facilitate a class discussion about the survey, see the extension “Discuss the Students’ Reading Goals and Interests” on page 70 of the *Teacher’s Manual*.

The questions in the final IDR Conference Note of the year can serve as an end-of-year survey of your students’ perceptions of their growth as readers, a measure of their attitudes toward reading, and a summary of their goals for summer reading. After you have conferred with your students, you might share the information from the end-of-year survey with them, compare it with the information from the beginning-of-year survey, and discuss how the students’ attitudes toward reading have changed.

Resource Sheet for IDR Conferences In Units 2–9, you will use a unit-specific “Resource Sheet for IDR Conferences” to guide you as you confer (see pages 11–13). This resource sheet outlines a process you can use when conferring with your students about their independent reading. It includes questions you can ask to help you probe the students’ thinking about what they are reading and to assess the students’ comprehension of their texts. It also includes suggestions for supporting the students’ reading growth. Each section of the resource sheet has a corresponding section in the “IDR Conference Notes” record sheet (CN), where you can record notes and observations as you confer.



SUMMATIVE ASSESSMENTS

Summative assessments enable you to evaluate and measure the comprehension and social development of each student. Summative assessments include the Social Skills Assessment and the Individual Comprehension Assessment.

Social Skills Assessment

Social Skills Assessment Record (SS1)

Use the following rubric to score each student.

1 = does not implement
2 = implements with support
3 = implements independently

	10/12	10/13	10/14	10/15	10/16	10/17	10/18	10/19	10/20	10/21	10/22	10/23	10/24	10/25	10/26	10/27	10/28	10/29	10/30	10/31
Participates in partner work and class discussions	10/12	10/13	10/14	10/15	10/16	10/17	10/18	10/19	10/20	10/21	10/22	10/23	10/24	10/25	10/26	10/27	10/28	10/29	10/30	10/31
Follows classroom procedures (e.g., partner responsibility, follows classroom library and independent reading procedures)	10/12	10/13	10/14	10/15	10/16	10/17	10/18	10/19	10/20	10/21	10/22	10/23	10/24	10/25	10/26	10/27	10/28	10/29	10/30	10/31
Uses "Turn to Your Partner" and "Think, Pair, Share"	10/12	10/13	10/14	10/15	10/16	10/17	10/18	10/19	10/20	10/21	10/22	10/23	10/24	10/25	10/26	10/27	10/28	10/29	10/30	10/31
Explains thinking	10/12	10/13	10/14	10/15	10/16	10/17	10/18	10/19	10/20	10/21	10/22	10/23	10/24	10/25	10/26	10/27	10/28	10/29	10/30	10/31
Listens respectfully to others	10/12	10/13	10/14	10/15	10/16	10/17	10/18	10/19	10/20	10/21	10/22	10/23	10/24	10/25	10/26	10/27	10/28	10/29	10/30	10/31
Reflects on own behavior	10/12	10/13	10/14	10/15	10/16	10/17	10/18	10/19	10/20	10/21	10/22	10/23	10/24	10/25	10/26	10/27	10/28	10/29	10/30	10/31
Takes responsibility for learning and behavior (e.g., doing and redoing partner work, using IDI)	10/12	10/13	10/14	10/15	10/16	10/17	10/18	10/19	10/20	10/21	10/22	10/23	10/24	10/25	10/26	10/27	10/28	10/29	10/30	10/31
Shares partner's thinking with the class	10/12	10/13	10/14	10/15	10/16	10/17	10/18	10/19	10/20	10/21	10/22	10/23	10/24	10/25	10/26	10/27	10/28	10/29	10/30	10/31
Uses "Think, Pair, Write" (e.g., thinks quietly, shares with a partner, individually writes own thoughts)	10/12	10/13	10/14	10/15	10/16	10/17	10/18	10/19	10/20	10/21	10/22	10/23	10/24	10/25	10/26	10/27	10/28	10/29	10/30	10/31
Uses discussion prompts (e.g., to build on one another's thinking and extend discussion)	10/12	10/13	10/14	10/15	10/16	10/17	10/18	10/19	10/20	10/21	10/22	10/23	10/24	10/25	10/26	10/27	10/28	10/29	10/30	10/31
Uses clarifying questions and statements	10/12	10/13	10/14	10/15	10/16	10/17	10/18	10/19	10/20	10/21	10/22	10/23	10/24	10/25	10/26	10/27	10/28	10/29	10/30	10/31
Uses "Heads Together" (e.g., takes turns talking and listening, or groups) (discusses about the reading, questions, or task)	10/12	10/13	10/14	10/15	10/16	10/17	10/18	10/19	10/20	10/21	10/22	10/23	10/24	10/25	10/26	10/27	10/28	10/29	10/30	10/31
Includes everyone in and contributes to the group work	10/12	10/13	10/14	10/15	10/16	10/17	10/18	10/19	10/20	10/21	10/22	10/23	10/24	10/25	10/26	10/27	10/28	10/29	10/30	10/31
Makes decisions and solves problems respectfully (e.g., teacher questions with others)	10/12	10/13	10/14	10/15	10/16	10/17	10/18	10/19	10/20	10/21	10/22	10/23	10/24	10/25	10/26	10/27	10/28	10/29	10/30	10/31
Consensus for options	10/12	10/13	10/14	10/15	10/16	10/17	10/18	10/19	10/20	10/21	10/22	10/23	10/24	10/25	10/26	10/27	10/28	10/29	10/30	10/31
Discusses options and gives feedback respectfully	10/12	10/13	10/14	10/15	10/16	10/17	10/18	10/19	10/20	10/21	10/22	10/23	10/24	10/25	10/26	10/27	10/28	10/29	10/30	10/31

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The Social Skills Assessment enables you to assess how well each student is learning and applying the social skills taught in the program and how well each student integrates the values of responsibility, respect, fairness, caring, and helpfulness into his or her behavior. As you teach the lessons, a Social Skills Assessment Note in the *Teacher's Manual* will alert you when a social skills assessment is suggested. We recommend that you do this assessment three times: at the beginning, middle, and end of the year. The "Social Skills Assessment Record" sheet (SS1) allows you to track how individual students are doing with specific skills during the course of the year (see page 156).

Individual Comprehension Assessment

The Individual Comprehension Assessment is designed to help you assess the strategy use and comprehension development of individual students. It is administered once per unit in Units 2–9. The "Individual Comprehension Assessment" record sheet (IA) consists of two sections—Part A: Strategy Assessment and Part B: IDR Assessment—and reflection questions to help guide your assessment of each student's growth.

Unit 2
Using Text Features

Individual Comprehension Assessment • IA1

Student's name _____ Date _____

Part A: Strategy Assessment

Student response activities	Evidence of instruction is demonstrated			
	Almost all of the time	Most of the time	Some of the time	Minimal evidence
"Think, Pair, Write About Text Features" The student is able to recognize text features.	4	3	2	1
"Key Statements About Research in U.S. Schools" The student is able to extract information from the chart about recess in U.S. schools.	4	3	2	1
Reading journal entries				
Entry 1: The student is able to explain what the text is about and (if applicable) name one text feature and explain what the text feature helped him or her learn.	4	3	2	1
Entry 2: The student is able to explain what the text is about, what he or she learned (if applicable), any text features he or she noticed, and how the features helped him or her better understand the text.	4	3	2	1
Subtotal				

Part A score (sum of 4 subtotals/4): _____

(Continued)

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Part A: Strategy Assessment The Strategy Assessment section helps you analyze each student's independent strategy work on four activities completed during the unit. The four activities include two student response activities (usually focusing on strategy work with a read-aloud text) and two reading journal activities (asking the students to apply the unit's strategy work to their independent reading). Teacher Notes in the *Teacher's Manual* identify which activities will be assessed in that unit's Individual Comprehension Assessment. Examples of a student response activity, a journal entry, and an annotated Strategy Assessment rubric are provided for each unit as models to help you score your students' work using the rubric.

Part B: IDR Assessment The IDR Assessment section helps you assess each student's comprehension using a rubric that identifies various behaviors the students exhibit when reading and thinking about texts. During the assessment, you will review the information you have collected on the student's "IDR Conference Notes" record sheets and think about the student's participation during class discussions and IDR. To complete the assessment, you will use the information to determine whether the student shows evidence of actively engaging with and making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time.

Unit 2
Using Text Features

Individual Comprehension Assessment • IA1
(continued)

Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student's reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student's attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Most of the time	Some of the time	Minimal evidence
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
Subtotal				

Part B score (sum of 4 subtotals/70): _____

Total:
Part A score: _____
Part B score: _____
Overall unit score: (Part A score + Part B score) ÷ 2 = _____ ÷ 2 = _____

(Continued)

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Unit 2
Using Text Features

Individual Comprehension Assessment • IA1
(continued)

Reflection:

- What did you work on with this student during this unit's IDR conferences?

• What do you notice about the student's ability to read and comprehend text? What are the student's strengths or weaknesses?

• What might you focus on during the next unit's IDR conferences?

Other observations:

Next steps:

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Analyzing the information in the IDR Assessment rubric will help you determine whether a student is able to comprehend what he or she is reading and will help you evaluate the student’s attitude toward reading. The assessment will also help you to identify areas in which you can focus your instruction to support the student’s reading growth (for example, fluency practice and word-analysis strategies). For information about supporting your students’ reading growth, see “Reading Development” on page xiii.

Examples of an annotated “IDR Conference Notes” record sheet and an annotated IDR Assessment rubric are provided for each unit as models to help you analyze your students’ reading comprehension using the rubric.

Reflection The reflection section of the IDR Assessment provides questions that help you reflect on the instructional support you provided to the student during the unit, the student’s ability to read and comprehend text, and what you would like to focus on during the next unit’s IDR conferences. Space is provided for recording observations and suggestions for future instruction.

The information from the “Individual Comprehension Assessment” and “IDR Conference Notes” record sheets constitutes a record of each student’s development over the unit. If you wish to use the Individual Comprehension Assessment as a basis for assigning a grade, the “Individual Comprehension Assessment” record sheet includes instructions for calculating an overall unit score. We recommend that progress in the *Making Meaning* program be determined by an increase in scores over time, rather than by each unit’s score. The assumption is that each student is growing into a strong reader at his or her own pace.

You can use the “Individual Comprehension Assessment Student Record” sheet (SR2) to create a cumulative record of each student’s scores on the assessment during the year. Space is provided on the record sheet for you to write comments about the student’s performance and suggestions for additional support. You can use the “Individual Comprehension Assessment Class Record” sheet (CR2) to record and track your students’ progress as a class.

To learn more about using the Individual Comprehension Assessment, view “Using the Individual Comprehension Assessment” (AV31).



Student Reading Level Summary

In addition to the Individual Comprehension Assessment, you may wish to use other informal and formal tools to assess your students’ comprehension of text (for example, running records and benchmark assessments). Regardless of which assessment tool(s) you use, it is important to monitor and record the students’ progress across the year. The “Student Reading Level Summary” record sheet (SR1) can be used to record individual students’ reading assessment data. You might wish to use the information recorded to discuss your students’ reading growth with their families, to inform your instruction, and to help support individual students in their growth as readers.

Overview of Grade 5 Assessments

The table below provides an overview of the comprehension and social skills assessments in grade 5 of the *Making Meaning* program. The squares indicate the units in which a particular assessment can be found.

Assessment	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Class Assessment	■	■	■	■	■	■	■	■	■	■
IDR Conferences		■	■	■	■	■	■	■	■	■
Social Skills Assessment		■				■				■
Individual Comprehension Assessment		■	■	■	■	■	■	■	■	

Individual Assessment Folders

We recommend that you create a folder for each student in which to store the “Individual Comprehension Assessment” and “IDR Conference Notes” record sheets. You may also want to make copies of each student’s assessed student response activities and reading journal entries and file these in the student’s assessment folder. Periodically, you can use the materials in the folder to discuss the student’s progress with the student, as well as with parents and other adults in the school. The folders can travel to the next grade with the students.

Reading Development

Young students learn to read by being read to, by acquiring letter–sound and sight–word knowledge, and by exploring text—lots of text. They love to reread their favorite books and engage in rhyming activities, and it is through these and other activities that they begin to understand that print carries meaning. Young students read books in a variety of ways, such as by retelling familiar stories in their own words and by telling stories as they refer to the pictures. As the students’ knowledge of letter–sound correspondence develops and they grow a sight–word base, they begin to read the words on the page. With much practice, their reading starts to become more automatic. They focus less on decoding individual words and more on the meaning of the text.

The “Stages of Reading Development” chart starting on the next page shows the stages through which students commonly progress on their way to becoming independent and critical readers. Note that because reading development is a continuum, students may display behaviors from multiple stages at any given time as they encounter new and more complex texts. For each stage, the chart gives approximate Guided Reading Levels and lists behaviors students may display at each stage of development. The chart also lists ways you can support students at each stage.

Some of the characteristics identified in the chart appear at multiple stages (for example, “understands that print carries a message,” “reads with expression,” and “recognizes letters and letter–sound relationships”). This ongoing development of skills is to be expected as students begin to make connections between the spoken and written word and the many nuances of the English language.

You might use the information in the “Stages of Reading Development” chart in conjunction with the information you gather from the Individual Comprehension Assessment to discuss your students’ reading growth with their families, to inform your instruction, and to help support individual students as they become independent readers. Keep in mind that each student will progress through these stages at his or her own pace.

Stages of Reading Development

Stage 1	Awareness and Exploration
	<p>Approximate Guided Reading Level*</p> <ul style="list-style-type: none">▪ A <p>Characteristics</p> <ul style="list-style-type: none">▪ Enjoys listening to and discussing storybooks▪ Understands that print carries a message▪ Engages in reading and writing attempts▪ Identifies labels and signs in his or her environment▪ Participates in rhyming games▪ Recognizes some letters and is beginning to attend to letter-sound relationships <p>Support</p> <ul style="list-style-type: none">▪ Reread favorite stories and nursery rhymes to the student.▪ Read books that are predictable and have repetition, and encourage the student to join in with you.▪ Talk about stories and pictures in the stories.▪ Ask the student questions about stories before, during, and after reading.▪ Create a print-rich environment (labels, signs, bulletin boards) to expose the student to a variety of print.▪ Engage the student in activities that develop concepts of print (e.g., word boundaries, directionality, and one-to-one correspondence between the written and spoken word).▪ Direct the student's attention to where to begin reading and point to individual words as you read books aloud.▪ Help the student recognize letters and letter-sound relationships (e.g., encourage the student to explore alphabet books and puzzles).▪ Engage the student in language games and rhythmic activities.▪ Provide the student with time every day to read self-selected texts independently or with peers.▪ Encourage the student to experiment with writing.▪ Encourage parents or other family members to read aloud to the student every day.

*Guided Reading Levels are based on Fountas and Pinnell's "Instructional Level Expectations for Reading" dated 8/07/2014, found on the Heinemann website (Heinemann.com).

(continues)

Stages of Reading Development *(continued)*

Stage 2

Emergent Reader

Approximate Guided Reading Levels

- A-B

Characteristics

- Relies on the pictures to gather information about a story's meaning
- Understands that print carries a message
- Understands directionality and other familiar concepts of print
- Tracks words on the page by pointing to words as he or she develops one-to-one matching
- Is developing a larger sight-word vocabulary
- Recognizes letters and attends to letter-sound relationships
- Shows familiarity with rhyming and beginning sounds

Support

- Read and reread books from a variety of genres.
- Read books that are predictable and have repetition, and encourage the student to join in with you.
- Read rhyming books.
- Point to each word as you read books aloud to the student.
- Talk about stories and pictures in the stories.
- Ask the student questions about stories before, during, and after reading.
- Reinforce concepts of print (e.g., word boundaries, directionality, and one-to-one correspondence between the written and spoken word).
- Work on phonics and phonological awareness.
- Help the student segment spoken words into individual sounds and blend the sounds into whole words.
- Expand vocabulary by talking about words.
- Provide the student with time every day to read self-selected texts independently or with peers.
- Encourage the student to write every day (independently or through dictation).
- Encourage parents or other family members to read aloud to the student every day.

(continues)

Stages of Reading Development *(continued)*

Stage 3

Early Reader

Approximate Guided Reading Levels

- B-J/K

Characteristics

- May still rely on pictures to gather information about a story's meaning
- Points to words only when a problem is encountered
- Is continuing to develop his or her sight-word vocabulary
- Is beginning to notice errors and attempts to correct them
- Is beginning to use more than one strategy to problem-solve unknown words (e.g., decoding, using context clues and/or picture clues, rereading)
- Is beginning to attend to punctuation and use expression while reading familiar texts
- Is beginning to self-monitor reading (e.g., asking questions to check for understanding during reading, predicting what will happen, summarizing what was read)

Support

- Read and reread books from a variety of genres.
- Ask the student questions about stories before, during, and after reading.
- Talk about stories and pictures in the stories.
- Work on phonics and phonological awareness.
- Listen to the student read books that he or she can read successfully.
- Encourage the student to read familiar texts with expression.
- Help the student locate words that he or she knows.
- Expand vocabulary by talking about words before reading the text.
- Provide the student with time every day to read self-selected texts independently or with peers.
- Encourage the student to write every day (independently or through dictation).
- Encourage parents or other family members to read aloud to the student every day.

(continues)

Stages of Reading Development *(continued)*

Stage 4	Transitional Reader
	Approximate Guided Reading Levels
	Characteristics
	Support

- J/K–M/N

Characteristics

- Relies less on pictures to gather information about a story’s meaning and more on the text
- Uses more than one strategy to problem-solve unknown words (e.g., decoding, analyzing word parts, using context clues and/or picture clues, rereading)
- Consistently notices and then self-corrects errors
- Is continuing to expand vocabulary, which allows him or her to focus more on meaning
- Attends to punctuation and reads familiar text with phrasing and expression
- Begins to engage in silent reading
- Consistently self-monitors reading (e.g., asking questions to check for understanding during reading, predicting what will happen, summarizing what was read)

Support

- Encourage the student to choose books that he or she can read successfully.
- Encourage the student to read silently for longer periods of time.
- Engage the student in conversations about what he or she has read.
- Work with the student on deciphering longer words by analyzing word parts.
- Work on developing fluency.
- Define unfamiliar vocabulary words.
- Provide the student with time every day to read self-selected texts independently.
- Encourage the student to write every day.
- Encourage parents or other family members to read aloud to the student every day and engage in discussion as they read.

(continues)

Stages of Reading Development *(continued)*

Fluent/Independent Reader

Approximate Guided Reading Levels

- M/N-V/W

Characteristics

- Selects a variety of “just-right” texts for varying purposes
- Uses multiple strategies to problem-solve unknown words quickly
- Self-corrects all significant errors quickly (e.g., using strategies such as decoding, analyzing word parts, using context clues and/or picture clues, rereading)
- Reads a variety of genres such as fiction, nonfiction, fantasy, mystery, poetry, etc.
- Reads orally with expression and at an appropriate rate
- Reads silently most of the time
- Consistently self-monitors reading (e.g., asking questions to check for understanding during reading, predicting what will happen, summarizing what was read)

Support

- Make sure the student has access to a wide variety of reading materials that he or she can read successfully and that will challenge him or her to think critically.
- Engage the student in conversation about what he or she has read.
- Ask the student questions that encourage him or her to analyze the text or generate questions about the text.
- Read the first few chapters of a book with the student; discuss characters, plot, and setting.
- Define unfamiliar vocabulary words.
- Provide the student with time every day to read self-selected texts independently.
- Encourage the student to write about what he or she has read.

Stage 5

About Vocabulary Assessments

The assessments that accompany the *Vocabulary Teaching Guide* lessons help you evaluate your students’ knowledge of the words they are learning and track your students’ progress throughout the year. In grade 5, both formative and summative assessments are included.

FORMATIVE ASSESSMENTS

Formative assessments help you reflect on your students’ vocabulary growth through class observation and support you in differentiating instruction, as necessary.

Class Vocabulary Assessment

Week 2 Vocabulary		Class Vocabulary Assessment Record = CA1		
Observe the students and ask yourself:	All or most students	About half of the students	Only a few students	
• Are the students able to make the correct choices when determining which word best fits the clue?				
delectable				
hospitable				
international				
tattered				
towering				
• Do their explanations show that they understand the words' meanings?				
• Do they enjoy learning and talking about new words?				
Other observations:				
Suggestions Use the following suggestions to support struggling students: • If only a few students understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model. • If about half of the students are understand a word's meaning, provide further practice by inviting the students to tell or write stories in which they use the word.				

The Class Vocabulary Assessment is designed to help you evaluate the performance and needs of the whole class. This assessment occurs every two weeks, beginning in Week 2, during the ongoing review activity. A Class Vocabulary Assessment Note in the *Vocabulary Teaching Guide* will alert you when an assessment is suggested. During the assessment, you will have the opportunity to observe the students and ask yourself questions about their understanding of the words, as well as note their use of words outside of vocabulary time and their enthusiasm for learning words. Each Class Vocabulary Assessment Note has a corresponding “Class Vocabulary Assessment Record” sheet (CA) on which you can record

your observations. The record sheet includes the questions from the assessment note and provides suggestions for students who are struggling with words.

SUMMATIVE ASSESSMENTS

Summative assessments enable you to evaluate and score each student’s knowledge of the words taught during the vocabulary lessons.

Individual Vocabulary Assessment

Week 4 Vocabulary		Individual Vocabulary Assessment • IA1	
Name: _____		Date: _____	
Word Check 1: Which Word Am I?			
Listen to the clue. Then circle the word that fits the clue.			
1.	memento	pandemonium	moocher
2.	lurk	clamor	"blow off steam"
3.	cuisine	stamina	surge
4.	tattered	towering	delectable
5.	surge	stamina	restriction
6.	international	dim	dissatisfied
7.	clamber	reassure	pollute
8.	lush	dissatisfied	hospitable

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The Individual Vocabulary Assessment is designed to help you assess individual students’ knowledge of the words. This assessment occurs after weeks 4, 8, 12, 16, 20, 24, 28, and 30 and focuses on words taught during the previous four weeks (except for the week 30 assessment, which is a year-end assessment focusing on a range of words from across the year). An Individual Vocabulary Assessment Note in the *Vocabulary Teaching Guide* will alert you when the assessment is suggested.

The Individual Vocabulary Assessment is a multiple-choice assessment that uses activity formats such as “Which Word Am I?” and “I’m Thinking of a Word” that are familiar to the students from the weekly lessons.

Each assessment includes a teacher instruction sheet and an answer key. The students record their answers on the corresponding “Individual Vocabulary Assessment: Word Check” answer sheet (IA). We recommend that you discuss each item with the students after they have completed the assessment. Suggested follow-up questions that require the students to explain their thinking are provided on each instruction sheet. The instruction sheet also includes suggestions for scoring and assigning grades to the assessment.

You can use the “Individual Vocabulary Assessment Student Record” sheet (SR1) to create a cumulative record of each student’s scores on the assessment throughout the year. Space is provided on the record sheet for you to write comments about the student’s performance and suggestions for additional support. You can use the “Individual Vocabulary Assessment Class Record” (CR1) sheet to record and track your students’ progress as a class.

To learn more about using the Individual Vocabulary Assessment, view “Using the Individual Vocabulary Assessment” (AV51).



Student Self-assessment

Week 4
Vocabulary

Student Self-assessment = SAI

Name: _____ Date: _____

Which Words Do I Know?

Word	yes	maybe	no

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The Student Self-assessment empowers the students to become partners in their own assessment by giving them the opportunity to evaluate their understanding of the words they are learning. The assessment can also be used to identify which words the students need to practice and review further. We recommend that the Student Self-assessment be administered in place of or in addition to the Individual Vocabulary Assessment, with the students assessing their knowledge of a set of words you select. A Student Self-assessment Note during Ongoing Review will alert you when the assessment is recommended.

The Student Self-assessment includes a “Student Self-assessment” response sheet (SA), on which the students record whether they know what a word means (“yes”), whether they *think* they know what a word means (“maybe”), or whether they do not know what a word means or cannot remember (“no”). The assessment also includes instructions for preparing and conducting the assessment, as well as suggestions for how to use the results to help students identify which words they are struggling with and to support the students in reviewing those words.

Overview of Grade 5 Assessments

The table below provides an overview of the assessments that accompany the *Vocabulary Teaching Guide* in grade 5 of the *Making Meaning* program. The squares indicate the weeks in which a particular assessment can be found.

Assessment	Week of Instruction														
	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30
Class Vocabulary Assessment	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Individual Vocabulary Assessment		■		■		■		■		■		■		■	■
Student Self-assessment		■		■		■		■		■		■		■	■

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Comprehension and Social Skills Assessments

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Unit 1

The Reading Community

FICTION

Class Assessment Records (CA1-CA2)..... 4

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Are the students taking turns sharing ideas? 			
<ul style="list-style-type: none"> ▪ Are the students contributing ideas to the class discussion? 			
<p>Other observations:</p>			

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Are the students taking time to think before talking to their partners? 			
<ul style="list-style-type: none"> ▪ Are the students able to recall details from the story? 			
<p>Other observations:</p>			

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Unit 2

Using Text Features

EXPOSITORY NONFICTION

Class Assessment Records (CA1-CA3).....	8
Resource Sheet for IDR Conferences	11
IDR Conference Notes (CN1-CN2).....	14
Individual Comprehension Assessment (IA1)	22

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students notice text features?			
▪ Do they understand what information the text features provide?			
Other observations:			

Suggestions:

- If **all or most students** are noticing text features and seem to understand what information they provide, proceed with the lesson and continue on to Day 4.
- If **about half of the students** or **only a few students** are noticing text features and seem to understand what information they provide, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub (ccclearninghub.org) to view the “Grade 5 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Do the students notice text features? 			
<ul style="list-style-type: none"> Do they understand what information the text features provide? 			
Other observations: 			

Suggestions:

- If **all or most students** are noticing text features and seem to understand what information they provide, proceed with the lesson and continue on to Day 3.
- If **about half of the students** or **only a few students** are noticing text features and seem to understand what information they provide, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative article before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the “Grade 5 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Are the students able to use all the text features? 			
<ul style="list-style-type: none"> ▪ Are they able to make sense of the information in the text features? 			
<p>Other observations:</p> 			

Suggestions:

- If **all or most students** are able to use all the text features and make sense of the information in the text features, proceed with the lesson and the rest of the unit and then continue on to Unit 3.
- If **about half of the students** or **only a few students** are able to use all the text features and make sense of the information in the text features, you might give the class additional instruction by repeating this week’s lessons using an alternative book before continuing on to Unit 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the “Grade 5 Alternative Texts” list.

Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit’s “IDR Conference Notes” record sheet (CN2); see page 15.

1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

Q *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student’s thinking:

Q *Why did you choose this [book]?*

Q *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the “Notes” column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

2 Listen to the Student Read Aloud

Have the student read aloud a few pages from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask and discuss:

Q *What is the part you just read about?*

TEKS 4.A.ii
Student/Teacher Activity
Step 2

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the “Notes” column next to Step 2 of the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

(continues)

3 Discuss the Text

Notice where the student is in the text, and ask the student comprehension questions related to the context and to the text’s genre. You might ask questions such as:

- Q *Based on the [title, subtitle, and headings], what information might you find in this [book]?*
- Q *What are you learning about the topic of this [book]?*
- Q *What is one text feature on this page that adds to your understanding? What information does this feature give you?*
- Q *Why do you think the author included [captions]?*
- Q *What questions do you have at this point about this topic?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the “Notes” column next to Step 3 on the record sheet, and then proceed to Step 4.

4 Discuss Text Level

Have the student evaluate the level of the text by asking:

- Q *Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the “Notes” column next to Step 4 on the record sheet, and then note ways you might support the student’s reading growth in “Next steps.”

(continues)

SUGGESTIONS FOR SUPPORTING READERS

- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
 - Define unfamiliar vocabulary words.
 - Provide necessary background knowledge.
 - Suggest an appropriate strategy on the “Reading Comprehension Strategies” chart and have the student reread the text, applying the strategy.
 - Ask clarifying questions about the text.
 - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student’s needs):
 - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 4, “Reading with Expression,” and IDR Mini-lesson 5, “Reading in Meaningful Phrases.” The mini-lessons can be found in Appendix A of the *Teacher’s Manual*.
 - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 6, “Using Word-analysis Strategies” (see Appendix A in the *Teacher’s Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students’ reading development, see “Reading Development” in the Assessment Overview.

Unit 2

Using Text Features

Student's name: _____ Date: _____

Invite each student to talk with you about his or her ideas and feelings about reading, reading habits, and reading interests. You might ask the student questions such as the following and record his or her responses:

Q *Tell me about yourself as a reader. What do you like to read?*

Q *Tell me about your favorite books or authors. What do you like about them?*

Q *What do you like about the books we have read so far this year?*

Q *How do you feel about reading?*

Q *How do you feel when you are asked to read aloud?*

Q *What do you do best as a reader?*

Q *What are you interested in reading this year?*

Q *How do you want to grow as a reader this year?*

Other observations:

Student's name: _____ Date: _____

Text title: _____ Text level: _____ Leveling system: _____

	NOTES
<p>1 Initiate the Conference</p> <p>Ask: <i>What is your [book] about so far?</i></p> <p>■ Is the student able to tell what the text is about?</p>	<p>YES <input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p>2 Listen to the Student Read Aloud</p> <p>Does the student:</p> <p>■ Attend to meaning?</p> <p>■ Read fluently?</p> <p>■ Pause and reread if having difficulty?</p> <p>■ Read most words accurately?</p> <p>■ Try to make sense of unfamiliar language?</p> <p>Ask: <i>What is the part you just read about?</i></p> <p>■ Is the student able to tell what the passage is about?</p>	<p>YES <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>YES <input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p>3 Discuss the Text</p> <p>Ask comprehension questions.</p> <p>■ Is the student comprehending the text?</p>	<p>YES <input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p>4 Discuss Text Level</p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <p>■ Is the student able to determine whether he or she comprehends the text?</p> <p>■ Is this text at the right level for this student?</p>	<p>YES <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>

Next steps:

Completing the Individual Comprehension Assessment

Before continuing on to the next unit, take this opportunity to assess the students' comprehension of texts read independently and their use of comprehension strategies. The Individual Comprehension Assessment consists of two parts. The strategy assessment (Part A) helps you assess whether a student is able to use a strategy when prompted to in a lesson. The IDR assessment (Part B) helps you assess a student's overall comprehension of self-selected texts read during IDR.

Be aware that a student may or may not use any particular strategy to make sense of his or her independent reading. The goal over time is for the students to be able to use appropriate strategies as needed to help them make sense of the texts they read independently.

PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of “Individual Comprehension Assessment” record sheets (IA1) from the CCC Learning Hub (ccclearninghub.org) or from pages 22–24. If you would like to record your assessment data electronically, go to classview.org to learn how you can access the *Making Meaning* assessments using the CCC ClassView app.
- ✓ Collect the students' *Student Response Books*. In Part A of the assessment, you will review and consider the following student work:

Student response activities

- “Think, Pair, Write About Text Features” on page 3
- “My Statements About Recess in U.S. Schools” on page 12

Reading journal entries

- Prompt: *Write a journal entry about the text you are reading. Include the title and the author's name, what the text is about, what you learned in the part of the text you read today, one text feature you found, and what the text feature helped you learn.*
 - Prompt: *Write a journal entry about the text you are reading. Include the title and the author's name, what the text is about, what you learned in the part of the text you read aloud today, any text features you noticed, and how the text features helped you better understand what you read.*
- ✓ Locate the “IDR Conference Notes” record sheet (CN2) you completed for each student during this unit. In Part B, you will use the record sheet, along with any other observations you have made of the student during *Making Meaning* lessons and IDR, to assess the student's overall comprehension during IDR conferences.
 - ✓ Review Parts A and B on the “Individual Comprehension Assessment” record sheet (IA1) to help you prepare to score each student's *Student Response Book* work and evaluate his or her reading comprehension.

(continues)

CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student response activities and the reading journal entries from the unit. For each piece of work, consider whether evidence of the unit’s instruction is demonstrated *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. In the Part A rubric, circle 4, 3, 2, or 1 to indicate your assessment of each piece of student work.
2. Part B: Review the student’s most recent “IDR Conference Notes” record sheet(s) and think about the student’s participation during class discussions and IDR. Consider whether the conference notes and your other observations show evidence that the student is actively engaging with and is making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. Circle 4, 3, 2, or 1 to indicate your assessment of each item in the Part B rubric.
3. Calculate the scores for Part A and Part B, add the scores together, and then divide the sum by 2 to determine the overall unit score. Note that if you follow this formula, the overall unit score will reflect the student’s average performance across categories based on this rubric’s 4-point scale. Also note that the overall unit score will be based equally on the student’s strategy work (Part A) and on the IDR assessment (Part B). You might wish to weight the scores differently, assign a percentage, or adapt the rubric scores to align with your school’s or district’s grading system.
4. Answer the reflection questions at the end of the assessment.
5. Attach the completed assessment to the student’s “IDR Conference Notes” record sheet(s) and file them in an individual assessment folder for the student. You might also want to include copies of the student’s work in the folder.

(continues)

Examples of Scored Student Work for Part A: Strategy Assessment

Student response activity:
“My Statements About Recess in U.S. Schools”

My Statements Name: Matt
About Recess in U.S. Schools

Looking at the bar graph on page 11, what statements can you make about recess in U.S. schools? Write your statements here.

Rural schools have more time for recess per day than city schools.

Third-graders have the most time for recess.

Sixth-graders have the least amount of time for recess.

Fifth-graders in rural schools have about 3 more minutes of recess per day than fifth-graders in city schools.

12 | Making Meaning®

Reading journal entry 2

Reading Journal

Name: Matt Date: 9/17

I am reading the book Naturally Wild Musicians by Peter Christie. This book tells about the sounds animals make. It also tells why the animals make the sounds. The text feature I used in this book was the table of contents. I read it to find out what information is in the book. I didn't really learn anything from the table of contents because the titles were things like "Broadcasting" and "Ultrasound." Those titles did not help me understand what those chapters could be about.

(continues)

Example of Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
"Think, Pair, Write About Text Features" The student is able to recognize text features.	④	3	2	1
"My Statements About Recess in U.S. Schools" The student is able to extract information from the chart about recess in U.S. schools.	④	3	2	1
Reading journal entries				
Entry 1: The student is able to explain what the text is about and (if applicable) name one text feature and explain what the text feature helped him or her learn.	④	3	2	1
Entry 2: The student is able to explain what the text is about, what he or she learned (if applicable), any text features he or she noticed, and how the features helped him or her better understand the text.	4	③	2	1
Subtotal	12	3	0	0

Part A score (sum of 4 subtotals /4): 3.75

Commentary: Matt's *Student Response Book* work and journal entries indicate that that he is able to use text features to learn information about a topic almost all of the time. He was able to glean information from the graph, writing true statements about recess in rural and city schools. While he was not able to discern information from the table of contents in the book *Naturally Wild Musicians*, he knew that it was a feature he could use to find out what information can be found in a book.

(continues)

Example of “IDR Conference Notes” Record Sheet for Part B: IDR Assessment

Student’s name: Matt Date: 9/18

Text title: Naturally Wild Musicians Text level: T Leveling system: F&P

	NOTES
<p>1 Initiate the Conference</p> <p>Ask: <i>What is your [book] about so far?</i></p> <p>▪ Is the student able to tell what the text is about?</p> <p style="text-align: right;">YES <input type="checkbox"/></p>	<p>“Animals make noises.” Didn’t get that animals make noises to attract mates.</p>
<p>2 Listen to the Student Read Aloud</p> <p>Does the student:</p> <p>▪ Attend to meaning? <input checked="" type="checkbox"/></p> <p>▪ Read fluently? <input type="checkbox"/></p> <p>▪ Pause and reread if having difficulty? <input checked="" type="checkbox"/></p> <p>▪ Read most words accurately? <input type="checkbox"/></p> <p>▪ Try to make sense of unfamiliar language? <input type="checkbox"/></p> <p>Ask: <i>What is the part you just read about?</i></p> <p>▪ Is the student able to tell what the passage is about? <input checked="" type="checkbox"/></p>	<p>A lot of challenging vocab. Used word-analysis strategies to figure out unknown words (looking for compound words, affixes).</p> <p>Despite efforts to figure out words, still had trouble with many words (<u>buoyancy</u>, <u>anchored</u>, <u>monotonous</u>).</p> <p>Couldn’t explain why or how the fish makes its humming sound.</p>
<p>3 Discuss the Text</p> <p>Ask comprehension questions.</p> <p>▪ Is the student comprehending the text? <input type="checkbox"/></p>	<p>Text is too difficult. Challenging vocabulary and topic.</p>
<p>4 Discuss Text Level</p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <p>▪ Is the student able to determine whether he or she comprehends the text? <input checked="" type="checkbox"/></p> <p>▪ Is this text at the right level for this student? <input type="checkbox"/></p>	<p>Thought book was too hard.</p>

Next steps:

Matt was able to explain the broad topic of the book—sounds that animals make—but was unable to articulate why the animals in the book make the sounds (to find a mate). Help him choose a more appropriate text.

(continues)

Example of Part B: IDR Assessment

	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
The student is able to tell what a text is about.	4	③	2	1
The student attends to meaning when reading.	④	3	2	1
The student reads fluently.	4	③	2	1
The student pauses and rereads if having difficulty.	4	③	2	1
The student reads most words accurately.	4	③	2	1
The student tries to make sense of unfamiliar language when reading.	4	③	2	1
The student is able to tell what a passage read aloud is about.	4	③	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	③	2	1
The student is able to determine whether he or she comprehends a text.	④	3	2	1
The student is reading texts at the right level.	4	③	2	1
Subtotal	8	24	0	0

Part B score (sum of 4 subtotals /10): 3.2

Commentary: Analysis of Matt’s “IDR Conference Notes” record sheet along with observations made during IDR and class discussions indicate that the student is able to understand text much of the time. He is attempting to use text features (table of contents, pictures, captions) to help him learn about the information in a text. He was able to give a general description of his book (it’s about sounds animals make) but was unable to provide more detail about why animals make particular sounds after reading the passage. This book was challenging for Matt due to some complex vocabulary and an inability to determine the meaning of the words from context or by analyzing word parts.

Student's name: _____ Date: _____

Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
"Think, Pair, Write About Text Features" The student is able to recognize text features.	4	3	2	1
"My Statements About Recess in U.S. Schools" The student is able to extract information from the chart about recess in U.S. schools.	4	3	2	1
Reading journal entries				
Entry 1: The student is able to explain what the text is about and (if applicable) name one text feature and explain what the text feature helped him or her learn.	4	3	2	1
Entry 2: The student is able to explain what the text is about, what he or she learned (if applicable), any text features he or she noticed, and how the features helped him or her better understand the text.	4	3	2	1
Subtotal				

Part A score (sum of 4 subtotals /4): _____

(continues)

Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student’s reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student’s attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
Subtotal				

Part B score (sum of 4 subtotals/10): _____

Totals:

Part A score: _____

Part B score: _____

Overall unit score: (Part A score + Part B score)/2: (_____ + _____)/2 = _____

(continues)

Unit 3

Questioning

EXPOSITORY NONFICTION

Class Assessment Records (CA1-CA2).....	26
Resource Sheet for IDR Conferences	28
IDR Conference Notes (CN1)	31
Individual Comprehension Assessment (IA1)	38

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students understand the text?			
▪ Are they underlining sentences that address the questions?			
▪ Other observations:			

Suggestions:

- If **all or most students** are underlining passages that address the questions and show evidence that they understand the text, proceed with the lesson and continue on to Week 2.
- If **about half of the students** are underlining passages that address the questions and show evidence that they understand the text, continue on to Week 2 and plan to monitor the students who are having difficulty during independent reading. You might have a student read a short passage from his book aloud to you and think of a question he could ask at that point in the reading. Then have the student continue reading for a while and check in with him to see if his question was discussed.
- If **only a few students** are underlining passages that address the questions and show evidence that they understand the text, you might do the extension “Read About Tigers and Discuss Questions” on page 131 before continuing on to Week 2. Another option is to repeat this week’s lessons using an alternative book; visit the CCC Learning Hub (ccclearninghub.org) to view the “Grade 5 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Are the students using their questions to guide their thinking about the text? 			
<ul style="list-style-type: none"> Are they referring to the text as they discuss their questions? 			
Other observations:			

Suggestions:

- If **all or most students** are using their questions to guide their thinking and referring to the text to discuss their questions, proceed with the lesson and continue on to Day 4.
- If **about half of the students** or **only a few students** are using their questions to guide their thinking and referring to the text to discuss their questions, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub (ccclearninghub.org) to view the “Grade 5 Alternative Texts” list.

Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit's "IDR Conference Notes" record sheet (CN1); see page 31.

1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

Q *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student's thinking:

Q *Why did you choose this [book]?*

Q *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the "Notes" column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

2 Listen to the Student Read Aloud

Have the student read aloud a few pages from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask and discuss:

Q *What is the part you just read about?*

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the "Notes" column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

TEKS 4.A.ii
TEKS 4.A.iii
Student/Teacher Activity
Step 2

(continues)

3 Discuss the Text

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text’s genre. You might ask questions such as:

- Q *Based on the [title, subtitle, and headings], what information might you find in this book?*
- Q *What are you learning about the topic of this [book]?*
- Q *What is one text feature on this page that adds to your understanding? What information does this feature give you?*
- Q *What questions did you ask yourself before reading the book?*
- Q *What questions do you have at this point about this topic?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the “Notes” column next to Step 3 on the record sheet, and then proceed to Step 4.

4 Discuss Text Level

Have the student evaluate the level of the text by asking:

- Q *Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the “Notes” column next to Step 4 on the record sheet, and then note ways you might support the student’s reading growth in “Next steps.”

(continues)

SUGGESTIONS FOR SUPPORTING READERS

- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene by using one or more of the following suggestions:
 - Define unfamiliar vocabulary words.
 - Provide necessary background knowledge.
 - Suggest an appropriate strategy on the “Reading Comprehension Strategies” chart and have the student reread the text, applying the strategy.
 - Ask clarifying questions about the text.
 - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene by using one or both of the following suggestions (depending on the student’s needs):
 - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 4, “Reading with Expression,” and IDR Mini-lesson 5, “Reading in Meaningful Phrases.” The mini-lessons can be found in Appendix A of the *Teacher’s Manual*.
 - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 6, “Using Word-analysis Strategies” (see Appendix A in the *Teacher’s Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students’ reading development, see “Reading Development” in the Assessment Overview.

Student's name: _____ Date: _____

Text title: _____ Text level: _____ Leveling system: _____

	NOTES
<p>1 Initiate the Conference</p> <p>Ask: <i>What is your [book] about so far?</i></p> <p>Is the student able to tell what the text is about?</p>	
<p>2 Listen to the Student Read Aloud</p> <p>Does the student:</p> <ul style="list-style-type: none"> Attend to meaning? Read fluently? Pause and reread if having difficulty? Read most words accurately? Try to make sense of unfamiliar language? <p>Ask: <i>What is the part you just read about?</i></p> <p>Is the student able to tell what the passage is about?</p>	
<p>3 Discuss the Text</p> <p>Ask comprehension questions.</p> <p>Is the student comprehending the text?</p>	
<p>4 Discuss Text Level</p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <ul style="list-style-type: none"> Is the student able to determine whether he or she comprehends the text? Is this text at the right level for this student? 	

Next steps:

Completing the Individual Comprehension Assessment

Before continuing on to the next unit, take this opportunity to assess the students' comprehension of texts read independently and their use of comprehension strategies. The Individual Comprehension Assessment consists of two parts. The strategy assessment (Part A) helps you assess whether a student is able to use a strategy when prompted to in a lesson. The IDR assessment (Part B) helps you assess a student's overall comprehension of self-selected texts read during IDR.

Be aware that a student may or may not use any particular strategy to make sense of his or her independent reading. The goal over time is for the students to be able to use appropriate strategies as needed to help them make sense of the texts they read independently.

PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of “Individual Comprehension Assessment” record sheets (IA1) from the CCC Learning Hub (ccclearninghub.org) or from pages 38–40.
- ✓ Collect the students' *Student Response Books*. In Part A of the assessment, you will review and consider the following student work:

Student response activities

- “Excerpt from *Big Cats* (1)” on pages 17–18
- “Stop and Ask Questions About *Big Cats*” on page 19

Reading journal entries

- Prompt: *Write a journal entry about the text you are reading. Include the title and the author's name, what the text is about, a question you had about the topic, and what you learned about the topic.*
 - Prompt: *Write a journal entry about the text you are reading. Include the title and the author's name, what the text is about, one question you wrote on a self-stick note, and what you found out about that question in your reading. If the reading didn't discuss your question, write about something else you learned.*
- ✓ Locate the “IDR Conference Notes” record sheet(s) you completed for each student during this unit. In Part B, you will use the record sheet(s), along with any other observations you have made of the student during *Making Meaning* lessons and IDR, to assess the student's overall comprehension during IDR conferences.
 - ✓ Review Parts A and B on the “Individual Comprehension Assessment” record sheet (IA1) to help you prepare to score each student's *Student Response Book* work and evaluate his or her reading comprehension.

(continues)

CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student response activities and the reading journal entries from the unit. For each piece of work, consider whether evidence of the unit’s instruction is demonstrated *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. In the Part A rubric, circle 4, 3, 2, or 1 to indicate your assessment of each piece of student work.
2. Part B: Review the student’s most recent “IDR Conference Notes” record sheet(s) and think about the student’s participation during class discussions and IDR. Consider whether the conference notes and your other observations show evidence that the student is actively engaging with and is making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. Circle 4, 3, 2, or 1 to indicate your assessment of each item in the Part B rubric.
3. Calculate the scores for Part A and Part B, add the scores together, and then divide the sum by 2 to determine the overall unit score. Note that if you follow this formula, the overall unit score will reflect the student’s average performance across categories based on this rubric’s 4-point scale. Also note that the overall unit score will be based equally on the student’s strategy work (Part A) and on the IDR assessment (Part B). You might wish to weight the scores differently, assign a percentage, or adapt the rubric scores to align with your school’s or district’s grading system.
4. Answer the reflection questions at the end of the assessment.
5. Attach the completed assessment to the student’s “IDR Conference Notes” record sheet(s) and file them in an individual assessment folder for the student. You might also want to include copies of the student’s work in the folder.

(continues)

Examples of Scored Student Work for Part A: Strategy Assessment

Student response activity: "Stop and Ask Questions About *Big Cats*"

Stop and Ask Questions Name: Victoria
About *Big Cats*

At each stop, write your questions in the box.

STOP 1

STOP 2 How are cheetahs different from other big cats?
Are cheetahs smaller than lions and leopards?
Are lions and leopards better fighters than cheetahs?
Why would cheetahs be afraid of vultures?

STOP 3 How many cheetahs are left in the world?

Unit 3 • Week 2 • Day 1

Reading journal entry 1

Reading Journal

Name: Victoria Date: 5/13

I am reading *The Great Wall* by Christopher Maynard. This book tells about the history of China and why they built the Great Wall. A question I had is why did the Chinese build the Great Wall? I learned that the Chinese used walls to protect their towns and homes for a long time. Then they used the same idea to build a wall to keep the Mongols from attacking China.

(continues)

Example of Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
"Excerpt 1 from <i>Big Cats</i>" The student is able to underline sentences that address the questions "Why do lions live in groups?" and "What is a lion's favorite thing to eat?"	④	3	2	1
"Stop and Ask Questions About <i>Big Cats</i>" The student is able to write at least one question about the text at each of two stops.	④	3	2	1
Reading journal entries				
Entry 1: The student is able to explain what the text is about, identify a question he or she had about the part of the text read, and tell what he or she learned about the topic.	④	3	2	1
Entry 2: The student is able to write a question about the text and write about what he or she found out about the question when reading (or write about something he or she learned).	④	3	2	1
Subtotal	16	0	0	0

Part A score (sum of 4 subtotals /4): 4.0

Commentary: Victoria's *Student Response Book* work and journal entries indicate that she is able to use questioning to help her better understand a text almost all of the time. She was able to write questions that were pertinent to the reading at each stop of a text read aloud. Victoria's journal entry includes a sentence that explains what the book is about (*the history of China and why they built the Great Wall*). She also wrote a question she had about the text before reading it (*why did the Chinese build the Great Wall?*) and then explained what she learned from reading the text (*they . . . [built the] wall to keep the Mongols from attacking China*).

(continues)

Example of "IDR Conference Notes" Record Sheet for Part B: IDR Assessment

Student's name: Victoria Date: 10/10

Text title: The Great Wall Text level: T Leveling system: F&P

	NOTES
<p>1 Initiate the Conference</p> <p>Ask: <i>What is your [book] about so far?</i></p> <p>Is the student able to tell what the text is about?</p>	<p>YES</p> <p>✓</p> <p><i>"It's about the history of China."</i></p>
<p>2 Listen to the Student Read Aloud</p> <p>Does the student:</p> <ul style="list-style-type: none"> Attend to meaning? Read fluently? Pause and reread if having difficulty? Read most words accurately? Try to make sense of unfamiliar language? <p>Ask: <i>What is the part you just read about?</i></p> <p>Is the student able to tell what the passage is about?</p>	<p>YES</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>YES</p> <p>✓</p> <p><i>Asked herself what the first few pages of text were about. She expected it to be about the Great Wall, but it ended up telling about the history of China.</i></p> <p><i>Wondered what a <u>steppe</u> was. Reread to figure out it was an area of land in China.</i></p> <p><i>"This part told about the different people who lived in China. There were nomads and people who lived in towns and cities."</i></p>
<p>3 Discuss the Text</p> <p>Ask comprehension questions.</p> <p>Is the student comprehending the text?</p>	<p>YES</p> <p>✓</p> <p><i>Read the captions. Learned that most Chinese were farmers.</i></p>
<p>4 Discuss Text Level</p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <ul style="list-style-type: none"> Is the student able to determine whether he or she comprehends the text? Is this text at the right level for this student? 	<p>YES</p> <p>✓</p> <p>✓</p>

Next steps:

Victoria reads the book well. She seemed disappointed that the book didn't start out discussing the Great Wall. I encouraged her to keep questioning as she reads to find out how this ties in to the building of the Great Wall. Check in with her to see if she continued reading the book.

(continues)

Example of Part B: IDR Assessment

	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
The student is able to tell what a text is about.	④	3	2	1
The student attends to meaning when reading.	④	3	2	1
The student reads fluently.	④	3	2	1
The student pauses and rereads if having difficulty.	④	3	2	1
The student reads most words accurately.	④	3	2	1
The student tries to make sense of unfamiliar language when reading.	④	3	2	1
The student is able to tell what a passage read aloud is about.	④	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	④	3	2	1
The student is able to determine whether he or she comprehends a text.	④	3	2	1
The student is reading texts at the right level.	④	3	2	1
Subtotal	40	0	0	0

Part B score (sum of 4 subtotals/10): 4.0

Commentary: Analysis of Victoria’s “IDR Conference Notes” record sheet along with observations made during IDR and class discussions indicate that she is able to understand text almost all of the time. She is using strategies such as rereading and asking herself questions when she doesn’t understand what she read (wondered what a *steppe* was and reread). She was able to tell about her book and answer comprehension questions about it. This book is at the right level for Victoria, but her interest is waning because the book didn’t begin by describing the Great Wall. She was encouraged to continue reading the book and asking herself questions to figure out why the historical information about China is important in understanding why the Great Wall was built.

Student's name: _____ Date: _____

Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
"Excerpt 1 from <i>Big Cats</i>" The student is able to underline sentences that address the questions "Why do lions live in groups?" and "What is a lion's favorite thing to eat?"	4	3	2	1
"Stop and Ask Questions About <i>Big Cats</i>" The student is able to write at least one question about the text at each of two stops.	4	3	2	1
Reading journal entries				
Entry 1: The student is able to explain what the text is about, identify a question he or she had about the part of the text read, and tell what he or she learned about the topic.	4	3	2	1
Entry 2: The student is able to write a question about the text and write about what he or she found out about the question when reading (or write about something he or she learned).	4	3	2	1
Subtotal				

Part A score (sum of 4 subtotals /4): _____

(continues)

Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student’s reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student’s attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
Subtotal				

Part B score (sum of 4 subtotals/10): _____

Totals:

Part A score: _____

Part B score: _____

Overall unit score: (Part A score + Part B score)/2: (_____ + _____)/2 = _____

(continues)

Unit 4

Analyzing Text Structure

FICTION

Class Assessment Records (CA1-CA4).....	42
Resource Sheet for IDR Conferences	46
IDR Conference Notes (CN1)	49
Individual Comprehension Assessment (IA1)	56

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Do the students use evidence from the text to make predictions and to support their thinking? 			
Other observations:			

Suggestions:

- If **all or most students** are able to use evidence from the text to make predictions and support their thinking, proceed with the lesson and continue on to Day 4.
- If **about half of the students** are able to use evidence from the text to make predictions and support their thinking, continue on to Day 4 and plan to monitor students who are having difficulty during independent reading. You might have a student read a short passage from his story aloud to you and then have him make a prediction about what might happen next and tell you what in the story makes him think so.
- If **only a few students** are able to use evidence from the text to make predictions and support their thinking, you might give the class additional instruction by repeating Day 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub (ccclearninghub.org) to view the “Grade 5 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Are the students using their questions to talk about their reading? 			
<ul style="list-style-type: none"> Are they referring to the text to discuss their questions? 			
Other observations:			

Suggestions:

- If **all or most students** are using their questions to talk about their independent reading, proceed with the lesson and continue on to Week 3.
- If **about half of the students** are using their questions to talk about their independent reading, continue on to Week 3 and plan to monitor students who are having difficulty during independent reading. You might have a student read a short passage from her story aloud to you and think of a question she could ask at that point in the reading. Then have the student continue reading for a while, and check in with her to see if her question was discussed.
- If **only a few students** are using their questions to talk about their independent reading, you might give the class additional instruction by repeating this week’s instruction using a familiar story or an alternative book before continuing on to Week 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the “Grade 5 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Are the students able to identify ways that Winnie is changing? 			
<ul style="list-style-type: none"> ▪ Are they referring to the text to discuss their ideas? 			
<p>Other observations:</p> 			

Suggestions:

- If **all or most students** are able to use evidence from the text to discuss character change, proceed with the lesson and continue on to Day 4.
- If **about half of the students** or **only a few students** are able to use evidence from the text to discuss character change, you might give the class additional instruction by repeating Day 3 of this week using a familiar story or an alternative book before continuing on to Day 4. Visit the CCC Learning Hub (ccclearninghub.org) to view the “Grade 5 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Do the students understand that Winnie has chosen not to become immortal? 			
<ul style="list-style-type: none"> Can they explain Tuck’s conflicted reaction to learning of Winnie’s death? 			
<ul style="list-style-type: none"> Are they referring to the text to justify their thinking? 			
Other observations:			

Suggestions:

- If **all or most students** are able to discuss an important theme in the story and refer to the text to support their thinking, proceed with the lesson and continue on to Day 4.
- If **about half of the students** or **only a few students** are able to discuss an important theme in the story and refer to the text to support their thinking, you might give the class additional instruction by repeating Days 2 and 3 of this week using a familiar story or an alternative book before continuing on to Day 4. Visit the CCC Learning Hub (ccclearninghub.org) to view the “Grade 5 Alternative Texts” list.

Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit’s “IDR Conference Notes” record sheet (CN1); see page 49.

1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

Q *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student’s thinking:

Q *Why did you choose this [book]?*

Q *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the “Notes” column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

2 Listen to the Student Read Aloud

Have the student read aloud a few pages from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask and discuss:

Q *What is the part you just read about?*

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the “Notes” column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

(continues)

3 Discuss the Text

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text’s genre. You might ask questions such as:

- Q *Who is one of the main characters in your novel?*
- Q *What are you finding out about that character?*
- Q *What conflict or danger does that character face? How do you think the character is going to [solve that conflict/deal with that danger]?*
- Q *What is the plot of your novel?*
- Q *What is the setting of your novel? How do you know that?*
- Q *What have you found interesting or surprising about this novel so far?*
- Q *What is a question you have about the novel? How do you think that question might be answered as you keep reading?*
- Q *What do you think might happen next?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the “Notes” column next to Step 3 on the record sheet, and then proceed to Step 4.

4 Discuss Text Level

Have the student evaluate the level of the text by asking:

- Q *Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the “Notes” column next to Step 4 on the record sheet, and then note ways you might support the student’s reading growth in “Next steps.”

(continues)

SUGGESTIONS FOR SUPPORTING READERS

- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
 - Define unfamiliar vocabulary words.
 - Provide necessary background knowledge.
 - Suggest an appropriate strategy on the “Reading Comprehension Strategies” chart and have the student reread the text, applying the strategy.
 - Ask clarifying questions about the text.
 - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student’s needs):
 - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 4, “Reading with Expression,” and IDR Mini-lesson 5, “Reading in Meaningful Phrases.” The mini-lessons can be found in Appendix A of the *Teacher’s Manual*.
 - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 6, “Using Word-analysis Strategies” (see Appendix A in the *Teacher’s Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students’ reading development, see “Reading Development” in the Assessment Overview.

Student's name: _____ Date: _____

Text title: _____ Text level: _____ Leveling system: _____

	NOTES
<p>1 Initiate the Conference</p> <p>Ask: <i>What is your [book] about so far?</i></p> <div style="float: right; border: 1px solid black; padding: 2px;">YES</div> <ul style="list-style-type: none"> ▪ Is the student able to tell what the text is about? <input style="float: right; border: 1px solid black; width: 40px; height: 20px;" type="checkbox"/> 	
<p>2 Listen to the Student Read Aloud</p> <p>Does the student:</p> <ul style="list-style-type: none"> ▪ Attend to meaning? <input style="float: right; border: 1px solid black; width: 40px; height: 20px;" type="checkbox"/> ▪ Read fluently? <input style="float: right; border: 1px solid black; width: 40px; height: 20px;" type="checkbox"/> ▪ Pause and reread if having difficulty? <input style="float: right; border: 1px solid black; width: 40px; height: 20px;" type="checkbox"/> ▪ Read most words accurately? <input style="float: right; border: 1px solid black; width: 40px; height: 20px;" type="checkbox"/> ▪ Try to make sense of unfamiliar language? <input style="float: right; border: 1px solid black; width: 40px; height: 20px;" type="checkbox"/> <p>Ask: <i>What is the part you just read about?</i></p> <div style="float: right; border: 1px solid black; padding: 2px;">YES</div> <ul style="list-style-type: none"> ▪ Is the student able to tell what the passage is about? <input style="float: right; border: 1px solid black; width: 40px; height: 20px;" type="checkbox"/> 	
<p>3 Discuss the Text</p> <p>Ask comprehension questions.</p> <div style="float: right; border: 1px solid black; padding: 2px;">YES</div> <ul style="list-style-type: none"> ▪ Is the student comprehending the text? <input style="float: right; border: 1px solid black; width: 40px; height: 20px;" type="checkbox"/> 	
<p>4 Discuss Text Level</p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <div style="float: right; border: 1px solid black; padding: 2px;">YES</div> <ul style="list-style-type: none"> ▪ Is the student able to determine whether he or she comprehends the text? <input style="float: right; border: 1px solid black; width: 40px; height: 20px;" type="checkbox"/> ▪ Is this text at the right level for this student? <input style="float: right; border: 1px solid black; width: 40px; height: 20px;" type="checkbox"/> 	

Next steps:

Completing the Individual Comprehension Assessment

Before continuing on to the next unit, take this opportunity to assess the students' comprehension of texts read independently and their use of comprehension strategies. The Individual Comprehension Assessment consists of two parts. The strategy assessment (Part A) helps you assess whether a student is able to use a strategy when prompted to in a lesson. The IDR assessment (Part B) helps you assess a student's overall comprehension of self-selected texts read during IDR.

Be aware that a student may or may not use any particular strategy to make sense of his or her independent reading. The goal over time is for the students to be able to use appropriate strategies as needed to help them make sense of the texts they read independently.

PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of “Individual Comprehension Assessment” record sheets (IA1) from the CCC Learning Hub (ccclearninghub.org) or from pages 56–58.
- ✓ Collect the students' *Student Response Books*. In Part A of the assessment, you will review and consider the following student work:

Student response activities

- “Stop and Ask Questions About *Tuck Everlasting* (3)” on page 24
- “Story Elements” on page 26

Reading journal entries

- Prompt: *Write a journal entry about the novel you are reading. Please include the title and the author's name, what the story is about, and what you learned about a conflict or problem or a change in a character. If you didn't learn about a conflict or problem or character change, write something else you learned about a character.*
 - Prompt: *Write a journal entry about the novel you are reading. Please include the title and the author's name, what the story is about, and a theme you noticed in the novel. If you didn't notice a theme, write about something you learned about a character, the setting, the plot, or a conflict in the novel.*
- ✓ Locate the “IDR Conference Notes” record sheet(s) you completed for each student during this unit. In Part B, you will use the record sheet(s), along with any other observations you have made of the student during *Making Meaning* lessons and IDR, to assess the student's overall comprehension during IDR conferences.
 - ✓ Review Parts A and B on the “Individual Comprehension Assessment” record sheet (IA1) to help you prepare to score each student's *Student Response Book* work and evaluate his or her reading comprehension.

(continues)

CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student response activities and the reading journal entries from the unit. For each piece of work, consider whether evidence of the unit’s instruction is demonstrated *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. In the Part A rubric, circle 4, 3, 2, or 1 to indicate your assessment of each piece of student work.
2. Part B: Review the student’s most recent “IDR Conference Notes” record sheet(s) and think about the student’s participation during class discussions and IDR. Consider whether the conference notes and your other observations show evidence that the student is actively engaging with and is making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. Circle 4, 3, 2, or 1 to indicate your assessment of each item in the Part B rubric.
3. Calculate the scores for Part A and Part B, add the scores together, and then divide the sum by 2 to determine the overall unit score. Note that if you follow this formula, the overall unit score will reflect the student’s average performance across categories based on this rubric’s 4-point scale. Also note that the overall unit score will be based equally on the student’s strategy work (Part A) and on the IDR assessment (Part B). You might wish to weight the scores differently, assign a percentage, or adapt the rubric scores to align with your school’s or district’s grading system.
4. Answer the reflection questions at the end of the assessment.
5. Attach the completed assessment to the student’s “IDR Conference Notes” record sheet(s) and file them in an individual assessment folder for the student. You might also want to include copies of the student’s work in the folder.

(continues)

Examples of Scored Student Work for Part A: Strategy Assessment

Student response activity: "Story Elements"

Story Elements Name: Darin

Book title: Harriet the Spy
Author: Louise Fitzhugh
Main characters: Harriet, Sport, Ole Golly, the Cook,
Janie, Rachel, Marion, Pinky
Setting: New York City

Plot: Harriet watches people and writes down everything
she sees in a notebook. One day she loses her notebook
and her friends find it and read it.

Problem or conflict: Harriet writes truthful but mean
things in her notebook about people. When her
friends read it, they get angry with her.

Climax: I think that the climax is when Harriet's notebook
is taken away and she starts playing mean pranks on
the kids in the Spy Catcher Club.

Theme: I think one theme in the book is that spying
on people can get you into trouble.

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Reading journal entry 1

Reading Journal

Name: Darin Date: 12/4

The book I am reading is Harriet the Spy by Louise
Fitzhugh. It's about a girl named Harriet who keeps a
secret notebook. She writes all kinds of good and bad
things about everyone she knows in it. One problem
that Harriet has is that her friends at school find the
notebook and read it. They are really mad after reading
what Harriet wrote about them. Now Harriet has to
figure out a way to get her friends back.

(continues)

Example of Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
“Stop and Ask Questions About <i>Tuck Everlasting</i> (3)” The student is able to write at least one question about the novel at each of five stops.	④	3	2	1
“Story Elements” The student is able to identify the story elements character, setting, plot, problem or conflict, climax, and theme in a novel read independently.	④	3	2	1
Reading journal entries				
Entry 1: The student is able to explain what the story is about and what was learned about a conflict or problem or character change (or write about something he or she learned about a character).	④	3	2	1
Entry 2: The student is able to write about a theme in his or her novel (or write about something he or she learned about a character, the setting, the plot, or a conflict in the novel).	④	3	2	1
Subtotal	16	0	0	0

Part A score (sum of 4 subtotals /4): 4.0

Commentary: Darin’s *Student Response Book* work and journal entries indicate that he is able to use questioning to help him better understand a text almost all of the time. He was able to write about the story elements (character, setting, plot, conflict or problem, climax, and theme) in a book read independently. Darin’s journal entry includes multiple sentences that explain what the novel is about. He was also able to write about a conflict or problem that arose for the main character of his book, Harriet.

(continues)

Example of “IDR Conference Notes” Record Sheet for Part B: IDR Assessment

Student’s name: Darin Date: 12/8

Text title: Harriet the Spy Text level: T Leveling system: F&P

	NOTES
<p>1 Initiate the Conference</p> <p>Ask: <i>What is your [book] about so far?</i></p> <p>Is the student able to tell what the text is about?</p>	<p>“Harriet has a notebook that she writes bad things about people in. Her friends find the notebook and read it. After they read it, they start being mean to Harriet.”</p>
<p>2 Listen to the Student Read Aloud</p> <p>Does the student:</p> <ul style="list-style-type: none"> Attend to meaning? Read fluently? Pause and reread if having difficulty? Read most words accurately? Try to make sense of unfamiliar language? <p>Ask: <i>What is the part you just read about?</i></p> <p>Is the student able to tell what the passage is about?</p>	<p>Read pages 210-211. Read with expression. Used a different voice for the cook and used punctuation and typography to emphasize certain words (<u>have</u> and question marks).</p> <p>Went back to reread the word <u>alongside</u>. Read the word by figuring out that it is a compound word. Asked what an atomic bomb is.</p>
<p>3 Discuss the Text</p> <p>Ask comprehension questions.</p> <p>Is the student comprehending the text?</p>	<p>“After Harriet’s friends find the notebook, they start being mean to her and plan something behind her back. Harriet wants to find out what they are planning.”</p>
<p>4 Discuss Text Level</p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <ul style="list-style-type: none"> Is the student able to determine whether he or she comprehends the text? Is this text at the right level for this student? 	<p>Wondered why Harriet keeps writing in her notebook. Didn’t she learn that she loses friends when she does that?</p>

Next steps:

This is a good text for Darin. There is some challenging vocabulary, but he is able to figure it out through the context of the story or by analyzing word parts. I encouraged him to use the dictionary when he can’t figure out the meaning of a word.

(continues)

Example of Part B: IDR Assessment

	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
The student is able to tell what a text is about.	④	3	2	1
The student attends to meaning when reading.	④	3	2	1
The student reads fluently.	④	3	2	1
The student pauses and rereads if having difficulty.	④	3	2	1
The student reads most words accurately.	④	3	2	1
The student tries to make sense of unfamiliar language when reading.	④	3	2	1
The student is able to tell what a passage read aloud is about.	④	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	④	3	2	1
The student is able to determine whether he or she comprehends a text.	④	3	2	1
The student is reading texts at the right level.	④	3	2	1
Subtotal	40	0	0	0

Part B score (sum of 4 subtotals /10): 4.0

Commentary: Analysis of Darin’s “IDR Conference Notes” record sheet along with observations made during IDR and class discussions indicate that he is able to understand text almost all of the time. He is using punctuation (question marks and ellipses) and typography (italicized words) to read with expression. He is going back to reread parts of the text when he doesn’t understand what he read, and he asks questions about words he can’t figure out the meaning of (*atomic bomb*). Darin also figured out how to read an unfamiliar word (*alongside*) by breaking it into smaller words. He was able to tell about his book and answer comprehension questions about it. This book is at the right level for Darin. There is some challenging vocabulary in the book, but he uses word-analysis strategies and context clues to figure out the meanings of the new words he encounters.

Student's name: _____ Date: _____

Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
"Stop and Ask Questions About <i>Tuck Everlasting</i> (3)" The student is able to write at least one question about the novel at each of five stops.	4	3	2	1
"Story Elements" The student is able to identify the story elements character, setting, plot, problem or conflict, climax, and theme in a novel read independently.	4	3	2	1
Reading journal entries				
Entry 1: The student is able to explain what the story is about and what was learned about a conflict or problem or character change (or write about something he or she learned about a character).	4	3	2	1
Entry 2: The student is able to write about a theme in his or her novel (or write about something he or she learned about a character, the setting, the plot, or a conflict in the novel).	4	3	2	1
Subtotal				

Part A score (sum of 4 subtotals /4): _____

(continues)

Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student’s reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student’s attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
Subtotal				

Part B score (sum of 4 subtotals/10): _____

Totals:

Part A score: _____

Part B score: _____

Overall unit score: (Part A score + Part B score)/2: (_____ + _____)/2 = _____

(continues)

Unit 5

Making Inferences

FICTION AND POETRY

Class Assessment Records (CA1-CA2).....	60
Resource Sheet for IDR Conferences	62
IDR Conference Notes (CN1)	65
Individual Comprehension Assessment (IA1)	72

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Are the students underlining passages that give clues that the man sees a solution to his loneliness? 			
<ul style="list-style-type: none"> ▪ Are they able to explain how the passages help them infer that? 			
Other observations:			

Suggestions:

- If **all or most students** are identifying clues that the man sees a solution to his loneliness, proceed with the lesson and continue on to Day 3.
- If **about half of the students** or **only a few students** are identifying clues that the man sees a solution to his loneliness, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the “Grade 5 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Are the students able to describe what is happening in the poem? 			
<ul style="list-style-type: none"> ▪ Are their visualizations connected to the text? 			
<ul style="list-style-type: none"> ▪ Do they recognize clues in the poem that helped them make inferences? 			
Other observations:			

Suggestions:

- If **all or most students** are able to make inferences and visualize what is happening in the poem, proceed with the lesson and continue on to Unit 6.
- If **about half of the students** or **only a few students** are able to make inferences and visualize what is happening in the poem, you might give the class additional instruction by repeating Days 3 and 4 of this week using alternative poems before continuing on to Unit 6. Visit the CCC Learning Hub (ccclearninghub.org) to view the “Grade 5 Alternative Texts” list.

Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit's "IDR Conference Notes" record sheet (CN1); see page 65.

1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

Q *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student's thinking:

Q *Why did you choose this [book]?*

Q *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the "Notes" column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

2 Listen to the Student Read Aloud

Have the student read aloud a few pages from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask and discuss:

Q *What is the part you just read about?*

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the "Notes" column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

(continues)

3 Discuss the Text

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text’s genre. You might ask questions such as:

- Q *Who is one of the main characters in your [story]? What are you finding out about that character?*
- Q *What is the [plot/setting] of your [story]?*
- Q *What is a question you have about this [poem]?*
- Q *What did you see in your mind as you read the [poem]? What sounds did you imagine? What feelings did you imagine as part of your mental picture?*
- Q *What did you infer, or figure out, about [Gladys] from this part of the [story]? What clues helped you make that inference?*
- Q *How does the narrator (the person telling the poem or story) feel about [soccer matches]? What [lines/sentences] support your inference that [she loves soccer matches]?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the “Notes” column next to Step 3 on the record sheet, and then proceed to Step 4.

4 Discuss Text Level

Have the student evaluate the level of the text by asking:

- Q *Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the “Notes” column next to Step 4 on the record sheet, and then note ways you might support the student’s reading growth in “Next steps.”

(continues)

SUGGESTIONS FOR SUPPORTING READERS

- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
 - Define unfamiliar vocabulary words.
 - Provide necessary background knowledge.
 - Suggest an appropriate strategy on the “Reading Comprehension Strategies” chart and have the student reread the text, applying the strategy.
 - Ask clarifying questions about the text.
 - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student’s needs):
 - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 4, “Reading with Expression,” and IDR Mini-lesson 5, “Reading in Meaningful Phrases.” The mini-lessons can be found in Appendix A of the *Teacher’s Manual*.
 - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 6, “Using Word-analysis Strategies” (see Appendix A in the *Teacher’s Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students’ reading development, see “Reading Development” in the Assessment Overview.

Student's name: _____ Date: _____

Text title: _____ Text level: _____ Leveling system: _____

	NOTES
<p>1 Initiate the Conference</p> <p>Ask: <i>What is your [book] about so far?</i></p> <p> <input type="checkbox"/> YES <input type="checkbox"/> </p> <p>▪ Is the student able to tell what the text is about?</p>	
<p>2 Listen to the Student Read Aloud</p> <p>Does the student:</p> <p> <input type="checkbox"/> YES <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p>▪ Attend to meaning?</p> <p>▪ Read fluently?</p> <p>▪ Pause and reread if having difficulty?</p> <p>▪ Read most words accurately?</p> <p>▪ Try to make sense of unfamiliar language?</p> <p>Ask: <i>What is the part you just read about?</i></p> <p> <input type="checkbox"/> YES <input type="checkbox"/> </p> <p>▪ Is the student able to tell what the passage is about?</p>	
<p>3 Discuss the Text</p> <p>Ask comprehension questions.</p> <p> <input type="checkbox"/> YES <input type="checkbox"/> </p> <p>▪ Is the student comprehending the text?</p>	
<p>4 Discuss Text Level</p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <p> <input type="checkbox"/> YES <input type="checkbox"/> <input type="checkbox"/> </p> <p>▪ Is the student able to determine whether he or she comprehends the text?</p> <p>▪ Is this text at the right level for this student?</p>	

Next steps:

Completing the Individual Comprehension Assessment

Before continuing on to the next unit, take this opportunity to assess the students' comprehension of texts read independently and their use of comprehension strategies. The Individual Comprehension Assessment consists of two parts. The strategy assessment (Part A) helps you assess whether a student is able to use a strategy when prompted to in a lesson. The IDR assessment (Part B) helps you assess a student's overall comprehension of self-selected texts read during IDR.

Be aware that a student may or may not use any particular strategy to make sense of his or her independent reading. The goal over time is for the students to be able to use appropriate strategies as needed to help them make sense of the texts they read independently.

PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of “Individual Comprehension Assessment” record sheets (IA1) from the CCC Learning Hub (ccclearninghub.org) or from pages 72–74.
- ✓ Collect the students' *Student Response Books*. In Part A of the assessment, you will review and consider the following student work:

Student response activities

- “Excerpt from *The Van Gogh Cafe*” on page 28
- “Double-entry Journal About ‘October Saturday’” on page 33

Reading journal entries

- Prompt: *Write a journal entry about the story you are reading. Include the title and the author's name, what the story is about, one thing you know based on the part you read today, whether that is stated directly or indirectly in the text, and, if indirectly, what clue or clues helped you infer it.*
 - Prompt: *Write a journal entry about the text you are reading. Include the title and the author's name, what the text is about, one thing you know based on the part you read today, whether that is stated directly or indirectly in the text, and, if indirectly, what clue or clues helped you infer it.*
- ✓ Locate the “IDR Conference Notes” record sheet(s) you completed for each student during this unit. In Part B, you will use the record sheet(s), along with any other observations you have made of the student during *Making Meaning* lessons and IDR, to assess the student's overall comprehension during IDR conferences.
 - ✓ Review Parts A and B on the “Individual Comprehension Assessment” record sheet (IA1) to help you prepare to score each student's *Student Response Book* work and evaluate his or her reading comprehension.

(continues)

CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student response activities and the reading journal entries from the unit. For each piece of work, consider whether evidence of the unit’s instruction is demonstrated *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. In the Part A rubric, circle 4, 3, 2, or 1 to indicate your assessment of each piece of student work.
2. Part B: Review the student’s most recent “IDR Conference Notes” record sheet(s) and think about the student’s participation during class discussions and IDR. Consider whether the conference notes and your other observations show evidence that the student is actively engaging with and is making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. Circle 4, 3, 2, or 1 to indicate your assessment of each item in the Part B rubric.
3. Calculate the scores for Part A and Part B, add the scores together, and then divide the sum by 2 to determine the overall unit score. Note that if you follow this formula, the overall unit score will reflect the student’s average performance across categories based on this rubric’s 4-point scale. Also note that the overall unit score will be based equally on the student’s strategy work (Part A) and on the IDR assessment (Part B). You might wish to weight the scores differently, assign a percentage, or adapt the rubric scores to align with your school’s or district’s grading system.
4. Answer the reflection questions at the end of the assessment.
5. Attach the completed assessment to the student’s “IDR Conference Notes” record sheet(s) and file them in an individual assessment folder for the student. You might also want to include copies of the student’s work in the folder.

(continues)

Examples of Scored Student Work for Part A: Strategy Assessment

Student response activity:
"Double-entry Journal About 'October Saturday' "

Unit 5 • Week 2 • Day 2 Making Meaning® 33	What I Read	What I Inferred	Double-entry Journal About "October Saturday" Name: Elisia
	1. "millions and millions of cornflakes—crunching, crunching under our feet. When the wind blows, they rattle against each other, nervously chattering."	The wind makes the leaves rub together, and it sounds like the leaves are talking.	
	2. "rubber clogs and flippers—in a box marked SUMMER."	The mom is packing away the summer clothes because summer is over.	

Reading journal entry 1

Reading Journal

Name: Elisia Date: 12/17

I am reading the book Arthur, For the Very First Time by Patricia MacLachlan. So far the book is about a boy named Arthur who is sent to live with his aunt and uncle for the summer. One thing I know from the part I read today is that Arthur is excited to stay with his aunt and uncle. I think that because he is excited when his uncle asks him what he wants to talk about. The book also says that he answers his uncle happily: "Moles!" he cried happily." I also think he's excited because he doesn't get upset when his parents leave.

(continues)

Example of Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
"Excerpt from <i>The Van Gogh Cafe</i>" The student is able to underline clues that helped him or her make an inference about a character in the story.	4	③	2	1
"Double-entry Journal About 'October Saturday'" The student is able to write at least one inference about the poem and indicate the lines that helped him or her make the inference.	④	3	2	1
Reading journal entries				
Entry 1: The student is able to write one thing he or she knows based on text read, indicate whether it is stated directly or indirectly in the text, and, if indirectly, tell what clues support the inference.	④	3	2	1
Entry 2: The student is able to write one thing he or she knows based on text read, indicate whether it is stated directly or indirectly in the text, and, if indirectly, tell what clues support the inference.	④	3	2	1
Subtotal	12	3	0	0

Part A score (sum of 4 subtotals /4): 3.75

Commentary: Elisia's *Student Response Book* work and journal entries indicate that she is able to make inferences in poetry and fiction texts almost all of the time. She was able to identify a line in the poem "October Saturday" from which she made an inference. She also was able to explain the inference she made. She explained what she learned in the part of the fiction book she read (*Arthur is excited to spend the summer with his aunt and uncle*) and gave evidence from the text to support what she learned (*he answers his uncle happily and he doesn't get upset when his parents leave*).

(continues)

Example of "IDR Conference Notes" Record Sheet for Part B: IDR Assessment

Student's name: Elisia Date: 12/18

Text title: Arthur, For the Very First Time Text level: R Leveling system: F&P

	NOTES
<p>1 Initiate the Conference</p> <p>Ask: <i>What is your [book] about so far?</i></p> <ul style="list-style-type: none"> Is the student able to tell what the text is about? 	<p>"A boy named Arthur spends the summer with his aunt and uncle. They live in an enormous house that Arthur can't wait to explore. His uncle shows him how to use binoculars."</p>
<p>2 Listen to the Student Read Aloud</p> <p>Does the student:</p> <ul style="list-style-type: none"> Attend to meaning? Read fluently? Pause and reread if having difficulty? Read most words accurately? Try to make sense of unfamiliar language? <p>Ask: <i>What is the part you just read about?</i></p> <ul style="list-style-type: none"> Is the student able to tell what the passage is about? 	<p>Got stuck when reading the French phrases, and asked if I knew what they meant.</p> <p>"Arthur is looking for the room he wants to stay in. He sees many things he wants to explore along the way. His uncle guesses the room he would want."</p>
<p>3 Discuss the Text</p> <p>Ask comprehension questions.</p> <ul style="list-style-type: none"> Is the student comprehending the text? 	<p>"I think that Arthur is a curious person. I think he's curious because he's always asking questions and he writes down everything he sees and thinks about."</p>
<p>4 Discuss Text Level</p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <ul style="list-style-type: none"> Is the student able to determine whether he or she comprehends the text? Is this text at the right level for this student? 	

Next steps:

Elisia seems to be enjoying the story, although she could read a more challenging text. Encourage her to pick a more challenging book after completing this book.

(continues)

Example of Part B: IDR Assessment

	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
The student is able to tell what a text is about.	④	3	2	1
The student attends to meaning when reading.	④	3	2	1
The student reads fluently.	④	3	2	1
The student pauses and rereads if having difficulty.	④	3	2	1
The student reads most words accurately.	④	3	2	1
The student tries to make sense of unfamiliar language when reading.	④	3	2	1
The student is able to tell what a passage read aloud is about.	④	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	④	3	2	1
The student is able to determine whether he or she comprehends a text.	④	3	2	1
The student is reading texts at the right level.	4	③	2	1
Subtotal	36	3	0	0

Part B score (sum of 4 subtotals /10): 3.9

Commentary: Analysis of Elisia’s “IDR Conference Notes” record sheet along with observations made during IDR and class discussions indicate that she is able to understand text almost all of the time. She is reading fluently and with expression. She asked questions when she wasn’t sure about unfamiliar words (French phrases). She was able to tell what happened in the part of the book she read aloud and to make an inference about the main character, Arthur (that he is a curious person). In addition, she gave examples from the book that support her inference (he always asks questions and he writes everything he sees and thinks in a journal). Although Elisia is enjoying the story, she would benefit from reading a more challenging text.

Student's name: _____ Date: _____

Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
"Excerpt from <i>The Van Gogh Cafe</i>" The student is able to underline clues that helped him or her make an inference about a character in the story.	4	3	2	1
"Double-entry Journal About 'October Saturday'" The student is able to write at least one inference about the poem and indicate the lines that helped him or her make the inference.	4	3	2	1
Reading journal entries				
Entry 1: The student is able to write one thing he or she knows based on text read, indicate whether it is stated directly or indirectly in the text, and, if indirectly, tell what clues support the inference.	4	3	2	1
Entry 2: The student is able to write one thing he or she knows based on text read, indicate whether it is stated directly or indirectly in the text, and, if indirectly, tell what clues support the inference.	4	3	2	1
Subtotal				

Part A score (sum of 4 subtotals /4): _____

(continues)

Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student’s reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student’s attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
Subtotal				

Part B score (sum of 4 subtotals/10): _____

Totals:

Part A score: _____

Part B score: _____

Overall unit score: (Part A score + Part B score)/2: (____ + ____)/2 = _____

(continues)

Unit 6

Making Inferences

FICTION AND EXPOSITORY NONFICTION

Class Assessment Records (CA1-CA3)	77
Resource Sheet for IDR Conferences	80
IDR Conference Notes (CN1)	83
Individual Comprehension Assessment (IA1)	90

© Center for the Collaborative Classroom Sample materials for review

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Are the students identifying clues about why Richard selects Jim? 			
Other observations:			

Suggestions:

- If **all or most students** are able to identify clues about why Richard selects Jim, proceed with the lesson and continue on to Day 4.
- If **about half of the students** are able to identify clues about why Richard selects Jim, proceed with the lesson and continue on to Day 4 and plan to check in with students who are having difficulty identifying simple causal relationships during IDR.
- If **only a few students** are able to identify clues about why Richard selects Jim, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub (ccclearninghub.org) to view the “Grade 5 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Are the students identifying clues about what causes a hurricane? 			
Other observations:			

Suggestions:

- If **all or most students** are able to identify clues about what causes a hurricane, proceed with the lesson and continue on to Day 3.
- If **about half of the students** or **only a few students** are able to identify clues about what causes a hurricane, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the “Grade 5 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Are the students identifying clues about why human activities cause greenhouse gases to increase? 			
Other observations:			

Suggestions:

- If **all or most students** are able to identify clues about why human activities cause greenhouse gases to increase, proceed with the lesson and continue on to Day 4.
- If **about half of the students** or **only a few students** are able to identify clues about why human activities cause greenhouse gases to increase, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub (ccclearninghub.org) to view the “Grade 5 Alternative Texts” list.

Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit's "IDR Conference Notes" record sheet (CN1); see page 83.

1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

Q *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student's thinking:

Q *Why did you choose this [book]?*

Q *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the "Notes" column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

2 Listen to the Student Read Aloud

Have the student read aloud a few pages from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask and discuss:

Q *What is the part you just read about?*

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the "Notes" column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

(continues)

3 Discuss the Text

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

- Q *Who is one of the main characters in your [story]? What are you finding out about that character?*
- Q *What is the [plot/setting] of your [story]?*
- Q *What is a question you have about this [poem]?*
- Q *What did you see in your mind as you read the [poem]? What sounds did you imagine? What feelings did you imagine as part of your mental picture?*
- Q *Why does [Nick decide to invent a new word]? What [lines/sentences] support your inference that [he does it because he gets excited about how words enter the English language]?*
- Q *What did you infer, or figure out, about [earthquakes] from this part of the [book]? What clues helped you make that inference?*
- Q *Why do you think the author says that [zoos are helping to save many animal species]? What clues support that statement?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the “Notes” column next to Step 3 on the record sheet, and then proceed to Step 4.

4 Discuss Text Level

Have the student evaluate the level of the text by asking:

- Q *Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the “Notes” column next to Step 4 on the record sheet, and then note ways you might support the student's reading growth in “Next steps.”

(continues)

SUGGESTIONS FOR SUPPORTING READERS

- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
 - Define unfamiliar vocabulary words.
 - Provide necessary background knowledge.
 - Suggest an appropriate strategy on the “Reading Comprehension Strategies” chart and have the student reread the text, applying the strategy.
 - Ask clarifying questions about the text.
 - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student’s needs):
 - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 4, “Reading with Expression,” and IDR Mini-lesson 5, “Reading in Meaningful Phrases.” The mini-lessons can be found in Appendix A of the *Teacher’s Manual*.
 - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 6, “Using Word-analysis Strategies” (see Appendix A in the *Teacher’s Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students’ reading development, see “Reading Development” in the Assessment Overview.

Student's name: _____ Date: _____

Text title: _____ Text level: _____ Leveling system: _____

	NOTES
<p>1 Initiate the Conference</p> <p>Ask: <i>What is your [book] about so far?</i></p> <p> <input type="checkbox"/> YES <input type="checkbox"/> </p> <p>▪ Is the student able to tell what the text is about?</p>	
<p>2 Listen to the Student Read Aloud</p> <p>Does the student:</p> <p> <input type="checkbox"/> YES <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p>▪ Attend to meaning? ▪ Read fluently? ▪ Pause and reread if having difficulty? ▪ Read most words accurately? ▪ Try to make sense of unfamiliar language?</p> <p>Ask: <i>What is the part you just read about?</i></p> <p> <input type="checkbox"/> YES <input type="checkbox"/> </p> <p>▪ Is the student able to tell what the passage is about?</p>	
<p>3 Discuss the Text</p> <p>Ask comprehension questions.</p> <p> <input type="checkbox"/> YES <input type="checkbox"/> </p> <p>▪ Is the student comprehending the text?</p>	
<p>4 Discuss Text Level</p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <p> <input type="checkbox"/> YES <input type="checkbox"/> <input type="checkbox"/> </p> <p>▪ Is the student able to determine whether he or she comprehends the text? ▪ Is this text at the right level for this student?</p>	

Next steps:

Completing the Individual Comprehension Assessment

Before continuing on to the next unit, take this opportunity to assess the students' comprehension of texts read independently and their use of comprehension strategies. The Individual Comprehension Assessment consists of two parts. The strategy assessment (Part A) helps you assess whether a student is able to use a strategy when prompted to in a lesson. The IDR assessment (Part B) helps you assess a student's overall comprehension of self-selected texts read during IDR.

Be aware that a student may or may not use any particular strategy to make sense of his or her independent reading. The goal over time is for the students to be able to use appropriate strategies as needed to help them make sense of the texts they read independently.

PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of “Individual Comprehension Assessment” record sheets (IA1) from the CCC Learning Hub (ccclearninghub.org) or from pages 90–92.
- ✓ Collect the students' *Student Response Books*. In Part A of the assessment, you will review and consider the following student work:

Student response activities

- “Double-entry Journal About *Richard Wright and the Library Card*” on page 39
- “Double-entry Journal About *Global Warming*” on page 43

Reading journal entries

- Prompt: *Write a journal entry about the text you are reading. Include the title and the author's name; what the text is about; one inference you made and whether the inference is about a cause, an effect, or something else; and the clue or clues that helped you make the inference.*
 - Prompt: *Write a journal entry about the text you are reading. Include the title and the author's name, what the text is about, one thing you know based on the part you read today, whether that is stated directly or indirectly in the text, and, if indirectly, what clue or clues helped you infer it. Also include any causes or effects you noticed.*
- ✓ Locate the “IDR Conference Notes” record sheet(s) you completed for each student during this unit. In Part B, you will use the record sheet(s), along with any other observations you have made of the student during *Making Meaning* lessons and IDR, to assess the student's overall comprehension during IDR conferences.
 - ✓ Review Parts A and B on the “Individual Comprehension Assessment” record sheet (IA1) to help you prepare to score each student's *Student Response Book* work and evaluate his or her reading comprehension.

(continues)

CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student response activities and the reading journal entries from the unit. For each piece of work, consider whether evidence of the unit’s instruction is demonstrated *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. In the Part A rubric, circle 4, 3, 2, or 1 to indicate your assessment of each piece of student work.
2. Part B: Review the student’s most recent “IDR Conference Notes” record sheet(s) and think about the student’s participation during class discussions and IDR. Consider whether the conference notes and your other observations show evidence that the student is actively engaging with and is making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. Circle 4, 3, 2, or 1 to indicate your assessment of each item in the Part B rubric.
3. Calculate the scores for Part A and Part B, add the scores together, and then divide the sum by 2 to determine the overall unit score. Note that if you follow this formula, the overall unit score will reflect the student’s average performance across categories based on this rubric’s 4-point scale. Also note that the overall unit score will be based equally on the student’s strategy work (Part A) and on the IDR assessment (Part B). You might wish to weight the scores differently, assign a percentage, or adapt the rubric scores to align with your school’s or district’s grading system.
4. Answer the reflection questions at the end of the assessment.
5. Attach the completed assessment to the student’s “IDR Conference Notes” record sheet(s) and file them in an individual assessment folder for the student. You might also want to include copies of the student’s work in the folder.

(continues)

Examples of Scored Student Work for Part A: Strategy Assessment

Student response activity:

“Double-entry Journal About *Richard Wright and the Library Card*”

Unit 6 • Week 1 • Day 3	What I Read	What I Inferred	Double-entry Journal About <i>Richard Wright and the Library Card</i> Name: Tadaaki
	“Jim Falk kept to himself, and the other men ignored him, as they ignored Richard.”	I inferred that Richard asked Jim to help him because Jim might understand how it feels to not be included in a group.	

Reading journal entry 1

Reading Journal

Name: Tadaaki Date: 1/28

I am reading the book *Souder* by William H. Armstrong. It's about a family who is struggling to find food during the fall and winter when they can't make money sharecropping. One night the dad leaves the house for a long time without taking their hunting dog. The next morning there is sausage and ham to eat. This is very special for the family. While the mom cooks the ham and sausage, she hums. The book says that she hums whenever she's worried. I inferred that she is humming because she is worried about how the dad got the food. I think that he got it in a dishonest way. I think that because the family doesn't have enough money to buy the food and the dad didn't get the food from hunting.

(continues)

Example of Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
<p><i>"Double-entry Journal About Richard Wright and the Library Card"</i></p> <p>The student is able to identify at least one sentence in the excerpt that explains why Richard selects Jim to ask for help and explain what he or she inferred from the underlined text.</p>	④	3	2	1
<p><i>"Double-entry Journal About Global Warming"</i></p> <p>The student is able to write at least one inference about the book and identify the words or sentences that helped him or her make the inference.</p>	④	3	2	1
Reading journal entries				
<p>Entry 1: The student is able to write about an inference he or she made; tell whether the inference is about a cause, an effect, or something else; and explain what clue(s) helped him or her make the inference.</p>	4	③	2	1
<p>Entry 2: The student is able to write one thing he or she knows based on the text, tell whether it is stated directly or indirectly, and, if it is stated indirectly, explain what clue(s) helped him or her infer it. The student is also able to describe any causes or effects he or she noticed.</p>	④	3	2	1
Subtotal	12	3	0	0

Part A score (sum of 4 subtotals /4): 3.75

Commentary: Tadaaki's *Student Response Book* work and journal entries indicate that he is able to make inferences in texts heard read aloud and texts read independently almost all of the time. He was able to identify at least one part of an excerpt where he made an inference and then write about what he inferred. In his journal entry, he wrote about an inference he made about what is causing the mother to hum (she is worried about how the father got the food) and infers that the father got the food in a dishonest way. He also includes evidence from the story that supports his inference (the family doesn't have money to buy this kind of food, and he didn't get the food from hunting).

(continues)

Example of "IDR Conference Notes" Record Sheet for Part B: IDR Assessment

Student's name: Tadaaki Date: 2/16

Text title: Sounder Text level: T Leveling system: F&P

	NOTES
<p>1 Initiate the Conference</p> <p>Ask: <i>What is your [book] about so far?</i></p> <ul style="list-style-type: none"> Is the student able to tell what the text is about? 	<p>"It's about a boy whose father gets taken to jail for stealing food. The day that the father is taken to jail, the sheriff shoots the boy's dog, Sounder."</p>
<p>2 Listen to the Student Read Aloud</p> <p>Does the student:</p> <ul style="list-style-type: none"> Attend to meaning? Read fluently? Pause and reread if having difficulty? Read most words accurately? Try to make sense of unfamiliar language? <p>Ask: <i>What is the part you just read about?</i></p> <ul style="list-style-type: none"> Is the student able to tell what the passage is about? 	<p>Reads fluently and accurately.</p> <p>Was unsure of the words <u>constrained</u> and <u>plaintive</u>; reread the sentence and read ahead to figure out the meanings of the words.</p> <p>"Sounder is badly injured and hides underneath the boy's house."</p>
<p>3 Discuss the Text</p> <p>Ask comprehension questions.</p> <ul style="list-style-type: none"> Is the student comprehending the text? 	<p>"I wonder why the boy is more concerned about the dog than he is about his father. I wonder if Sounder will die under the house."</p>
<p>4 Discuss Text Level</p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <ul style="list-style-type: none"> Is the student able to determine whether he or she comprehends the text? Is this text at the right level for this student? 	

Next steps:

This book is at an appropriate level for Tadaaki. He needs help with some of the dialect used in the dialogue, but he still understands the plot of the story.

(continues)

Example of Part B: IDR Assessment

	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
The student is able to tell what a text is about.	④	3	2	1
The student attends to meaning when reading.	④	3	2	1
The student reads fluently.	④	3	2	1
The student pauses and rereads if having difficulty.	④	3	2	1
The student reads most words accurately.	④	3	2	1
The student tries to make sense of unfamiliar language when reading.	④	3	2	1
The student is able to tell what a passage read aloud is about.	④	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	④	3	2	1
The student is able to determine whether he or she comprehends a text.	④	3	2	1
The student is reading texts at the right level.	④	3	2	1
Subtotal	40	0	0	0

Part B score (sum of 4 subtotals /10): 4.0

Commentary: Analysis of Tadaaki’s “IDR Conference Notes” record sheet and observations made during IDR and class discussions indicate that he is able to understand text almost all of the time. He is reading fluently with accuracy and is picking books that are just right for him. The dialogue in this book includes some dialect that is unfamiliar to Tadaaki (for example, “I reckon” and “pay no mind”) but he is still able to understand the plot of the book. When discussing the book, he was able to articulate questions he had about what he had read so far in the text.

Student's name: _____ Date: _____

Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
<p><i>"Double-entry Journal About Richard Wright and the Library Card"</i></p> <p>The student is able to identify at least one sentence in the excerpt that explains why Richard selects Jim to ask for help and explain what he or she inferred from the underlined text.</p>	4	3	2	1
<p><i>"Double-entry Journal About Global Warming"</i></p> <p>The student is able to write at least one inference about the book and identify the words or sentences that helped him or her make the inference.</p>	4	3	2	1
Reading journal entries				
<p>Entry 1: The student is able to write about an inference he or she made; tell whether the inference is about a cause, an effect, or something else; and explain what clue(s) helped him or her make the inference.</p>	4	3	2	1
<p>Entry 2: The student is able to write one thing he or she knows based on the text, tell whether it is stated directly or indirectly, and, if it is stated indirectly, explain what clue(s) helped him or her infer it. The student is also able to describe any causes or effects he or she noticed.</p>	4	3	2	1
Subtotal				

Part A score (sum of 4 subtotals /4): _____

(continues)

Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student’s reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student’s attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
Subtotal				

Part B score (sum of 4 subtotals/10): _____

Totals:

Part A score: _____

Part B score: _____

Overall unit score: (Part A score + Part B score)/2: (____ + ____)/2 = _____

(continues)

Unit 7

Analyzing Text Structure

EXPOSITORY NONFICTION

Class Assessment Records (CA1-CA5).....	95
Resource Sheet for IDR Conferences	100
IDR Conference Notes (CN1)	103
Individual Comprehension Assessment (IA1)	110

© Center for the Collaborative Classroom Sample materials for review

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Do the students understand the article? 			
<ul style="list-style-type: none"> Are they able to identify pros and cons in the article? 			
<ul style="list-style-type: none"> Are they able to explain their thinking clearly? 			
Other observations:			

Suggestions:

- If **all or most students** are able to identify pros and cons in the article, proceed with the lesson and continue on to Week 2.
- If **about half of the students** or **only a few students** are able to identify pros and cons in the article, you might give the class additional instruction by repeating this week’s lessons using an alternative text before continuing on to Week 2. Resources for alternative texts are suggested in the “Grade 5 Alternative Texts” list. Visit the CCC Learning Hub (ccclearninghub.org) to view the list.

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students understand the article?			
▪ Are they able to identify evidence in the article that supports the author’s opinion?			
▪ Are they able to explain their thinking clearly?			
Other observations:			

Suggestions:

- If **all or most students** are able to identify evidence in the article that supports the author’s opinion, proceed with the lesson and continue on to Week 3.
- If **about half of the students** or **only a few students** are able to identify evidence in the article that supports the author’s opinion, you might give the class additional instruction by repeating this week’s lessons using an alternative text before continuing on to Week 3. Resources for alternative texts are suggested in the “Grade 5 Alternative Texts” list. Visit the CCC Learning Hub (ccclearninghub.org) to view the list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Are the students able to identify what they learn from functional texts? 			
<ul style="list-style-type: none"> Are they able to identify how information in functional texts is organized to inform readers? 			
<p>Other observations:</p>			

Suggestions:

- If **all or most students** are able to identify what they learn from functional texts and how information in functional texts is organized to inform readers, proceed with the lesson and continue on to Week 4.
- If **about half of the students** or **only a few students** are able to identify what they learn from functional texts and how information in functional texts is organized to inform readers, you might give the class additional instruction by repeating this week’s lessons using functional texts collected outside of school.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Are the students able to identify what they have learned from the book? 			
<ul style="list-style-type: none"> ▪ Are they able to explain their thinking during small-group discussions? 			
<p>Other observations:</p> 			

Suggestions:

- If **all or most students** are able to identify what they have learned from the book and are able to explain their thinking during small-group discussions, proceed with the lesson and continue on to Week 5.
- If **about half of the students** or **only a few students** are able to identify what they have learned from the book and are able to explain their thinking during small-group discussions, you might give the class additional instruction by repeating this week’s lessons using an alternative book before continuing on to Week 5. Visit the CCC Learning Hub (ccclearninghub.org) to view the “Grade 5 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Are the students able to identify how the textbook is organized? 			
<ul style="list-style-type: none"> Do they recognize sequence, cause/effect relationships, and compare/contrast relationships in their reading? 			
Other observations:			

Suggestions:

- If **all or most students** are able to identify how the textbook is organized, proceed with the lesson and continue on to Unit 8.
- If **about half of the students** or **only a few students** are able to identify how the textbook is organized, you might give the class additional instruction by repeating Day 4 using different sections of the textbook or a different textbook before continuing on to Unit 8.

Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit's "IDR Conference Notes" record sheet (CN1); see page 103.

1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

Q *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student's thinking:

Q *Why did you choose this [book]?*

Q *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the "Notes" column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

2 Listen to the Student Read Aloud

Have the student read aloud a few pages from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask and discuss:

Q *What is the part you just read about?*

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the "Notes" column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

(continues)

3 Discuss the Text

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text’s genre. You might ask questions such as:

- Q *What have you learned about [mountain climbing] so far?*
- Q *What questions do you have, or what do you wonder about [Mt. Fuji/this set of instructions]?*
- Q *How does this [caption] help you make sense of the text?*
- Q *What did you visualize, or see in your mind, as you read about [the Inca Empire]? How did visualizing help you make sense of the text?*
- Q *What did you infer, or figure out, about [life in the colonies] from this part of the [book]? What clues helped you make that inference?*
- Q *Did the author of this [article] convince you that [animal testing is wrong]? Why or why not?*
- Q *What makes this [TV channel guide] easy to use and understand?*
- Q *How is this [chapter] organized to help readers learn information?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the “Notes” column next to Step 3 on the record sheet, and then proceed to Step 4.

4 Discuss Text Level

Have the student evaluate the level of the text by asking:

- Q *Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the “Notes” column next to Step 4 on the record sheet, and then note ways you might support the student’s reading growth in “Next steps.”

(continues)

SUGGESTIONS FOR SUPPORTING READERS

- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
 - Define unfamiliar vocabulary words.
 - Provide necessary background knowledge.
 - Suggest an appropriate strategy on the “Reading Comprehension Strategies” chart and have the student reread the text, applying the strategy.
 - Ask clarifying questions about the text.
 - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student’s needs):
 - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 4, “Reading with Expression,” and IDR Mini-lesson 5, “Reading in Meaningful Phrases.” The mini-lessons can be found in Appendix A of the *Teacher’s Manual*.
 - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 6, “Using Word-analysis Strategies” (see Appendix A in the *Teacher’s Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students’ reading development, see “Reading Development” in the Assessment Overview.

Student's name: _____ Date: _____

Text title: _____ Text level: _____ Leveling system: _____

	NOTES
<p>1 Initiate the Conference</p> <p>Ask: <i>What is your [book] about so far?</i></p> <p style="text-align: right;"><input type="checkbox"/> YES</p> <ul style="list-style-type: none"> ▪ Is the student able to tell what the text is about? <input type="checkbox"/> 	
<p>2 Listen to the Student Read Aloud</p> <p>Does the student:</p> <ul style="list-style-type: none"> ▪ Attend to meaning? <input type="checkbox"/> ▪ Read fluently? <input type="checkbox"/> ▪ Pause and reread if having difficulty? <input type="checkbox"/> ▪ Read most words accurately? <input type="checkbox"/> ▪ Try to make sense of unfamiliar language? <input type="checkbox"/> <p>Ask: <i>What is the part you just read about?</i></p> <p style="text-align: right;"><input type="checkbox"/> YES</p> <ul style="list-style-type: none"> ▪ Is the student able to tell what the passage is about? <input type="checkbox"/> 	
<p>3 Discuss the Text</p> <p>Ask comprehension questions.</p> <p style="text-align: right;"><input type="checkbox"/> YES</p> <ul style="list-style-type: none"> ▪ Is the student comprehending the text? <input type="checkbox"/> 	
<p>4 Discuss Text Level</p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <p style="text-align: right;"><input type="checkbox"/> YES</p> <ul style="list-style-type: none"> ▪ Is the student able to determine whether he or she comprehends the text? <input type="checkbox"/> ▪ Is this text at the right level for this student? <input type="checkbox"/> 	

Next steps:

Completing the Individual Comprehension Assessment

Before continuing on to the next unit, take this opportunity to assess the students' comprehension of texts read independently and their use of comprehension strategies. The Individual Comprehension Assessment consists of two parts. The strategy assessment (Part A) helps you assess whether a student is able to use a strategy when prompted to in a lesson. The IDR assessment (Part B) helps you assess a student's overall comprehension of self-selected texts read during IDR.

Be aware that a student may or may not use any particular strategy to make sense of his or her independent reading. The goal over time is for the students to be able to use appropriate strategies as needed to help them make sense of the texts they read independently.

PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of “Individual Comprehension Assessment” record sheets (IA1) from the CCC Learning Hub (ccclearninghub.org) or from pages 110–112.
- ✓ Collect the students' *Student Response Books*. In Part A of the assessment, you will review and consider the following student work:

Student response activities

- “Do Kids Really Need Cell Phones?” on pages 52–53
- “Double-entry Journal About *Survival and Loss*” on page 70

Reading journal entries

- Prompt: *Write a journal entry about the text you are reading. Include the kind of text you are reading (functional or expository nonfiction), what the text is about or the purpose of the text, and what you notice about how the text is organized or how text features are used to help readers learn information.*
 - Prompt: *Write a journal entry about the section you are reading. Include the title of the section and what the part you read today is about. Also include whether you notice a sequence of events and, if so, the time frame in which the sequence of events is happening; whether you notice a cause/effect relationship and, if so, what is the cause and is what the effect; or whether you notice a compare/contrast relationship and, if so, what is being compared.*
- ✓ Locate the “IDR Conference Notes” record sheet(s) you completed for each student during this unit. In Part B, you will use the record sheet(s), along with any other observations you have made of the student during *Making Meaning* lessons and IDR, to assess the student's overall comprehension during IDR conferences.
 - ✓ Review Parts A and B on the “Individual Comprehension Assessment” record sheet (IA1) to help you prepare to score each student's *Student Response Book* work and evaluate his or her reading comprehension.

(continues)

CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student response activities and the reading journal entries from the unit. For each piece of work, consider whether evidence of the unit’s instruction is demonstrated *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. In the Part A rubric, circle 4, 3, 2, or 1 to indicate your assessment of each piece of student work.
2. Part B: Review the student’s most recent “IDR Conference Notes” record sheet(s) and think about the student’s participation during class discussions and IDR. Consider whether the conference notes and your other observations show evidence that the student is actively engaging with and is making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. Circle 4, 3, 2, or 1 to indicate your assessment of each item in the Part B rubric.
3. Calculate the scores for Part A and Part B, add the scores together, and then divide the sum by 2 to determine the overall unit score. Note that if you follow this formula, the overall unit score will reflect the student’s average performance across categories based on this rubric’s 4-point scale. Also note that the overall unit score will be based equally on the student’s strategy work (Part A) and on the IDR assessment (Part B). You might wish to weight the scores differently, assign a percentage, or adapt the rubric scores to align with your school’s or district’s grading system.
4. Answer the reflection questions at the end of the assessment.
5. Attach the completed assessment to the student’s “IDR Conference Notes” record sheet(s) and file them in an individual assessment folder for the student. You might also want to include copies of the student’s work in the folder.

(continues)

Examples of Scored Student Work for Part A: Strategy Assessment

Student response activity:

“Double-entry Journal About *Survival and Loss*”

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Name: Natalie</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Double-entry Journal About <i>Survival and Loss</i></p>	Text Structure	Examples from the Text
	<p>sequence</p> <p>The first boarding school opened in the late 1800s, and by 1902, there were 25 schools and thousands of students.</p>	<p>“By 1902, there were 25 off-reservation boarding schools in 15 states.” “. . . \$45 million spent between 1880 and 1900 to ‘educate’ about 20,000 Native American children . . .”</p>
	<p>cause/effect</p> <p>The cause was that the schools weren’t really working the way they were supposed to. The effect was that the government sent Lewis Meriam to find out about the conditions on the reservations and in the schools.</p>	<p>“Many students ran away, and many of those who remained were not educated—or Americanized—in the way supporters of the schools had hoped. Some people in the U.S. government began to question how well the schools really worked.” “. . . Lewis Meriam was sent to prepare a report about the conditions on Native American reservations and in boarding schools.”</p>
	<p>compare/contrast</p> <p>In 1928, most Native American children were in boarding schools. Just a few years later, almost all the schools were gone.</p>	<p>“At the time of the Meriam Report, almost 80 percent of Native American school-aged children were in boarding schools.” “By the 1930s, most of the boarding schools, including Carlisle, had been closed for good</p>

Unit 7 • Week 5 • Day 3

70 | Making Meaning

Reading journal entry 1

Reading Journal

Name: Natalie Date: 3/12

I am reading a book called *The Wildlife Detectives* by Denna M. Jackson. This book is about a special group of scientists who help find people who commit crimes against animals. The scientists are called “Wildlife Detectives.” The book is organized into chapters, and each chapter has something called a “Wild File.” The Wild File gives more information about lots of different topics like how species become endangered and what happens when evidence is taken to the evidence crime lab.

(continues)

Example of Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
Student response activities				
"Do Kids Really Need Cell Phones?" The student is able to identify and underline three pieces of evidence in the article that support the author's opinion.	4	③	2	1
"Double-entry Journal About <i>Survival and Loss</i>" The student is able to identify and record at least one example of information organized in a sequence, one cause/effect relationship, and one compare/contrast relationship.	④	3	2	1
Reading journal entries				
Entry 1: The student is able to write one thing he or she notices about the way the text is organized or how text features are used to help readers learn information.	④	3	2	1
Entry 2: The student is able to identify information organized in a sequence and the time frame in which the events happened, a cause/effect relationship and what is the cause and what is the effect, or a compare/contrast relationship and what is being compared.	④	3	2	1
Subtotal	12	3	0	0

Part A score (sum of 4 subtotals/4): 3.75

Commentary: Natalie's *Student Response Book* work and journal entries indicate that she is able to analyze text structure in texts she hears read aloud and texts she reads independently. She was able to write about and find an example of information organized in a sequence, an example of a cause/effect relationship, and an example of a compare/contrast relationship in the excerpt from *Survival and Loss*. She was also able to write about how the text *The Wildlife Detectives* is organized (in chapters) as well as provide an example of a text feature in the text ("Wild Files") and what she learned from it (*how species become endangered; what happens when evidence is taken to the evidence crime lab*).

(continues)

Example of “IDR Conference Notes” Record Sheet for Part B: IDR Assessment

Student’s name: Natalie Date: 3/14

Text title: The Wildlife Detectives Text level: Y Leveling system: F&P

	NOTES
<p>1 Initiate the Conference</p> <p>Ask: <i>What is your [book] about so far?</i></p> <p>Is the student able to tell what the text is about?</p>	<p>“It’s about a group of people in Oregon who try to find people who commit crimes against animals.”</p>
<p>2 Listen to the Student Read Aloud</p> <p>Does the student:</p> <ul style="list-style-type: none"> Attend to meaning? Read fluently? Pause and reread if having difficulty? Read most words accurately? Try to make sense of unfamiliar language? <p>Ask: <i>What is the part you just read about?</i></p> <p>Is the student able to tell what the passage is about?</p>	<p>Wondered what happened to Charger.</p> <p>Wasn’t sure what bugling meant. Read ahead and figured out that bugling is the sound that an elk makes.</p> <p>“This part of the book was about an elk named Charger that was killed in Yellowstone National Park.”</p>
<p>3 Discuss the Text</p> <p>Ask comprehension questions.</p> <p>Is the student comprehending the text?</p>	<p>“The photographs and the captions help me understand more about Charger. I also learned more about elks’ mating calls.”</p>
<p>4 Discuss Text Level</p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <ul style="list-style-type: none"> Is the student able to determine whether he or she comprehends the text? Is this text at the right level for this student? 	

Next steps:

This book is at the right level for Natalie. Suggest that she keep asking questions and reading text features. Encourage her to notice where the author uses text structures (sequence, compare/contrast, cause/effect) to give more information about Charger’s case.

(continues)

Example of Part B: IDR Assessment

	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
The student is able to tell what a text is about.	④	3	2	1
The student attends to meaning when reading.	④	3	2	1
The student reads fluently.	④	3	2	1
The student pauses and rereads if having difficulty.	④	3	2	1
The student reads most words accurately.	④	3	2	1
The student tries to make sense of unfamiliar language when reading.	④	3	2	1
The student is able to tell what a passage read aloud is about.	④	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	④	3	2	1
The student is able to determine whether he or she comprehends a text.	④	3	2	1
The student is reading texts at the right level.	④	3	2	1
Subtotal	40	0	0	0

Part B score (sum of 4 subtotals/10): 4.0

Commentary: Analysis of Natalie’s “IDR Conference Notes” record sheet and observations made during IDR and class discussions indicate that she comprehends text almost all of the time. She read ahead in her text to try to make sense of an unfamiliar word (*bugling*) and found out that *bugling* is the sound that an elk makes. She uses text features such as photographs and captions to better understand the text, but she is not identifying the cause/effect relationships in the text. She is able to explain what the text is about (“a group of people in Oregon who try to find people who commit crimes against animals”), but she did not mention that it is mostly about a specific case in Yellowstone National Park. She was able to explain what she learned from the section of the text she read aloud (“an elk named Charger that was killed in Yellowstone National Park”). This book is at an appropriate level for Natalie. She should think about where the author uses text structures (sequence, compare/contrast, cause/effect) to give more information about the topic.

Student's name: _____ Date: _____

Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
<p>"Do Kids Really Need Cell Phones?"</p> <p>The student is able to identify and underline three pieces of evidence in the article that support the author's opinion.</p>	4	3	2	1
<p>"Double-entry Journal About <i>Survival and Loss</i>"</p> <p>The student is able to identify and record at least one example of information organized in a sequence, one cause/effect relationship, and one compare/contrast relationship.</p>	4	3	2	1
Reading journal entries				
<p>Entry 1: The student is able to write one thing he or she notices about the way the text is organized or how text features are used to help readers learn information.</p>	4	3	2	1
<p>Entry 2: The student is able to identify information organized in a sequence and the time frame in which the events happened, a cause/effect relationship and what is the cause and what is the effect, or a compare/contrast relationship and what is being compared.</p>	4	3	2	1
Subtotal				

Part A score (sum of 4 subtotals /4): _____

(continues)

Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student’s reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student’s attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
Subtotal				

Part B score (sum of 4 subtotals/10): _____

Totals:

Part A score: _____

Part B score: _____

Overall unit score: (Part A score + Part B score)/2: (_____ + _____)/2 = _____

(continues)

Unit 8

Determining Important Ideas and Summarizing

NARRATIVE NONFICTION AND FICTION

Class Assessment Records (CA1-CA4).....	114
Resource Sheet for IDR Conferences	118
IDR Conference Notes (CN1)	121
Individual Comprehension Assessment (IA1)	128

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Are the students able to identify important ideas in the excerpt? 			
<ul style="list-style-type: none"> ▪ Are they able to identify supporting details? 			
<ul style="list-style-type: none"> ▪ Is there evidence that they can distinguish between important ideas and supporting details in the excerpt? 			
Other observations:			

Suggestions:

- If **all or most students** are able to identify and distinguish between important ideas and supporting details, proceed with the lesson and continue on to Week 2.
- If **about half of the students** are able to identify and distinguish between important ideas and supporting details, continue on to Week 2 and plan to closely observe students who are having difficulty identifying and distinguishing between the two. Many students will need repeated experiences to learn this complex skill.
- If **only a few students** are able to identify and distinguish between important ideas and supporting details, you might give the class additional instruction by repeating this week’s lessons using an alternative book before continuing on to Week 2. Visit the CCC Learning Hub (ccclearninghub.org) to view the “Grade 5 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Are the students able to identify important ideas in the story? 			
<ul style="list-style-type: none"> Are they referring to the text to support their thinking? 			
Other observations:			

Suggestions:

- If **all or most students** are identifying important ideas and referring to the text to support their thinking, proceed with the lesson and continue on to Day 4.
- If **about half of the students** or **only a few students** are identifying important ideas and referring to the text to support their thinking, continue on to the guided summarizing lesson on Day 4, but plan to model writing the entire summary with the class. Then plan to give the class additional instruction by repeating this week’s lessons using an alternative book before continuing on to Week 3. Visit the CCC Learning Hub (teach.devstu.org) to view the “Grade 5 Alternative Texts” list.

Determining Important Ideas and Summarizing

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Are the students able to identify important ideas in each section? 			
<ul style="list-style-type: none"> ▪ Can they summarize the information in a few sentences? 			
<p>Other observations:</p> 			

Suggestions:

- If **all or most students** are able to identify important ideas in each section and summarize the information in a few sentences, proceed with the lesson and continue on to Week 4.
- If **about half of the students** or **only a few students** are able to identify important ideas in each section and summarize the information in a few sentences, bring the class together and summarize the remaining sections of the excerpt together, as you did in Steps 2 and 3 of today’s lesson. Then plan to repeat the week using an alternative book before continuing on to Week 4. Visit the CCC Learning Hub (ccclearninghub.org) to view the “Grade 5 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Do the students' summaries successfully communicate what their texts are about? 			
<ul style="list-style-type: none"> Is there evidence in the partners' feedback that they understand something about the texts being summarized? 			
<ul style="list-style-type: none"> Are the students revising or adding to their summaries based on the feedback? 			
Other observations:			

Suggestions:

- If **all or most students** are writing summaries that successfully communicate what their texts are about, proceed with the lesson and continue on to Unit 9.
- If **about half of the students** are writing summaries that successfully communicate what their texts are about, collect the unsuccessful summaries, read them, and give feedback to the students. Have the students write second drafts based on your feedback. Then continue on to Unit 9.
- If **only a few students** are writing summaries that successfully communicate what their texts are about, do the extension "Analyze the Students' Summaries" on page 563 of the *Teacher's Manual*. If you have already done the extension once with the students' summaries of "Mrs. Buell," do it again using photocopies of the students' summaries from Week 4. Make sure to copy their summaries without their names. After analyzing the summaries in the extension activity, have the students select another short text to summarize, and give the class additional instruction by repeating this week's lessons before continuing on to Unit 9.

Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit's "IDR Conference Notes" record sheet (CN1); see page 121.

1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

Q *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student's thinking:

Q *Why did you choose this [book]?*

Q *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the "Notes" column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

2 Listen to the Student Read Aloud

Have the student read aloud a few pages from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask and discuss:

Q *What is the part you just read about?*

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the "Notes" column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

(continues)

3 Discuss the Text

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text’s genre. You might ask questions such as:

- Q *What have you learned about [the Japanese internment camps] so far?*
- Q *What questions do you have, or what do you wonder about [the history of hip-hop]?*
- Q *How does this [caption] help you make sense of the text?*
- Q *What did you visualize, or see in your mind, as you read about [life in the desert]? How did visualizing help you make sense of the text?*
- Q *What did you infer, or figure out, about [Eleanor Roosevelt] from this part of the [book]? What clues helped you make that inference?*
- Q *How is this [chapter] organized to help readers learn information?*
- Q *What is an important idea in this part of the story? Why do you think that information is important?*
- Q *What is a supporting detail in this part of the story? What important idea does it support, or give more information about?*
- Q *If you were to tell someone in a few sentences what this [story] is about, what would you say?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the “Notes” column next to Step 3 on the record sheet, and then proceed to Step 4.

4 Discuss Text Level

Have the student evaluate the level of the text by asking:

- Q *Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the “Notes” column next to Step 4 on the record sheet, and then note ways you might support the student’s reading growth in “Next steps.”

(continues)

SUGGESTIONS FOR SUPPORTING READERS

- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
 - Define unfamiliar vocabulary words.
 - Provide necessary background knowledge.
 - Suggest an appropriate strategy on the “Reading Comprehension Strategies” chart and have the student reread the text, applying the strategy.
 - Ask clarifying questions about the text.
 - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student’s needs):
 - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 4, “Reading with Expression,” and IDR Mini-lesson 5, “Reading in Meaningful Phrases.” The mini-lessons can be found in Appendix A of the *Teacher’s Manual*.
 - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 6, “Using Word-analysis Strategies” (see Appendix A in the *Teacher’s Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students’ reading development, see “Reading Development” in the Assessment Overview.

Student's name: _____ Date: _____

Text title: _____ Text level: _____ Leveling system: _____

1 Initiate the Conference

Ask: *What is your [book] about so far?*

YES

- Is the student able to tell what the text is about?

2 Listen to the Student Read Aloud

Does the student:

YES

- Attend to meaning?
- Read fluently?
- Pause and reread if having difficulty?
- Read most words accurately?
- Try to make sense of unfamiliar language?

Ask: *What is the part you just read about?*

YES

- Is the student able to tell what the passage is about?

3 Discuss the Text

Ask comprehension questions.

YES

- Is the student comprehending the text?

4 Discuss Text Level

Ask: *Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?*

YES

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

NOTES

Next steps:

Completing the Individual Comprehension Assessment

Before continuing on to the next unit, take this opportunity to assess the students' comprehension of texts read independently and their use of comprehension strategies. The Individual Comprehension Assessment consists of two parts. The strategy assessment (Part A) helps you assess whether a student is able to use a strategy when prompted to in a lesson. The IDR assessment (Part B) helps you assess a student's overall comprehension of self-selected texts read during IDR.

Be aware that a student may or may not use any particular strategy to make sense of his or her independent reading. The goal over time is for the students to be able to use appropriate strategies as needed to help them make sense of the texts they read independently.

PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of “Individual Comprehension Assessment” record sheets (IA1) from the CCC Learning Hub (ccclearninghub.org) or from pages 128–130.
- ✓ Collect the students' *Student Response Books*. In Part A of the assessment, you will review and consider the following student work:

Student response activities

- “Mrs. Buell” (Section 6) on page 81
- “Summary of _____” on page 82

Reading journal entries

- Prompt: *Write a journal entry about the text you are reading. Include the title and the author's name, what the text is about, an important idea you marked in your reading and why you think it is important, and a supporting detail you marked and why you think it is a supporting detail.*
 - Prompt: *Write a journal entry about the text you are reading. Include the title and the author's name and a summary of the part of the text you read today.*
- ✓ Locate the “IDR Conference Notes” record sheet(s) you completed for each student during this unit. In Part B, you will use the record sheet(s), along with any other observations you have made of the student during *Making Meaning* lessons and IDR, to assess the student's overall comprehension during IDR conferences.
 - ✓ Review Parts A and B on the “Individual Comprehension Assessment” record sheet (IA1) to help you prepare to score each student's *Student Response Book* work and evaluate his or her reading comprehension.

(continues)

CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student response activities and the reading journal entries from the unit. For each piece of work, consider whether evidence of the unit’s instruction is demonstrated *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. In the Part A rubric, circle 4, 3, 2, or 1 to indicate your assessment of each piece of student work.
2. Part B: Review the student’s most recent “IDR Conference Notes” record sheet(s) and think about the student’s participation during class discussions and IDR. Consider whether the conference notes and your other observations show evidence that the student is actively engaging with and is making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. Circle 4, 3, 2, or 1 to indicate your assessment of each item in the Part B rubric.
3. Calculate the scores for Part A and Part B, add the scores together, and then divide the sum by 2 to determine the overall unit score. Note that if you follow this formula, the overall unit score will reflect the student’s average performance across categories based on this rubric’s 4-point scale. Also note that the overall unit score will be based equally on the student’s strategy work (Part A) and on the IDR assessment (Part B). You might wish to weight the scores differently, assign a percentage, or adapt the rubric scores to align with your school’s or district’s grading system.
4. Answer the reflection questions at the end of the assessment.
5. Attach the completed assessment to the student’s “IDR Conference Notes” record sheet(s) and file them in an individual assessment folder for the student. You might also want to include copies of the student’s work in the folder.

(continues)

Examples of Scored Student Work for Part A: Strategy Assessment

Student response activity: "Summary of _____"

Summary of _____ Name: Gavin
"Save the Polar Bear—Today Especially"

The article "Save the Polar Bear—Today Especially" by Bryan Walsh tells about scientists' concerns about the polar bear population in the Arctic. Because the sea ice is melting, the polar bears have to swim farther and longer to reach their prey. It is hard to know for sure how many polar bears are alive in the wild because it is hard to find and count them. Some scientists are counting polar bears using satellite images from space.

The numbers of some groups of polar bears are increasing. There is evidence that polar bears are changing what they eat. Instead of eating seals, they are eating snow geese, caribou, and berries. Still, the total number of polar bears is decreasing.

Polar bears are not the only animals in danger due to global warming. Many reptiles and amphibians could also be at risk of becoming extinct. People are working hard to help save polar bears.

82 | Making Meaning®

Reading journal entry 1

Reading Journal

Name: Gavin Date: 4/1

The book I am reading is The Devil's Arithmetic by Jane Yolen. It's about a girl named Hannah who goes to her relatives' house for Seder dinner. She doesn't like going. An important idea I marked is when Hannah's mother says that Passover is about remembering and Hannah says that she is tired of remembering. I think it's important because it explains Hannah's religion and why Hannah doesn't want to go to Seder dinner.

I think a supporting detail is when the author says, "Hannah rolled her eyes up and slipped farther down in the seat." I think that this detail gives more information about Hannah. When she rolls her eyes, it shows that she doesn't want to hear the stories about her family's past again.

(continues)

Example of Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
Student response activities				
"Mrs. Buell" (Section 6) The student is able to write at least one note in the margin that tells what the section is about and underline at least one important sentence.	4	③	2	1
"Summary of _____" The student is able to write a summary that contains the important ideas in the text.	④	3	2	1
Reading journal entries				
Entry 1: The student is able to write about one important idea in his or her reading, tell why that idea is important, list one supporting detail, and explain why the detail is supporting.	④	3	2	1
Entry 2: The student is able to write a summary of the part of the book he or she read.	④	3	2	1
Subtotal	12	3	0	0

Part A score (sum of 4 subtotals/4): 3.75

Commentary: Gavin's *Student Response Book* work and journal entries indicate that he is able to identify important ideas and supporting details and to summarize texts he hears read aloud and texts he reads independently. He was able to find an article he was interested in reading, identify the important ideas in the article, and use the important ideas to write a cohesive summary about the article. He was also able to identify an important idea in a book read independently (Hannah is tired of hearing stories about her family's past) and a supporting detail that provided more information about that idea ("Hannah rolled her eyes up and slipped farther down in the seat").

(continues)

Example of "IDR Conference Notes" Record Sheet for Part B: IDR Assessment

Student's name: Gavin Date: 4/3

Text title: The Devil's Arithmetic Text level: Y Leveling system: F&P

	NOTES
<p>1 Initiate the Conference</p> <p>Ask: <i>What is your [book] about so far?</i></p> <p>▪ Is the student able to tell what the text is about?</p>	<p>"It's about a girl named Hannah who has to go to her father's parents' house for Seder dinner, but she doesn't want to go. It doesn't seem like she likes being around that part of her family very much."</p>
<p>2 Listen to the Student Read Aloud</p> <p>Does the student:</p> <p>▪ Attend to meaning?</p> <p>▪ Read fluently?</p> <p>▪ Pause and reread if having difficulty?</p> <p>▪ Read most words accurately?</p> <p>▪ Try to make sense of unfamiliar language?</p> <p>Ask: <i>What is the part you just read about?</i></p> <p>▪ Is the student able to tell what the passage is about?</p>	<p>Reads fluently and accurately.</p> <p>Wasn't sure what a <u>yarmulke</u> is. Continued reading and figured out that it must be a type of hat.</p> <p>"The family is going through the traditions of the Seder dinner."</p>
<p>3 Discuss the Text</p> <p>Ask comprehension questions.</p> <p>▪ Is the student comprehending the text?</p>	<p>Inferred that Hannah prefers being around her other set of grandparents. "She calls her other grandpa 'sweet, gentle, silly Grandpa Dan.'"</p>
<p>4 Discuss Text Level</p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <p>▪ Is the student able to determine whether he or she comprehends the text?</p> <p>▪ Is this text at the right level for this student?</p>	

Next steps:

This book is challenging for Gavin because of the religious customs in the book and historic content. It is a good book for him to continue reading. Provide some background knowledge of the Holocaust and WWII.

(continues)

Example of Part B: IDR Assessment

	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
The student is able to tell what a text is about.	④	3	2	1
The student attends to meaning when reading.	④	3	2	1
The student reads fluently.	④	3	2	1
The student pauses and rereads if having difficulty.	④	3	2	1
The student reads most words accurately.	④	3	2	1
The student tries to make sense of unfamiliar language when reading.	④	3	2	1
The student is able to tell what a passage read aloud is about.	④	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	④	3	2	1
The student is able to determine whether he or she comprehends a text.	④	3	2	1
The student is reading texts at the right level.	④	3	2	1
Subtotal	40	0	0	0

Part B score (sum of 4 subtotals/10): 4.0

Commentary: Analysis of Gavin's "IDR Conference Notes" record sheet, along with observations made during IDR and class discussions, indicates that he comprehends text almost all of the time. He read ahead in the text to try to make sense of an unfamiliar word (*yarmulke*) and determined that it must be a kind of hat. He is able to explain what the text is about (a girl named Hannah who has to go to her father's parents' house for Seder dinner and doesn't want to go). He was able to infer what he learned about the character Hannah in the part he read aloud (Hannah prefers being around her other set of grandparents) and provided evidence from the text to support his thinking ("She calls her other grandpa 'sweet, gentle, silly Grandpa Dan' "). This book is at an appropriate level for Gavin and is also challenging due to the content. He would benefit from learning some background information about the Holocaust and WWII to help his understanding of the story.

Determining Important Ideas and Summarizing

Student's name: _____ Date: _____

Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
"Mrs. Buell" (Section 6) The student is able to write at least one note in the margin that tells what the section is about and underline at least one important sentence.	4	3	2	1
"Summary of _____" The student is able to write a summary that contains the important ideas in the text.	4	3	2	1
Reading journal entries				
Entry 1: The student is able to write about one important idea in his or her reading, tell why that idea is important, list one supporting detail, and explain why the detail is supporting.	4	3	2	1
Entry 2: The student is able to write a summary of the part of the book he or she read.	4	3	2	1
Subtotal				

Part A score (sum of 4 subtotals /4): _____

(continues)

Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student's reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student's attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
Subtotal				

Part B score (sum of 4 subtotals/10): _____

Totals:

Part A score: _____

Part B score: _____

Overall unit score: (Part A score + Part B score)/2: (_____ + _____)/2 = _____

(continues)

Unit 9

Synthesizing

FICTION AND EXPOSITORY NONFICTION

Class Assessment Records (CA1-CA4).....	132
Resource Sheet for IDR Conferences	136
IDR Conference Notes (CN1)	139
Individual Comprehension Assessment (IA1)	146

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Can the students express opinions about their reading? 			
<ul style="list-style-type: none"> ▪ Can they use information from the book to support their opinions? 			
<p>Other observations:</p> 			

Suggestions:

- If **all or most students** are able to express and support opinions about their reading, proceed with the lesson and continue on to Week 2.
- If **about half of the students** are able to express and support opinions about their reading, continue on to Week 2 and plan to check in with students who are having difficulty during the lessons and during their independent reading. Week 2 offers the students more experience with forming and writing about their opinions.
- If **only a few students** are able to express and support opinions about their reading, you might give the class additional instruction by repeating Days 2 and 3 of this week using an alternative story before continuing on to Week 2. Visit the CCC Learning Hub (ccclearninghub.org) to view the “Grade 5 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Can the students express opinions about their reading? 			
<ul style="list-style-type: none"> ▪ Can they support their opinions with evidence from their texts? 			
Other observations:			

Suggestions:

- If **all or most students** are able to express and support opinions about their reading, proceed with the lesson and continue on to Week 3.
- If **about half of the students** or **only a few students** are able to express and support opinions about their reading, you might give the class additional instruction by repeating Day 4 of this week as many times as necessary before continuing on to Week 3.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Are the students expressing their opinions about year-round schools? 			
<ul style="list-style-type: none"> Are they supporting their opinions by referring to the read-alouds? 			
Other observations:			

Suggestions:

- If **all or most students** are able to express and support opinions about year-round schools, proceed with the lesson and continue on to Week 4.
- If **about half of the students** are able to express and support opinions about year-round schools, continue on to Week 4 and plan to check in with students who are having difficulty during the lessons and during their independent reading.
- If **only a few students** are able to express and support opinions about year-round schools, you might give the class additional instruction by repeating this week using alternative texts before continuing on to Week 4. Resources for alternative texts are suggested in the “Grade 5 Alternative Texts” list. Visit the CCC Learning Hub (ccclearninghub.org) to view the list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Are the students able to communicate what their books are about? 			
<ul style="list-style-type: none"> Do they support their recommendations by giving examples from the text? 			
<ul style="list-style-type: none"> Are they able to give and receive feedback in a helpful way? 			
Other observations:			

Suggestions:

- If **all or most students** are able to communicate about their books and support their recommendations with examples from the text, proceed with the lesson and continue on to Unit 10.
- If **about half of the students** or **only a few students** are able to communicate about their books and support their recommendations with examples from the text, you might give the class additional instruction by repeating this week’s lessons before continuing on to Unit 10. You might model writing a review using another book the students are familiar with. Additionally, you might want to collect the students’ book reviews, give feedback on them, and have the students write second drafts based on your feedback.

Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit's "IDR Conference Notes" record sheet (CN1); see page 139.

1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

Q *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student's thinking:

Q *Why did you choose this [book]?*

Q *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the "Notes" column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

2 Listen to the Student Read Aloud

Have the student read aloud a few pages from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask and discuss:

Q *What is the part you just read about?*

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the "Notes" column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

(continues)

3 Discuss the Text

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text’s genre. You might ask questions such as:

- Q *What have you learned about [the Japanese internment camps] so far?*
- Q *What questions do you have, or what do you wonder, about [the history of hip-hop]?*
- Q *How does this [caption] help you make sense of the text?*
- Q *What did you visualize, or see in your mind, as you read about [life in the desert]? How did visualizing help you make sense of the text?*
- Q *What did you infer, or figure out, about [Eleanor Roosevelt] from this part of the [book]? What clues helped you make that inference?*
- Q *How is this [chapter] organized to help readers learn information?*
- Q *If you were to tell someone in a few sentences what this [story] is about, what would you say?*
- Q *What is your opinion about the [essay]? What evidence in the [essay] supports your opinion?*
- Q *Would you recommend this [book] to someone else? Why?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the “Notes” column next to Step 3 on the record sheet, and then proceed to Step 4.

4 Discuss Text Level

Have the student evaluate the level of the text by asking:

- Q *Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the “Notes” column next to Step 4 on the record sheet, and then note ways you might support the student’s reading growth in “Next steps.”

(continues)

SUGGESTIONS FOR SUPPORTING READERS

- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
 - Define unfamiliar vocabulary words.
 - Provide necessary background knowledge.
 - Suggest an appropriate strategy on the “Reading Comprehension Strategies” chart and have the student reread the text, applying the strategy.
 - Ask clarifying questions about the text.
 - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student’s needs):
 - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 4, “Reading with Expression,” and IDR Mini-lesson 5, “Reading in Meaningful Phrases.” The mini-lessons can be found in Appendix A of the *Teacher’s Manual*.
 - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 6, “Using Word-analysis Strategies” (see Appendix A in the *Teacher’s Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students’ reading development, see “Reading Development” in the Assessment Overview.

Student's name: _____ Date: _____

Text title: _____ Text level: _____ Leveling system: _____

1 Initiate the Conference

Ask: *What is your [book] about so far?*

YES

- Is the student able to tell what the text is about?

2 Listen to the Student Read Aloud

Does the student:

YES

- Attend to meaning?
- Read fluently?
- Pause and reread if having difficulty?
- Read most words accurately?
- Try to make sense of unfamiliar language?

Ask: *What is the part you just read about?*

YES

- Is the student able to tell what the passage is about?

3 Discuss the Text

Ask comprehension questions.

YES

- Is the student comprehending the text?

4 Discuss Text Level

Ask: *Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?*

YES

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

NOTES

Next steps:

Completing the Individual Comprehension Assessment

Before continuing on to the next unit, take this opportunity to assess the students' comprehension of texts read independently and their use of comprehension strategies. The Individual Comprehension Assessment consists of two parts. The strategy assessment (Part A) helps you assess whether a student is able to use a strategy when prompted to in a lesson. The IDR assessment (Part B) helps you assess a student's overall comprehension of self-selected texts read during IDR.

Be aware that a student may or may not use any particular strategy to make sense of his or her independent reading. The goal over time is for the students to be able to use appropriate strategies as needed to help them make sense of the texts they read independently.

PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of “Individual Comprehension Assessment” record sheets (IA1) from the CCC Learning Hub (ccclearninghub.org) or from pages 146–148.
- ✓ Collect the students' *Student Response Books*. In Part A of the assessment, you will review and consider the following student work:

Student response activities

- “Double-entry Journal: My Opinions About _____ (2)” on page 100
- “Review of _____” on page 104

Reading journal entries

- Prompt: *Write a journal entry. Please include the title and the author's name, what the text is about, your opinion of the text based on what you have read so far, and evidence from the text that supports your opinion.*
 - Prompt: *Write a journal entry. Please include the title and the author's name, what the text is about, a summary of the important ideas in the part you read today, your opinion of the text based on what you have read so far, and evidence from the text that supports your opinion.*
- ✓ Locate the “IDR Conference Notes” record sheet(s) you completed for each student during this unit. In Part B, you will use the record sheet(s), along with any other observations you have made of the student during *Making Meaning* lessons and IDR, to assess the student's overall comprehension during IDR conferences.
 - ✓ Review Parts A and B on the “Individual Comprehension Assessment” record sheet (IA1) to help you prepare to score each student's *Student Response Book* work and evaluate his or her reading comprehension.

(continues)

CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student response activities and the reading journal entries from the unit. For each piece of work, consider whether evidence of the unit’s instruction is demonstrated *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. In the Part A rubric, circle 4, 3, 2, or 1 to indicate your assessment of each piece of student work.
2. Part B: Review the student’s most recent “IDR Conference Notes” record sheet(s) and think about the student’s participation during class discussions and IDR. Consider whether the conference notes and your other observations show evidence that the student is actively engaging with and is making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. Circle 4, 3, 2, or 1 to indicate your assessment of each item in the Part B rubric.
3. Calculate the scores for Part A and Part B, add the scores together, and then divide the sum by 2 to determine the overall unit score. Note that if you follow this formula, the overall unit score will reflect the student’s average performance across categories based on this rubric’s 4-point scale. Also note that the overall unit score will be based equally on the student’s strategy work (Part A) and on the IDR assessment (Part B). You might wish to weight the scores differently, assign a percentage, or adapt the rubric scores to align with your school’s or district’s grading system.
4. Answer the reflection questions at the end of the assessment.
5. Attach the completed assessment to the student’s “IDR Conference Notes” record sheet(s) and file them in an individual assessment folder for the student. You might also want to include copies of the student’s work in the folder.

(continues)

Examples of Scored Student Work for Part A: Strategy Assessment

Student response activity:

“Double-entry Journal: My Opinions About _____ (2)”

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Name: Sophie</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Double-entry Journal My Opinions About <u>Feathers and Fools</u> (2)</p>	Opinions	Evidence	<p>Unit 9 • Week 2 • Day 4</p> <p>100 Making Meaning®</p>
	<p>I think the words the author uses make the story interesting to read.</p> <p>I think the story is suspenseful.</p> <p>I think the author is trying to tell the reader that instead of looking at people's differences and being afraid of what we don't know, we should look at how we're the same and try making new friends.</p>	<p>"musing on the mysteries of life"</p> <p>"concealed in the shadows of their garden"</p> <p>"There followed anxious mutterings and a making of plans."</p> <p>"They stumbled over each other alive with curiosity and trust. 'You're just like me,' said the first. You have feathers and two legs.' 'You're just like me,' said the second. You have a head and two eyes.'" "So they went off together, in peace and unafraid, to face the day and share the world."</p>	

Reading journal entry 1

Reading Journal

Name: Sophie Date: 5/15

The book I am reading is Women's Right to Vote by Elaine Landau. This book is about a woman named Elizabeth Cady Stanton who helped start the women's rights movement. I think that Elizabeth Cady Stanton was brave to stand up for women's rights. The reason I think she is brave is because she didn't take the ninth resolution off of her list of eighteen injustices she thought women lived with. The ninth resolution said that women should be able to vote. Her husband and her friends thought she should take it off the list, but "she refused to budge" even though she knew a lot of people would be against it.

(continues)

Example of Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
Student response activities				
"Double-entry Journal: My Opinions About _____ (2)" The student is able to write at least one opinion about a book and at least one piece of evidence for the opinion.	④	3	2	1
"Review of _____" The student is able to write a review that summarizes a book using interesting details and states why he or she recommends the book.	④	3	2	1
Reading journal entries				
Entry 1: The student is able to write what the text is about, his or her opinion of the text based on what he or she has read so far, and evidence from the text that supports that opinion.	④	3	2	1
Entry 2: The student is able to write what the text is about, a summary of the important ideas in the part read today, his or her opinion of the text based on what he or she has read so far, and evidence from the text that supports that opinion.	④	3	2	1
Subtotal	16	0	0	0

Part A score (sum of 4 subtotals/4): 4.0

Commentary: Sophie's *Student Response Book* work and journal entries indicate that she is able to express her opinions about texts read independently and provide evidence from the text to support her opinions. When reading a fiction story, she recorded three opinions she had about the story as she read (the author uses words that make the story interesting to read, the story is suspenseful, and the author is trying to give the reader a message). She provided evidence from the text to support each opinion. When reading an expository nonfiction book, she was also able to express an opinion, this time about a person in the book, Elizabeth Stanton (*Elizabeth Cady Stanton was brave to stand up for women's rights*). Again, Sophie provided evidence from the text to support her opinion (*Her husband and her friends thought she should take it [the ninth resolution] off the list, but 'she refused to budge' even though she knew a lot of people would be against it*).

(continues)

Example of “IDR Conference Notes” Record Sheet for Part B: IDR Assessment

Student’s name: Sophie Date: 5/13

Text title: Women’s Right to Vote Text level: V Leveling system: F&P

	NOTES
<p>1 Initiate the Conference</p> <p>Ask: <i>What is your [book] about so far?</i></p> <ul style="list-style-type: none"> Is the student able to tell what the text is about? 	<p>“It tells about how Elizabeth Cady Stanton, Lucretia Mott, and Susan B. Anthony worked hard to start and then spread the women’s rights movement across the country.”</p>
<p>2 Listen to the Student Read Aloud</p> <p>Does the student:</p> <ul style="list-style-type: none"> Attend to meaning? Read fluently? Pause and reread if having difficulty? Read most words accurately? Try to make sense of unfamiliar language? <p>Ask: <i>What is the part you just read about?</i></p> <ul style="list-style-type: none"> Is the student able to tell what the passage is about? 	<p>Wasn’t sure what a <u>petition</u> is. Noticed the word was in bold type and looked up the word in the glossary. Did the same thing with the word <u>amendment</u>.</p> <p>“During the Civil War, Stanton and Anthony took a break from women’s rights and worked on helping to abolish slavery. When the war was over, people wanted to give former slaves the right to vote. Stanton and Anthony tried to join forces to gain the right to vote for women too.”</p>
<p>3 Discuss the Text</p> <p>Ask comprehension questions.</p> <ul style="list-style-type: none"> Is the student comprehending the text? 	<p>Provided a concise summary of the part of the book read. Used text features (glossary, photos, captions) to better understand the text.</p>
<p>4 Discuss Text Level</p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <ul style="list-style-type: none"> Is the student able to determine whether he or she comprehends the text? Is this text at the right level for this student? 	

Next steps:

Sophie is interested in the topic. Point her to other books in the series that she might be interested in reading.

(continues)

Example of Part B: IDR Assessment

	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
The student is able to tell what a text is about.	④	3	2	1
The student attends to meaning when reading.	④	3	2	1
The student reads fluently.	④	3	2	1
The student pauses and rereads if having difficulty.	④	3	2	1
The student reads most words accurately.	④	3	2	1
The student tries to make sense of unfamiliar language when reading.	④	3	2	1
The student is able to tell what a passage read aloud is about.	④	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	④	3	2	1
The student is able to determine whether he or she comprehends a text.	④	3	2	1
The student is reading texts at the right level.	④	3	2	1
Subtotal	40	0	0	0

Part B score (sum of 4 subtotals/10): 4.0

Commentary: Analysis of Sophie’s “IDR Conference Notes” record sheet and observations made during IDR and class discussions indicate that she comprehends text almost all of the time. She was able to explain what the text is about so far (“how Elizabeth Cady Stanton, Lucretia Mott, and Susan B. Anthony worked hard to start and then spread the women’s rights movement across the country”). Sophie relied heavily on the text features in the book to help her better understand the topic. When she realized that she didn’t understand the meaning of a word, she stopped and noticed that the word was in bold type. She found the word in the glossary (*petition*) and read the definition. She also referred to the pictures and read the captions as she read each page. She summarized the part of the book that she read aloud, highlighting the important ideas from the text. This book is at an appropriate level for Sophie. She might be interested in reading more books from the series.

Student's name: _____ Date: _____

Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
"Double-entry Journal: My Opinions About _____ (2)" The student is able to write at least one opinion about a book and at least one piece of evidence for the opinion.	4	3	2	1
"Review of _____" The student is able to write a review that summarizes a book using interesting details and states why he or she recommends the book.	4	3	2	1
Reading journal entries				
Entry 1: The student is able to write what the text is about, his or her opinion of the text based on what he or she has read so far, and evidence from the text that supports that opinion.	4	3	2	1
Entry 2: The student is able to write what the text is about, a summary of the important ideas in the part read today, his or her opinion of the text based on what he or she has read so far, and evidence from the text that supports that opinion.	4	3	2	1
Subtotal				

Part A score (sum of 4 subtotals /4): _____

(continues)

Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student’s reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student’s attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
Subtotal				

Part B score (sum of 4 subtotals/10): _____

Totals:

Part A score: _____

Part B score: _____

Overall unit score: (Part A score + Part B score)/2: (_____ + _____)/2 = _____

(continues)

Unit 10

Revisiting the Reading Community

Class Assessment Record (CA1) 150

IDR Conference Notes (CN1) 151

Student's name: _____ Date: _____

Invite each student to talk with you about his or her ideas and feelings about reading, reading habits, and reading interests. You might ask the student questions such as the following and record his or her responses:

Q *What do you like to read?*

Q *Tell me about your favorite books or authors. What do you like about them?*

Q *What did you like best about the books we read this year?*

Q *How do you feel about reading?*

Q *How do you feel when you are asked to read aloud?*

Q *What do you do best as a reader?*

Q *What are you interested in reading this summer?*

Q *How do you think you have grown as a reader this year?*

Other observations:

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Summary Record Sheets

Student Reading Level Summary (SR1)	155
Social Skills Assessment Record (SS1)	156
IDR Conference Class Record (CR1)	157
Individual Comprehension Assessment Student Record (SR2)	158
Individual Comprehension Assessment Class Record (CR2)	159

Assessing Student Reading Level

Assessing individual students' reading levels throughout the year is critical for providing students with appropriate texts for independent reading and for grouping students for small-group instruction. The "Student Reading Level Summary" record sheet can be used to record individual students' reading assessment data that you have obtained using informal or formal assessments of your choice.

USING THE STUDENT READING LEVEL SUMMARY

- ✓ Make a class set of "Student Reading Level Summary" record sheets (SR1) from the CCC Learning Hub (ccclearninghub.org) or from page 155. If you would like to record your assessment data electronically, go to classview.org to learn how you can access the record sheet using the CCC ClassView app.
- ✓ Collect any reading assessment data that you have obtained for each student (e.g., observation notes, running records, or record sheets from formal assessments).
- ✓ For each student, record the data you have collected about his or her reading behavior in the appropriate boxes on the "Student Reading Level Summary" record sheet (SR1). We recommend entering the data in whatever way will be most helpful to you when analyzing the student's progress and instructional needs. In the "Comments" sections, you might enter notes about the text used for each assessment (e.g., whether it is fiction or nonfiction, how many lines of text are on a page, or how much support is provided by the illustrations), observations about the student's reading behavior, and notes about future instruction for the student.
- ✓ If you choose to enter this data directly into the CCC ClassView app, the information will appear in each student's Student Profile. From there, the data can be shared digitally with parents, colleagues, and administrators.

Student Reading Level Summary (SR1)

Student's name: _____

			Accuracy	Fluency	Rate	Comprehension	Independent reading level	Instructional reading level
Date:	Assessment:							
	Text title:	Text level:						
Comments:								
Date:	Assessment:							
	Text title:	Text level:						
Comments:								
Date:	Assessment:							
	Text title:	Text level:						
Comments:								
Date:	Assessment:							
	Text title:	Text level:						
Comments:								

Social Skills Assessment Record (SS1)

Use the following rubric to score each student:

- 1 = does not implement
- 2 = implements with support
- 3 = implements independently

	STUDENT NAMES																		
Participates in partner work and class discussions	Unit 2																		
	Unit 6																		
	Unit 10																		
Follows classroom procedures (e.g., gathers responsibly, follows classroom library and independent reading procedures)	Unit 2																		
	Unit 6																		
	Unit 10																		
Uses "Turn to Your Partner" and "Think, Pair, Share" (e.g., faces partner; listens attentively; contributes ideas about the reading, question, or topic)	Unit 2																		
	Unit 6																		
	Unit 10																		
Explains thinking	Unit 2																		
	Unit 6																		
	Unit 10																		
Listens respectfully to others	Unit 2																		
	Unit 6																		
	Unit 10																		
Reflects on own behavior	Unit 2																		
	Unit 6																		
	Unit 10																		
Takes responsibility for learning and behavior (e.g., during read-alouds, partner work, and IDR)	Unit 2																		
	Unit 6																		
	Unit 10																		
Shares partner's thinking with the class	Unit 2																		
	Unit 6																		
	Unit 10																		
Uses "Think, Pair, Write" (e.g., thinks quietly, shares with a partner, individually writes own thoughts)	Unit 2																		
	Unit 6																		
	Unit 10																		
Uses discussion prompts (e.g., to build on one another's thinking and extend discussions)	Unit 6																		
	Unit 10																		
Uses clarifying questions and statements	Unit 6																		
	Unit 10																		
Uses "Heads Together" (e.g., takes turns talking and listening in a group; contributes ideas about the reading, question, or topic)	Unit 6																		
	Unit 10																		
Includes everyone in and contributes to the group work	Unit 6																		
	Unit 10																		
Makes decisions and solves problems respectfully (e.g., reaches agreement with others)	Unit 10																		
Gives reasons for opinions	Unit 10																		
Discusses opinions and gives feedback respectfully	Unit 10																		

Individual Comprehension Assessment Student Record (SR2)

Student's name: _____ Date: _____

Unit	Part A: Strategy Assessment	Part B: IDR Assessment	Overall Unit Score
Unit 2 Using Text Features: Expository Nonfiction			
Comments:			
Unit 3 Questioning: Expository Nonfiction			
Comments:			
Unit 4 Analyzing Text Structure: Fiction			
Comments:			
Unit 5 Making Inferences: Fiction and Poetry			
Comments:			
Unit 6 Making Inferences: Fiction and Expository Nonfiction			
Comments:			
Unit 7 Analyzing Text Structure: Expository Nonfiction			
Comments:			
Unit 8 Determining Important Ideas and Summarizing: Narrative Nonfiction and Fiction			
Comments:			
Unit 9 Synthesizing: Fiction and Expository Nonfiction			
Comments:			

Individual Comprehension Assessment Class Record (CR2)

		<i>STUDENT NAMES</i>																	
Unit 2 scores	Part A																		
	Part B																		
	Total																		
Unit 3 scores	Part A																		
	Part B																		
	Total																		
Unit 4 scores	Part A																		
	Part B																		
	Total																		
Unit 5 scores	Part A																		
	Part B																		
	Total																		
Unit 6 scores	Part A																		
	Part B																		
	Total																		
Unit 7 scores	Part A																		
	Part B																		
	Total																		
Unit 8 scores	Part A																		
	Part B																		
	Total																		
Unit 9 scores	Part A																		
	Part B																		
	Total																		

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Are the students able to make the correct choices when determining which word best fits the clue? 			
delectable			
hospitable			
international			
tattered			
towering			
<ul style="list-style-type: none"> Do their explanations show that they understand the words' meanings? 			
<ul style="list-style-type: none"> Do they enjoy learning and talking about new words? 			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** are understand a word's meaning, provide further practice by inviting the students to tell or write stories in which they use the word.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Are the students able to choose the best word to finish each story? 			
cuisine			
moocher			
restriction			
stamina			
surge			
<ul style="list-style-type: none"> Can they explain why a word is the best choice? 			
<ul style="list-style-type: none"> Are they showing a growing interest in learning and using new words? 			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If **only a few students** understand a word’s meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word’s meaning, provide further practice by having each student create a picture card of the word with a definition in his or her own words on the back of the card. Explain that the picture card should illustrate what the word means. You might model the process by drawing a picture that illustrates the meaning of one of this week’s review words.

Completing the Individual Vocabulary Assessment: Word Check 1

Before continuing with the week 5 lesson, use the Individual Vocabulary Assessment: Word Check 1 to assess each student’s understanding of words taught in Weeks 1–4.

PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Individual Vocabulary Assessment: Word Check 1” answer sheets (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 168. Make enough copies for each student to have one; set aside a reference copy for yourself.
- ✓ Make a class set of the “Individual Vocabulary Assessment Student Record” sheets (SR1) from the CCC Learning Hub (ccclearninghub.org) or from page 236. Use this sheet to record each student’s scores from Word Check 1–8 over the course of the year.
- ✓ Make a copy of the “Individual Vocabulary Assessment Class Record” sheet (CR1) from the CCC Learning Hub (ccclearninghub.org) or from page 237. Use this sheet to record the scores of all of the students in the class across the year.
- ✓ If the students are not familiar with the assessment’s multiple-choice format, you might make a copy of the answer sheet (IA1) and display it where everyone can see it. While conducting the assessment, you might point to each vocabulary word as you pronounce it. You might discuss the first few clues as a class and model circling the answers. This copy of the answer sheet is also useful for discussing the activity after the students have completed it.

CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Individual Vocabulary Assessment: Word Check 1” answer sheet (IA1) to each student.
2. Tell the students they will think more about the words they have been learning by playing the game “Which Word Am I?” Explain that you will give a clue about one of the words and the students will circle the word that fits the clue.
3. Explain that the first clue is about one of these words, which are written next to the number 1 on the answer sheet: *cuisine*, *pandemonium*, or *moocher*.
4. Read clue number 1 aloud twice. (See “Which Word Am I?” on page 167.)
5. Have the students circle the word that fits the clue.
6. Follow the same procedure with the remaining clues.

(continues)

DISCUSSING AND SCORING THE ASSESSMENT

1. To fully assess the students' understanding of the words, it is important to discuss the activity with them after they have completed it. Discuss each question with the class or with individual students. Have them explain the thinking behind their responses by asking questions such as:
 - Q *Why did you say the word [pandemonium] is what you might see when a fire breaks out in an apartment building?*
 - Q *What do you know about the word [cuisine/moocher]?*
2. Collect the answer sheet (IA1) from each student. If you wish to score the assessment, we suggest you award one point for each correct answer for a possible total score of 8 points for each word check. You might then assign a letter grade based on a scale or rubric you develop or by percentage correct.
3. Record each student's individual score on the "Individual Vocabulary Assessment Student Record" sheet (SR1) in the "Word Check 1" section. You might also record any comments on that student's performance, such as noting words that seem challenging for the student, and noting, if necessary, any suggestions for providing additional support.
4. If you wish to track your students' progress, as a class, for Word Checks 1–8, you might add each student's scores to the "Individual Vocabulary Assessment Class Record" sheet (CR1).

(continues)

Which Word Am I?

1. I'm what you might see when a fire breaks out in an apartment building.
Q Which word am I: **memento**, **pandemonium**, or **moocher**? (pandemonium)
2. I'm what you do when you go for a long bike ride to get rid of built-up anger.
Q Which word am I: **lurk**, **clamor**, or **"blow off steam"**? ("blow off steam")
3. I might include foods like fresh fish, fruits, and rice.
Q Which word am I: **cuisine**, **stamina**, or **surge**? (cuisine)
4. I'm how a poster might look if it has been hanging on an outside wall for months.
Q Which word am I: **tattered**, **towering**, or **delectable**? (tattered)
5. I'm what you need in order to work all day under a hot sun.
Q Which word am I: **surge**, **stamina**, or **restriction**? (stamina)
6. I'm how you describe a business that has offices in many different countries.
Q Which word am I: **international**, **dim**, or **dissatisfied**? (international)
7. I'm what you do when your best friend is upset about losing his favorite jacket.
Q Which word am I: **clamber**, **reassure**, or **pollute**? (reassure)
8. I'm how you describe a host who is happy to offer you foods that will nourish you.
Q Which word am I: **lush**, **dissatisfied**, or **hospitable**? (hospitable)

Name: _____ Date: _____

Word Check 1: Which Word Am I?

Listen to the clue. Then circle the word that fits the clue.

1.	memento	pandemonium	moocher
2.	lurk	clamor	“blow off steam”
3.	cuisine	stamina	surge
4.	tattered	towering	delectable
5.	surge	stamina	restriction
6.	international	dim	dissatisfied
7.	clamber	reassure	pollute
8.	lush	dissatisfied	hospitable

Completing the Student Self-assessment

Before continuing with the week 5 lesson, use the Student Self-assessment to give the students an opportunity to reflect on how well they know the words they are learning, and to give you the chance to identify words in need of further review and practice.

PREPARING FOR THE ASSESSMENT

- ✓ Identify the words to be assessed. We recommend that you select eight words from the previous four weeks of vocabulary instruction (except for the week 30 assessment, which is a year-end assessment focusing on a range of words from across the year). We suggest that you choose at least one word from each week and include words that were challenging for the students to learn, as well as words that were especially interesting or fun for the students to use and discuss.
- ✓ Make a master copy of the “Student Self-assessment” response sheet (SA1) from the CCC Learning Hub (ccclearninghub.org) or from page 171. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.

CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Student Self-assessment” response sheet (SA1) to each student.
2. Tell the students that today they will have an opportunity to think about how well they know the words they have been learning. Point to the list of words you have chosen and explain that these are some vocabulary words they have talked about in the past several weeks. Explain that you will read each word aloud and give the students a few moments to think about the word. Then they will put a check mark in the column that tells how well they know the word.
3. Explain that if they are sure they know what the word means, they will put a check mark in the “yes” column, meaning “Yes, I know this word!” If they *think* they know what the word means but are not sure, they will put a check mark in the “maybe” column, meaning “Maybe I know this word. I’m not sure.” If they do not know what the word means or cannot remember, they will put a check mark in the “no” column, meaning “No, I don’t know this word.”
4. Tell the students that the purpose of the activity is to help them figure out which words they know well and which words they need to review and practice. Explain that it is fine if the students are not sure about a word or do not know what it means.
5. Point to the first word you have chosen, read it aloud, and give the students a few moments to think about the word. Then have them put a check mark in the column that describes how well they know the word.
6. Follow the same procedure with the remaining words.

(continues)

USING THE ASSESSMENT RESULTS

Here are some suggestions for ways you might use the results of the assessment:

- Ask the students to circle any words they are not sure they know or do not know on their own response sheets. Then have them discuss with their partners what they might do to review and practice those words. If the students have difficulty thinking of ideas, suggest a few of your own. For example, the students might use printable word cards to review the words by themselves or with partners, or they might take the word cards home and practice the words with family members. The students might also write stories using the words, draw pictures about the words, or act out the words with their partners.
- Briefly review the meaning of each word by having the students tell what they know about the word. If several students are not sure or do not know what a word means, write that word where everyone can see it. During the next few days, review the word's meaning periodically and look for opportunities to use the word. Encourage the students to use the word in conversations with classmates and others and in their writing.
- Collect the "Student Self-assessment" response sheet (SA1) from each student. Identify the words that many students are not sure of or do not know and review them as a class or in groups. For suggestions for reviewing words, see "Retaining the Words" in the Introduction of the *Vocabulary Teaching Guide*.

Name: _____ Date: _____

Which Words Do I Know?

Word	yes	maybe	no

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Do the students' choices show that they understand the words' meanings? 			
advantage			
daring			
heroine			
nourish			
solitary			
<ul style="list-style-type: none"> Do they use the vocabulary words to explain their thinking? 			
<ul style="list-style-type: none"> Are they using the words spontaneously and accurately in conversations outside of the vocabulary lessons? 			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice by having the students play "Find Another Word" (see Week 2, Day 2, Step 2).

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Do the associations the students are making show that they understand the words' meanings? 			
blunt			
devour			
dignified			
grimace			
meager			
<ul style="list-style-type: none"> Are they showing a growing interest in learning and using new words? 			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice through an activity modeled on "Does That Make Sense?" (see Week 1, Day 5, Step 2).

Completing the Individual Vocabulary Assessment: Word Check 2

Before continuing with the week 9 lesson, use the Individual Vocabulary Assessment: Word Check 2 to assess each student’s understanding of words taught in Weeks 5–8.

PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Individual Vocabulary Assessment: Word Check 2” answer sheets (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 177. Make enough copies for each student to have one; set aside a reference copy for yourself.
- ✓ If the students are not familiar with the assessment’s multiple-choice format, you might make a copy of the answer sheet (IA1) and display it where everyone can see it. While conducting the assessment, you might point to each vocabulary word as you pronounce it. You might discuss the first few clues as a class and model circling the answers. This copy of the answer sheet is also useful for discussing the activity after the students have completed it.

CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Individual Vocabulary Assessment: Word Check 2” answer sheet (IA1) to each student.
2. Tell the students they will think more about the words they have been learning by playing the game “What’s the Missing Word?” Explain that you will read a sentence that has a word missing and they will circle the vocabulary word that can replace the missing word.
3. Explain that one of these words can replace the missing word in the first sentence: *resist*, *establish*, or *inform*.
4. Read sentence number 1 aloud, saying the word “blank” for the missing word. (See “What’s the Missing Word?” on page 176.)
5. Have the students circle the word that can replace the missing word.
6. Follow the same procedure with the remaining sentences.

(continues)

DISCUSSING AND SCORING THE ASSESSMENT

1. To fully assess the students' understanding of the words, it is important to discuss the activity with them after they have completed it. Discuss each question with the class or with individual students. Have them explain the thinking behind their responses by asking questions such as:
 - Q *Why did you say the word [establish] can replace the missing word? What do you know about the word [establish]?*
 - Q *What do you know about the word [resist/inform]?*
2. Collect the answer sheet (IA1) from each student. If you wish to score the assessment, we suggest you award one point for each correct answer for a possible total score of 8 points for each word check. You might then assign a letter grade based on a scale or rubric you develop or by percentage correct.
3. Record each student's individual score on the "Individual Vocabulary Assessment Student Record" sheet (SR1) in the "Word Check 2" section. You might also record any comments on that student's performance, such as noting words that seem challenging for the student, and noting, if necessary, any suggestions for providing additional support.
4. If you wish to track your students' progress, as a class, for Word Checks 1–8, you might add each student's scores to the "Individual Vocabulary Assessment Class Record" sheet (CR1).

(continues)

What's the Missing Word?

1. Jo loves to hike, so she decides to _____ a hiking group in her neighborhood.
Q What's the missing word: **resist**, **establish**, or **inform**? (establish)
2. Mr. Quinby is _____; he stops frequently when he is out walking to visit with his neighbors.
Q What's the missing word: **sociable**, **solitary**, or **thunderous**? (sociable)
3. The hungry children quickly _____ all the food at the picnic.
Q What's the missing word: **contemplated**, **devoured**, or **extended**? (devoured)
4. Karissa's stomach was grumbling because she ate such a _____ amount of food at lunch.
Q What's the missing word: **tranquil**, **battered**, or **meager**? (meager)
5. William is very _____; he rarely gets upset and is able to control his emotions.
Q What's the missing word: **daring**, **dignified**, or **blunt**? (dignified)
6. People called Vivienne a heroine after she _____ the poor treatment of animals at the local shelter.
Q What's the missing word: **devoured**, **protested**, or **strolled**? (protested)
7. The rainstorm caused _____ flooding. Thousands of acres of farmland were under water.
Q What's the missing word: **scarce**, **stunned**, or **widespread**? (widespread)
8. Abe did not know anything about computers. That was a big _____ when he tried to get a job at a computer repair shop.
Q What's the missing word: **disadvantage**, **advantage**, or **grimace**? (disadvantage)

Name: _____ Date: _____

Word Check 2: What's the Missing Word?

Listen to the clue. Then circle the word that fits the clue.

1.	resist	establish	inform
2.	sociable	solitary	thunderous
3.	contemplated	devoured	extended
4.	tranquil	battered	meager
5.	daring	dignified	blunt
6.	devoured	protested	strolled
7.	scarce	stunned	widespread
8.	disadvantage	advantage	grimace

Completing the Student Self-assessment

Before continuing with the week 9 lesson, use the Student Self-assessment to give the students an opportunity to reflect on how well they know the words they are learning, and to give you the chance to identify words in need of further review and practice.

PREPARING FOR THE ASSESSMENT

- ✓ Identify the words to be assessed. We recommend that you select eight words from the previous four weeks of vocabulary instruction (except for the week 30 assessment, which is a year-end assessment focusing on a range of words from across the year). We suggest that you choose at least one word from each week and include words that were challenging for the students to learn, as well as words that were especially interesting or fun for the students to use and discuss.
- ✓ Make a master copy of the “Student Self-assessment” response sheet (SA1) from the CCC Learning Hub (ccclearninghub.org) or from page 180. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.

CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Student Self-assessment” response sheet (SA1) to each student.
2. Tell the students that today they will have an opportunity to think about how well they know the words they have been learning. Point to the list of words you have chosen and explain that these are some vocabulary words they have talked about in the past several weeks. Explain that you will read each word aloud and give the students a few moments to think about the word. Then they will put a check mark in the column that tells how well they know the word.
3. Explain that if they are sure they know what the word means, they will put a check mark in the “yes” column, meaning “Yes, I know this word!” If they *think* they know what the word means but are not sure, they will put a check mark in the “maybe” column, meaning “Maybe I know this word. I’m not sure.” If they do not know what the word means or cannot remember, they will put a check mark in the “no” column, meaning “No, I don’t know this word.”
4. Tell the students that the purpose of the activity is to help them figure out which words they know well and which words they need to review and practice. Explain that it is fine if the students are not sure about a word or do not know what it means.
5. Point to the first word you have chosen, read it aloud, and give the students a few moments to think about the word. Then have them put a check mark in the column that describes how well they know the word.
6. Follow the same procedure with the remaining words.

(continues)

USING THE ASSESSMENT RESULTS

Here are some suggestions for ways you might use the results of the assessment:

- Ask the students to circle any words they are not sure they know or do not know on their own response sheets. Then have them discuss with their partners what they might do to review and practice those words. If the students have difficulty thinking of ideas, suggest a few of your own. For example, the students might use printable word cards to review the words by themselves or with partners, or they might take the word cards home and practice the words with family members. The students might also write stories using the words, draw pictures about the words, or act out the words with their partners.
- Briefly review the meaning of each word by having the students tell what they know about the word. If several students are not sure or do not know what a word means, write that word where everyone can see it. During the next few days, review the word's meaning periodically and look for opportunities to use the word. Encourage the students to use the word in conversations with classmates and others and in their writing.
- Collect the "Student Self-assessment" response sheet (SA1) from each student. Identify the words that many students are not sure of or do not know and review them as a class or in groups. For suggestions for reviewing words, see "Retaining the Words" in the Introduction of the *Vocabulary Teaching Guide*.

Name: _____ Date: _____

Which Words Do I Know?

Word	yes	maybe	no

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Can the students identify the word that completes each sentence? 			
contemplate			
inform			
loll			
scour			
soothe			
<ul style="list-style-type: none"> Do their explanations show that they understand the vocabulary words' meanings? 			
<ul style="list-style-type: none"> Are they using the words they are learning in their writing? 			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice by having the students each create a picture card of the word with a definition in his or her own words on the back of the card. Explain that the picture card should illustrate what the word means. You might model the process by drawing a picture that illustrates the meaning of one of this week's review words.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Can the students identify the vocabulary words? 			
contented			
envious			
peculiar			
reliable			
uneasy			
<ul style="list-style-type: none"> ▪ Do their explanations show that they understand the words' meanings? 			
<ul style="list-style-type: none"> ▪ Are they using the words accurately in writing and in conversations outside of the vocabulary lessons? 			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice by having the students play "Which Word Am I?" (see Week 2, Day 5, Step 2).

Completing the Individual Vocabulary Assessment: Word Check 3

Before continuing with the week 13 lesson, use the Individual Vocabulary Assessment: Word Check 3 to assess each student’s understanding of words taught in Weeks 9–12.

PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Individual Vocabulary Assessment: Word Check 3” answer sheets (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 186. Make enough copies for each student to have one; set aside a reference copy for yourself.

CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Individual Vocabulary Assessment: Word Check 3” answer sheet (IA1) to each student.
2. Tell the students that they will think more about the words they have been learning by playing the game “I’m Thinking of a Word.” Explain that you will give a clue about one of the words, and they will circle the word that fits the clue.
3. Explain that the first clue is about one of these words, which are written next to the number 1 on the answer sheet: *clank*, *suit*, or *spectacle*.
4. Read clue number 1 aloud twice. (See “I’m Thinking of a Word” on page 185.)
5. Have the students circle the word that fits the clue.
6. Follow the same procedure with the remaining clues.

DISCUSSING AND SCORING THE ASSESSMENT

1. To fully assess the students’ understanding of the words, it is important to discuss the activity with them after they have completed it. Discuss each question with the class or with individual students. Have them explain the thinking behind their responses by asking questions such as:
 - Q *How might you use the word [spectacle] in a sentence? When have you seen a spectacle?*
 - Q *What do you know about the word [clank/suit]?*
2. Collect the answer sheet (IA1) from each student. If you wish to score the assessment, we suggest you award one point for each correct answer for a possible total score of 8 points for each word check. You might then assign a letter grade based on a scale or rubric you develop or by percentage correct.

(continues)

3. Record each student's individual score on the "Individual Vocabulary Assessment Student Record" sheet (SR1) in the "Word Check 3" section. You might also record any comments on that student's performance, such as noting words that seem challenging for the student, and noting, if necessary, any suggestions for providing additional support.
4. If you wish to track your students' progress, as a class, for Word Checks 1–8, you might add each student's scores to the "Individual Vocabulary Assessment Class Record" sheet (CR1).

(continues)

I'm Thinking of a Word

1. I'm thinking of a word that you might use to describe a robot doing magic tricks.
Q Which word am I thinking of: **clank**, **spectacle**, or **suit**? (spectacle)
2. I'm thinking of a word that tells what you do when you are tired and cannot sit up straight.
Q Which word am I thinking of: **hunch**, **emerge**, or **rustle**? (hunch)
3. I'm thinking of a word that you might use to describe a friend you can trust.
Q Which word am I thinking of: **luxurious**, **reliable**, or **conspicuous**? (reliable)
4. I'm thinking of a word that tells what you do when you shelter a puppy who is caught in a storm.
Q Which word am I thinking of: **scour**, **thrust**, or **harbor**? (harbor)
5. I'm thinking of a word that is a synonym of the word *happy*.
Q Which word am I thinking of: **envious**, **contented**, or **uneasy**? (contented)
6. I'm thinking of a word that tells what you do when you make a friend feel better.
Q Which word am I thinking of: **soothe**, **heave**, or **loll**? (soothe)
7. I'm thinking of a word that you might use to describe a beautiful view from the top of a mountain.
Q Which word am I thinking of: **peculiar**, **helter-skelter**, or **picturesque**? (picturesque)
8. I'm thinking of a word that tells what you do when you gently touch your face with a tissue.
Q Which word am I thinking of: **exert**, **budge**, or **dab**? (dab)

Name: _____ Date: _____

Word Check 3: I'm Thinking of a Word

Listen to the clue. Then circle the word that fits the clue.

1.	clank	spectacle	suit
2.	hunch	emerge	rustle
3.	luxurious	reliable	conspicuous
4.	scour	thrust	harbor
5.	envious	contented	uneasy
6.	soothe	heave	loll
7.	peculiar	helter-skelter	picturesque
8.	exert	budge	dab

Completing the Student Self-assessment

Before continuing with the week 13 lesson, use the Student Self-assessment to give the students an opportunity to reflect on how well they know the words they are learning, and to give you the chance to identify words in need of further review and practice.

PREPARING FOR THE ASSESSMENT

- ✓ Identify the words to be assessed. We recommend that you select eight words from the previous four weeks of vocabulary instruction (except for the week 30 assessment, which is a year-end assessment focusing on a range of words from across the year). We suggest that you choose at least one word from each week and include words that were challenging for the students to learn, as well as words that were especially interesting or fun for the students to use and discuss.
- ✓ Make a master copy of the “Student Self-assessment” response sheet (SA1) from the CCC Learning Hub (ccclearninghub.org) or from page 189. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.

CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Student Self-assessment” response sheet (SA1) to each student.
2. Tell the students that today they will have an opportunity to think about how well they know the words they have been learning. Point to the list of words you have chosen and explain that these are some vocabulary words they have talked about in the past several weeks. Explain that you will read each word aloud and give the students a few moments to think about the word. Then they will put a check mark in the column that tells how well they know the word.
3. Explain that if they are sure they know what the word means, they will put a check mark in the “yes” column, meaning “Yes, I know this word!” If they *think* they know what the word means but are not sure, they will put a check mark in the “maybe” column, meaning “Maybe I know this word. I’m not sure.” If they do not know what the word means or cannot remember, they will put a check mark in the “no” column, meaning “No, I don’t know this word.”
4. Tell the students that the purpose of the activity is to help them figure out which words they know well and which words they need to review and practice. Explain that it is fine if the students are not sure about a word or do not know what it means.
5. Point to the first word you have chosen, read it aloud, and give the students a few moments to think about the word. Then have them put a check mark in the column that describes how well they know the word.
6. Follow the same procedure with the remaining words.

(continues)

USING THE ASSESSMENT RESULTS

Here are some suggestions for ways you might use the results of the assessment:

- Ask the students to circle any words they are not sure they know or do not know on their own response sheets. Then have them discuss with their partners what they might do to review and practice those words. If the students have difficulty thinking of ideas, suggest a few of your own. For example, the students might use printable word cards to review the words by themselves or with partners, or they might take the word cards home and practice the words with family members. The students might also write stories using the words, draw pictures about the words, or act out the words with their partners.
- Briefly review the meaning of each word by having the students tell what they know about the word. If several students are not sure or do not know what a word means, write that word where everyone can see it. During the next few days, review the word's meaning periodically and look for opportunities to use the word. Encourage the students to use the word in conversations with classmates and others and in their writing.
- Collect the "Student Self-assessment" response sheet (SA1) from each student. Identify the words that many students are not sure of or do not know and review them as a class or in groups. For suggestions for reviewing words, see "Retaining the Words" in the Introduction of the *Vocabulary Teaching Guide*.

Name: _____ Date: _____

Which Words Do I Know?

Word	yes	maybe	no

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Can the students identify the vocabulary words? 			
conspicuous			
motionless			
resilient			
thoughtful			
thoughtless			
<ul style="list-style-type: none"> ▪ Do their explanations show that they understand the words' meanings? 			
<ul style="list-style-type: none"> ▪ Are they using the words accurately in writing and in conversations outside of the vocabulary lessons? 			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice through an activity modeled on "Does That Make Sense?" (see Week 1, Day 5, Step 2).

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Do the students' explanations show that they understand the vocabulary words' meanings? 			
convert			
currently			
discourteous			
hunch			
suit			
<ul style="list-style-type: none"> Can they use the words to explain their thinking? 			
<ul style="list-style-type: none"> Are they using the words they are learning in their writing? 			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice by having the students create a picture card of the word with a definition in their own words on the back of the card. Explain that the picture card should illustrate what the word means. You might model the process by drawing a picture that illustrates the meaning of one of this week's review words.

Completing the Individual Vocabulary Assessment: Word Check 4

Before continuing with the week 17 lesson, use the Individual Vocabulary Assessment: Word Check 4 to assess each student’s understanding of words taught in Weeks 13–16.

PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Individual Vocabulary Assessment: Word Check 4” answer sheets (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 195. Make enough copies for each student to have one; set aside a reference copy for yourself.

CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Individual Vocabulary Assessment: Word Check 4” answer sheet (IA1) to each student.
2. Tell the students that they will think more about the words they have been learning by playing the game “Which Word Am I?” Explain that you will give a clue about one of the words and the students will circle the word that fits the clue.
3. Explain that the first clue is about one of these words, which are written next to the number 1 on the answer sheet: *thoughtless*, *thoughtful*, and *discourteous*.
4. Read clue number 1 aloud twice. (See “Which Word Am I?” on page 194.)
5. Have the students circle the word that fits the clue.
6. Follow the same procedure with the remaining clues.

DISCUSSING AND SCORING THE ASSESSMENT

1. To fully assess the students’ understanding of the words, it is important to discuss the activity with them after they have completed it. Discuss each question with the class or with individual students. Have them explain the thinking behind their responses by asking questions such as:
 - Q *Why did you say the word [thoughtful] describes a person who remembers all of her friends’ birthdays?*
 - Q *What do you know about the word [thoughtless/discourteous]?*
2. Collect the answer sheet (IA1) from each student. If you wish to score the assessment, we suggest you award one point for each correct answer for a possible total score of 8 points for each word check. You might then assign a letter grade based on a scale or rubric you develop or by percentage correct.

(continues)

3. Record each student's individual score on the "Individual Vocabulary Assessment Student Record" sheet (SR1) in the "Word Check 4" section. You might also record any comments on that student's performance, such as noting words that seem challenging for the student, and noting, if necessary, any suggestions for providing additional support.
4. If you wish to track your students' progress, as a class, for Word Checks 1–8, you might add each student's scores to the "Individual Vocabulary Assessment Class Record" sheet (CR1).

(continues)

Which Word Am I?

1. I'm how you describe a person who remembers all of her friends' birthdays.

Q Which word am I: **thoughtful**, **thoughtless**, or **discourteous**? (thoughtful)

2. I'm what you do when you bring the same bag with you every time you go shopping.

Q Which word am I: **desert**, **convert**, or **reuse**? (reuse)

3. I'm a pleasant daydream you have while you lie in a hammock on a hot summer day.

Q Which word am I: **calamity**, **reverie**, or **prejudice**? (reverie)

4. I'm how you describe an animal that is currently sitting perfectly still.

Q Which word am I: **motionless**, **selfless**, or **wobbly**? (motionless)

5. I'm what you do when you call your grandmother to see how she is doing.

Q Which word am I: **hunger**, **bundle**, or **contact**? (contact)

6. I'm how you describe a story about a friendly talking dragon.

Q Which word am I: **fanciful**, **vast**, or **resilient**? (fanciful)

7. I'm how you describe a teakettle that takes a very long time to boil water.

Q Which word am I: **efficient**, **inefficient**, or **typical**? (inefficient)

8. I'm how you describe a suitcase that has wheels, allowing it to be moved easily.

Q Which word am I: **moist**, **thoughtless**, or **mobile**? (mobile)

Name: _____ Date: _____

Word Check 4: Which Word Am I?

Listen to the clue. Then circle the word that fits the clue.

1.	thoughtful	thoughtless	discourteous
2.	desert	convert	reuse
3.	calamity	reverie	prejudice
4.	motionless	selfless	wobbly
5.	hunger	bundle	contact
6.	fanciful	vast	resilient
7.	efficient	inefficient	typical
8.	moist	thoughtless	mobile

Completing the Student Self-assessment

Before continuing with the week 17 lesson, use the Student Self-assessment to give the students an opportunity to reflect on how well they know the words they are learning, and to give you the chance to identify words in need of further review and practice.

PREPARING FOR THE ASSESSMENT

- ✓ Identify the words to be assessed. We recommend that you select eight words from the previous four weeks of vocabulary instruction (except for the week 30 assessment, which is a year-end assessment focusing on a range of words from across the year). We suggest that you choose at least one word from each week and include words that were challenging for the students to learn, as well as words that were especially interesting or fun for the students to use and discuss.
- ✓ Make a master copy of the “Student Self-assessment” response sheet (SA1) from the CCC Learning Hub (ccclearninghub.org) or from page 198. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.

CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Student Self-assessment” response sheet (SA1) to each student.
2. Tell the students that today they will have an opportunity to think about how well they know the words they have been learning. Point to the list of words you have chosen and explain that these are some vocabulary words they have talked about in the past several weeks. Explain that you will read each word aloud and give the students a few moments to think about the word. Then they will put a check mark in the column that tells how well they know the word.
3. Explain that if they are sure they know what the word means, they will put a check mark in the “yes” column, meaning “Yes, I know this word!” If they *think* they know what the word means but are not sure, they will put a check mark in the “maybe” column, meaning “Maybe I know this word. I’m not sure.” If they do not know what the word means or cannot remember, they will put a check mark in the “no” column, meaning “No, I don’t know this word.”
4. Tell the students that the purpose of the activity is to help them figure out which words they know well and which words they need to review and practice. Explain that it is fine if the students are not sure about a word or do not know what it means.
5. Point to the first word you have chosen, read it aloud, and give the students a few moments to think about the word. Then have them put a check mark in the column that describes how well they know the word.
6. Follow the same procedure with the remaining words.

(continues)

USING THE ASSESSMENT RESULTS

Here are some suggestions for ways you might use the results of the assessment:

- Ask the students to circle any words they are not sure they know or do not know on their own response sheets. Then have them discuss with their partners what they might do to review and practice those words. If the students have difficulty thinking of ideas, suggest a few of your own. For example, the students might use printable word cards to review the words by themselves or with partners, or they might take the word cards home and practice the words with family members. The students might also write stories using the words, draw pictures about the words, or act out the words with their partners.
- Briefly review the meaning of each word by having the students tell what they know about the word. If several students are not sure or do not know what a word means, write that word where everyone can see it. During the next few days, review the word's meaning periodically and look for opportunities to use the word. Encourage the students to use the word in conversations with classmates and others and in their writing.
- Collect the "Student Self-assessment" response sheet (SA1) from each student. Identify the words that many students are not sure of or do not know and review them as a class or in groups. For suggestions for reviewing words, see "Retaining the Words" in the Introduction of the *Vocabulary Teaching Guide*.

Name: _____ Date: _____

Which Words Do I Know?

Word	yes	maybe	no

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Can the students identify the vocabulary words? 			
efficient			
ethical			
inefficient			
selfless			
unethical			
<ul style="list-style-type: none"> Do their explanations show that they understand the words' meanings? 			
<ul style="list-style-type: none"> Are they using the words accurately in writing and in conversations outside of the vocabulary lessons? 			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice through an activity modeled on "Does That Make Sense?" (see Week 1, Day 5, Step 2).

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Can the students identify the word that completes each sentence? 			
dependent			
exert			
indicate			
prejudice			
priority			
<ul style="list-style-type: none"> ▪ Do their explanations show that they understand the vocabulary words' meanings? 			
<ul style="list-style-type: none"> ▪ Are they using the words they are learning in their writing and conversations outside of the vocabulary lessons? 			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice by inviting the students to tell or write stories in which they use the word.

Completing the Individual Vocabulary Assessment: Word Check 5

Before continuing with the week 21 lesson, use the Individual Vocabulary Assessment: Word Check 5 to assess each student’s understanding of words taught in Weeks 17–20.

PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Individual Vocabulary Assessment: Word Check 5” answer sheets (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 204. Make enough copies for each student to have one; set aside a reference copy for yourself.

CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Individual Vocabulary Assessment: Word Check 5” answer sheet (IA1) to each student.
2. Tell the students they will think more about the words they have been learning by playing the game “I’m Thinking of a Word.” Explain that you will give a clue about one of the words and they will circle the word that fits the clue.
3. Explain that the first clue is about one of these words, which are written next to the number 1 on the answer sheet: *interact*, *compel*, or *resolve*.
4. Read clue number 1 aloud twice. (See “I’m Thinking of a Word” on page 203.)
5. Have the students circle the word that fits the clue.
6. Follow the same procedure with the remaining clues.

DISCUSSING AND SCORING THE ASSESSMENT

1. To fully assess the students’ understanding of the words, it is important to discuss the activity with them after they have completed it. Discuss each question with the class or with individual students. Have them explain the thinking behind their responses by asking questions such as:
 - Q *How might you use the word [resolve] in a sentence? When have you seen a spectacle?*
 - Q *What do you know about the word [interact/compel]?*
2. Collect the answer sheet (IA1) from each student. If you wish to score the assessment, we suggest you award one point for each correct answer for a possible total score of 8 points for each word check. You might then assign a letter grade based on a scale or rubric you develop or by percentage correct.

(continues)

3. Record each student's individual score on the "Individual Vocabulary Assessment Student Record" sheet (SR1) in the "Word Check 5" section. You might also record any comments on that student's performance, such as noting words that seem challenging for the student, and noting, if necessary, any suggestions for providing additional support.
4. If you wish to track your students' progress, as a class, for Word Checks 1–8, you might add each student's scores to the "Individual Vocabulary Assessment Class Record" sheet (CR1).

(continues)

I'm Thinking of a Word

1. I'm thinking of a word that means "find an answer or solution to a problem."
Q Which word am I thinking of: **interact**, **compel**, or **resolve**? (resolve)
2. I'm thinking of a word that tells what you do when you waste time playing video games when you could be learning a new sport.
Q Which word am I thinking of: **influence**, **indicate**, or **squander**? (squander)
3. I'm thinking of a word that describes the series of steps that you take to make a peanut butter and jelly sandwich.
Q Which word am I thinking of: **sequence**, **priority**, or **device**? (sequence)
4. I'm thinking of a word that you might use to describe the best pair of shoes in the store.
Q Which word am I thinking of: **defenseless**, **supreme**, or **ethical**? (supreme)
5. I'm thinking of a word that describes a person who buys and uses a new car.
Q Which word am I thinking of: **consumer**, **preteen**, or **procedure**? (consumer)
6. I'm thinking of a word that tells what you do when you have an argument with a friend.
Q Which word am I thinking of: **comply**, **clash**, or **regulate**? (clash)
7. I'm thinking of a word that you might use to describe a person who gets on board with the idea of taking food from a store without paying for it.
Q Which word am I thinking of: **desirable**, **academic**, or **unethical**? (unethical)
8. I'm thinking of a word that you might use to describe a scary ghost story.
Q Which word am I thinking of: **hair-raising**, **dependent**, or **defenseless**? (hair-raising)

Name: _____ Date: _____

Word Check 5: I'm Thinking of a Word

Listen to the clue. Then circle the word that fits the clue.

1.	interact	compel	resolve
2.	influence	indicate	squander
3.	sequence	priority	device
4.	defenseless	supreme	ethical
5.	consumer	preteen	procedure
6.	comply	clash	regulate
7.	desirable	academic	unethical
8.	hair-raising	dependent	defenseless

Completing the Student Self-assessment

Before continuing with the week 21 lesson, use the Student Self-assessment to give the students an opportunity to reflect on how well they know the words they are learning, and to give you the chance to identify words in need of further review and practice.

PREPARING FOR THE ASSESSMENT

- ✓ Identify the words to be assessed. We recommend that you select eight words from the previous four weeks of vocabulary instruction (except for the week 30 assessment, which is a year-end assessment focusing on a range of words from across the year). We suggest that you choose at least one word from each week and include words that were challenging for the students to learn, as well as words that were especially interesting or fun for the students to use and discuss.
- ✓ Make a master copy of the “Student Self-assessment” response sheet (SA1) from the CCC Learning Hub (ccclearninghub.org) or from page 207. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.

CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Student Self-assessment” response sheet (SA1) to each student.
2. Tell the students that today they will have an opportunity to think about how well they know the words they have been learning. Point to the list of words you have chosen and explain that these are some vocabulary words they have talked about in the past several weeks. Explain that you will read each word aloud and give the students a few moments to think about the word. Then they will put a check mark in the column that tells how well they know the word.
3. Explain that if they are sure they know what the word means, they will put a check mark in the “yes” column, meaning “Yes, I know this word!” If they *think* they know what the word means but are not sure, they will put a check mark in the “maybe” column, meaning “Maybe I know this word. I’m not sure.” If they do not know what the word means or cannot remember, they will put a check mark in the “no” column, meaning “No, I don’t know this word.”
4. Tell the students that the purpose of the activity is to help them figure out which words they know well and which words they need to review and practice. Explain that it is fine if the students are not sure about a word or do not know what it means.
5. Point to the first word you have chosen, read it aloud, and give the students a few moments to think about the word. Then have them put a check mark in the column that describes how well they know the word.
6. Follow the same procedure with the remaining words.

(continues)

USING THE ASSESSMENT RESULTS

Here are some suggestions for ways you might use the results of the assessment:

- Ask the students to circle any words they are not sure they know or do not know on their own response sheets. Then have them discuss with their partners what they might do to review and practice those words. If the students have difficulty thinking of ideas, suggest a few of your own. For example, the students might use printable word cards to review the words by themselves or with partners, or they might take the word cards home and practice the words with family members. The students might also write stories using the words, draw pictures about the words, or act out the words with their partners.
- Briefly review the meaning of each word by having the students tell what they know about the word. If several students are not sure or do not know what a word means, write that word where everyone can see it. During the next few days, review the word's meaning periodically and look for opportunities to use the word. Encourage the students to use the word in conversations with classmates and others and in their writing.
- Collect the "Student Self-assessment" response sheet (SA1) from each student. Identify the words that many students are not sure of or do not know and review them as a class or in groups. For suggestions for reviewing words, see "Retaining the Words" in the Introduction of the *Vocabulary Teaching Guide*.

Name: _____ Date: _____

Which Words Do I Know?

Word	yes	maybe	no

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Can the students identify the vocabulary words that replace the underlined words? 			
comply			
get on board			
heartless			
sequence			
supreme			
<ul style="list-style-type: none"> Do their explanations show that they understand the words' meanings? 			
<ul style="list-style-type: none"> Are they using context clues, prefixes and suffixes, and other word-learning strategies to figure out words in their independent reading? 			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice by inviting the students to each create a picture card of the word with a definition in his or her own words on the back of the card.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Are the students able to choose the best word to finish each story? 			
defenseless			
drastic			
dwelling			
preteen			
procedure			
<ul style="list-style-type: none"> Are they able to use the words to explain their thinking? 			
<ul style="list-style-type: none"> Are they using the words spontaneously and accurately in conversations outside of vocabulary time? 			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If **only a few students** understand a word’s meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word’s meaning, provide further practice by having the students play “Which Word Am I?” (see Week 2, Day 5, Step 2).

Completing the Individual Vocabulary Assessment: Word Check 6

Before continuing with the Week 25 lesson, use the Individual Vocabulary Assessment: Word Check 6 to assess each student’s understanding of words taught in Weeks 21–24.

PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Individual Vocabulary Assessment: Word Check 6” answer sheets (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 213. Make enough copies for each student to have one; set aside a reference copy for yourself.

CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Individual Vocabulary Assessment: Word Check 6” answer sheet (IA1) to each student.
2. Tell the students they will think more about the words they have been learning by playing the game “Which Word Am I?” Explain that you will give a clue about one of the words and they will circle the word that fits the clue.
3. Explain that the first clue is about one of these words, which are written next to the number 1 on the answer sheet: *wide-eyed*, *vexed*, or *dilapidated*.
4. Read clue number 1 aloud twice. (See “Which Word Am I?” on page 212.)
5. Have the students circle the word that fits the clue.
6. Follow the same procedure with the remaining clues.

DISCUSSING AND SCORING THE ASSESSMENT

1. To fully assess the students’ understanding of the words, it is important to discuss the activity with them after they have completed it. Discuss each question with the class or with individual students. Have them explain the thinking behind their responses by asking questions such as:
 - Q *How might you use the word [wide-eyed] in a sentence? Why might you be wide-eyed?*
 - Q *What do you know about the word [vexed/dilapidated]?*
2. Collect the answer sheet (IA1) from each student. If you wish to score the assessment, we suggest you award one point for each correct answer for a possible total score of 8 points for each word check. You might then assign a letter grade based on a scale or rubric you develop or by percentage correct.

(continues)

3. Record each student's individual score on the "Individual Vocabulary Assessment Student Record" sheet (SR1) in the "Word Check 6" section. You might also record any comments on that student's performance, such as noting words that seem challenging for the student, and noting, if necessary, any suggestions for providing additional support.
4. If you wish to track your students' progress, as a class, for Word Checks 1–8, you might add each student's scores to the "Individual Vocabulary Assessment Class Record" sheet (CR1).

(continues)

Which Word Am I?

1. I'm how people look when they see something amazing.

Q Which word am I: **wide-eyed**, **vexed**, or **drastic**? (wide-eyed)

2. I'm what you do when you start to do something and then stop because you are afraid.

Q Which word am I: **master**, **restore**, or **"lose your nerve"**? (lose your nerve)

3. I'm a fan who goes to every game to cheer for my hometown team.

Q Which word am I: **supporter**, **dwelling**, or **trickle**? (supporter)

4. I'm how you describe an event that changes your life.

Q Which word am I: **vivid**, **momentous**, or **cantankerous**? (momentous)

5. I'm how you describe a person who deliberately hurts the feelings of others.

Q Which word am I: **heartless**, **breathtaking**, or **befuddled**? (heartless)

6. I'm a situation in which people are treated very unfairly.

Q Which word am I: **disposition**, **quality**, or **injustice**? (injustice)

7. I'm what you do when you learn a foreign language well enough to speak, read, and write it.

Q Which word am I: **master**, **deteriorate**, or **mystify**? (master)

8. I'm how you describe a rusty old truck with a cracked windshield, no doors, and worn tires.

Q Which word am I: **preposterous**, **dilapidated**, or **"on pins and needles"**? (dilapidated)

Name: _____ Date: _____

Word Check 6: Which Word Am I?

Listen to the clue. Then circle the word that fits the clue.

1.	wide-eyed	vexed	drastic
2.	master	restore	lose your nerve
3.	supporter	dwelling	trickle
4.	vivid	momentous	cantankerous
5.	heartless	breathtaking	befuddled
6.	disposition	quality	injustice
7.	master	deteriorate	mystify
8.	dilapidated	preposterous	on pins and needles

Completing the Student Self-assessment

Before continuing with the week 25 lesson, use the Student Self-assessment to give the students an opportunity to reflect on how well they know the words they are learning, and to give you the chance to identify words in need of further review and practice.

PREPARING FOR THE ASSESSMENT

- ✓ Identify the words to be assessed. We recommend that you select eight words from the previous four weeks of vocabulary instruction (except for the week 30 assessment, which is a year-end assessment focusing on a range of words from across the year). We suggest that you choose at least one word from each week and include words that were challenging for the students to learn, as well as words that were especially interesting or fun for the students to use and discuss.
- ✓ Make a master copy of the “Student Self-assessment” response sheet (SA1) from the CCC Learning Hub (ccclearninghub.org) or from page 216. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.

CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Student Self-assessment” response sheet (SA1) to each student.
2. Tell the students that today they will have an opportunity to think about how well they know the words they have been learning. Point to the list of words you have chosen and explain that these are some vocabulary words they have talked about in the past several weeks. Explain that you will read each word aloud and give the students a few moments to think about the word. Then they will put a check mark in the column that tells how well they know the word.
3. Explain that if they are sure they know what the word means, they will put a check mark in the “yes” column, meaning “Yes, I know this word!” If they *think* they know what the word means but are not sure, they will put a check mark in the “maybe” column, meaning “Maybe I know this word. I’m not sure.” If they do not know what the word means or cannot remember, they will put a check mark in the “no” column, meaning “No, I don’t know this word.”
4. Tell the students that the purpose of the activity is to help them figure out which words they know well and which words they need to review and practice. Explain that it is fine if the students are not sure about a word or do not know what it means.
5. Point to the first word you have chosen, read it aloud, and give the students a few moments to think about the word. Then have them put a check mark in the column that describes how well they know the word.
6. Follow the same procedure with the remaining words.

(continues)

USING THE ASSESSMENT RESULTS

Here are some suggestions for ways you might use the results of the assessment:

- Ask the students to circle any words they are not sure they know or do not know on their own response sheets. Then have them discuss with their partners what they might do to review and practice those words. If the students have difficulty thinking of ideas, suggest a few of your own. For example, the students might use printable word cards to review the words by themselves or with partners, or they might take the word cards home and practice the words with family members. The students might also write stories using the words, draw pictures about the words, or act out the words with their partners.
- Briefly review the meaning of each word by having the students tell what they know about the word. If several students are not sure or do not know what a word means, write that word where everyone can see it. During the next few days, review the word's meaning periodically and look for opportunities to use the word. Encourage the students to use the word in conversations with classmates and others and in their writing.
- Collect the "Student Self-assessment" response sheet (SA1) from each student. Identify the words that many students are not sure of or do not know and review them as a class or in groups. For suggestions for reviewing words, see "Retaining the Words" in the Introduction of the *Vocabulary Teaching Guide*.

Name: _____ Date: _____

Which Words Do I Know?

Word	yes	maybe	no

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Do the students' choices show that they understand the words' meanings? 			
cantankerous			
clash			
deteriorate			
dilapidated			
supporter			
<ul style="list-style-type: none"> Do they use the vocabulary words to explain their thinking? 			
<ul style="list-style-type: none"> Are they using the words spontaneously and accurately in conversations outside of the vocabulary lessons? 			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice by having the students play "Find Another Word" (see Week 2, Day 2, Step 2).

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Do the students' explanations show that they understand the vocabulary words' meanings? 			
brehtaking			
lose your nerve			
preposterous			
typical			
wobbly			
<ul style="list-style-type: none"> Are they using the words accurately in writing and in conversations outside of the vocabulary lessons? 			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice by inviting the students to each create a picture card of the word with a definition in his or her own words on the back of the card.

Completing the Individual Vocabulary Assessment: Word Check 7

Before continuing with the week 29 lesson, use the Individual Vocabulary Assessment: Word Check 7 to assess each student’s understanding of words taught in Weeks 26–28.

PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Individual Vocabulary Assessment: Word Check 7” answer sheets (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 222. Make enough copies for each student to have one; set aside a reference copy for yourself.

CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Individual Vocabulary Assessment: Word Check 7” answer sheet (IA1) to each student.
2. Tell the students they will think more about the words they have been learning by playing the game “I’m Thinking of a Word.” Explain that you will give a clue about one of the words and they will circle the word that fits the clue.
3. Explain that the first clue is about one of these words, which are written next to the number 1 on the answer sheet: *intrigue*, *lurch*, or *argue*.
4. Read clue number 1 aloud twice. (See “I’m Thinking of a Word” on page 221.)
5. Have the students circle the word that fits the clue.
6. Follow the same procedure with the remaining clues.

DISCUSSING AND SCORING THE ASSESSMENT

1. To fully assess the students’ understanding of the words, it is important to discuss the activity with them after they have completed it. Discuss each question with the class or with individual students. Have them explain the thinking behind their responses by asking questions such as:
 - Q *How might you use the word [lurch] in a sentence? What do you know about the word [lurch]?*
 - Q *What do you know about the word [intrigue/argue]?*
2. Collect the answer sheet (IA1) from each student. If you wish to score the assessment, we suggest you award one point for each correct answer for a possible total score of 8 points for each word check. You might then assign a letter grade based on a scale or rubric you develop or by percentage correct.

(continues)

3. Record each student's individual score on the "Individual Vocabulary Assessment Student Record" sheet (SR1) in the "Word Check 7" section. You might also record any comments on that student's performance, such as noting words that seem challenging for the student, and noting, if necessary, any suggestions for providing additional support.
4. If you wish to track your students' progress, as a class, for Word Checks 1–8, you might add each student's scores to the "Individual Vocabulary Assessment Class Record" sheet (CR1).

(continues)

I'm Thinking of a Word

1. I'm thinking of a word that tells what you do when you move suddenly forward when the bus stops quickly.

Q Which word am I thinking of: **intrigue**, **lurch**, or **argue**? (lurch)

2. I'm thinking of a word that you might use to describe a person who has studied the ocean and knows a lot about it.

Q Which word am I thinking of: **knowledgeable**, **positive**, or **negative**? (knowledgeable)

3. I'm thinking of a word that means a "large crowd of people."

Q Which word am I thinking of: **values**, **throng**, or **impact**? (throng)

4. I'm thinking of a word that you might use to describe an ugly monster in a scary movie.

Q Which word am I thinking of: **positive**, **engrossed**, or **grotesque**? (grotesque)

5. I'm thinking of a word that tells what the sail of a boat does on a windy day.

Q Which word am I thinking of: **billow**, **cluster**, or **commit**? (billow)

6. I'm thinking of a word that describes a person who is the same age as you.

Q Which word am I thinking of: **impact**, **throng**, or **peer**? (peer)

7. I'm thinking of a word that tells what a pinecone does when it falls from the top of a tall tree.

Q Which word am I thinking of: **billow**, **argue**, or **plummet**? (plummet)

8. I'm thinking of a word that you might use to describe a beautiful memento that you got from your favorite aunt when she moved far away.

Q Which word am I thinking of: **significant**, **insignificant**, or **grotesque**? (significant)

Name: _____ Date: _____

Word Check 7: I'm Thinking of a Word

Listen to the clue. Then circle the word that fits the clue.

1.	intrigue	lurch	argue
2.	knowledgeable	positive	negative
3.	values	throng	impact
4.	positive	engrossed	grotesque
5.	billow	cluster	commit
6.	impact	throng	peer
7.	billow	argue	plummet
8.	significant	insignificant	grotesque

Completing the Student Self-assessment

Before continuing with the week 29 lesson, use the Student Self-assessment to give the students an opportunity to reflect on how well they know the words they are learning, and to give you the chance to identify words in need of further review and practice.

PREPARING FOR THE ASSESSMENT

- ✓ Identify the words to be assessed. We recommend that you select eight words from the previous four weeks of vocabulary instruction (except for the week 30 assessment, which is a year-end assessment focusing on a range of words from across the year). We suggest that you choose at least one word from each week and include words that were challenging for the students to learn, as well as words that were especially interesting or fun for the students to use and discuss.
- ✓ Make a master copy of the “Student Self-assessment” response sheet (SA1) from the CCC Learning Hub (cclearninghub.org) or from page 225. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.

CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Student Self-assessment” response sheet (SA1) to each student.
2. Tell the students that today they will have an opportunity to think about how well they know the words they have been learning. Point to the list of words you have chosen and explain that these are some vocabulary words they have talked about in the past several weeks. Explain that you will read each word aloud and give the students a few moments to think about the word. Then they will put a check mark in the column that tells how well they know the word.
3. Explain that if they are sure they know what the word means, they will put a check mark in the “yes” column, meaning “Yes, I know this word!” If they *think* they know what the word means but are not sure, they will put a check mark in the “maybe” column, meaning “Maybe I know this word. I’m not sure.” If they do not know what the word means or cannot remember, they will put a check mark in the “no” column, meaning “No, I don’t know this word.”
4. Tell the students that the purpose of the activity is to help them figure out which words they know well and which words they need to review and practice. Explain that it is fine if the students are not sure about a word or do not know what it means.
5. Point to the first word you have chosen, read it aloud, and give the students a few moments to think about the word. Then have them put a check mark in the column that describes how well they know the word.
6. Follow the same procedure with the remaining words.

(continues)

USING THE ASSESSMENT RESULTS

Here are some suggestions for ways you might use the results of the assessment:

- Ask the students to circle any words they are not sure they know or do not know on their own response sheets. Then have them discuss with their partners what they might do to review and practice those words. If the students have difficulty thinking of ideas, suggest a few of your own. For example, the students might use printable word cards to review the words by themselves or with partners, or they might take the word cards home and practice the words with family members. The students might also write stories using the words, draw pictures about the words, or act out the words with their partners.
- Briefly review the meaning of each word by having the students tell what they know about the word. If several students are not sure or do not know what a word means, write that word where everyone can see it. During the next few days, review the word's meaning periodically and look for opportunities to use the word. Encourage the students to use the word in conversations with classmates and others and in their writing.
- Collect the "Student Self-assessment" response sheet (SA1) from each student. Identify the words that many students are not sure of or do not know and review them as a class or in groups. For suggestions for reviewing words, see "Retaining the Words" in the Introduction of the *Vocabulary Teaching Guide*.

Name: _____ Date: _____

Which Words Do I Know?

Word	yes	maybe	no

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Do the students' responses indicate that they understand the words' meanings? 			
<ul style="list-style-type: none"> Are they able to use the words to explain their thinking? 			
<ul style="list-style-type: none"> Are they using the words they have learned this year in their writing and in conversations outside of the vocabulary lessons? 			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, incorporate the word into one or more of the other activities used to review words this week.

Completing the Individual Vocabulary Assessment: Word Check 8

Use the Individual Vocabulary Assessment: Word Check 8 to assess each student's understanding of a representative set of words chosen from across the year.

PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Individual Vocabulary Assessment: Word Check 8” answer sheets (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 230. Make enough copies for each student to have one; set aside a reference copy for yourself.

CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Individual Vocabulary Assessment: Word Check 8” answer sheet (IA1) to each student.
2. Tell the students they will think more about some of the words they have learned this year by playing the game “What’s the Missing Word?” Explain that you will read a sentence that has a word missing and they will circle the vocabulary word that can replace the missing word.
3. Explain that one of these words can replace the missing word in the first sentence: *contented*, *dissatisfied*, or *envious*.
4. Read sentence number 1 aloud, saying the word “blank” for the missing word. (See “What’s the Missing Word?” on page 229.)
5. Have the students circle the word that can replace the missing word.
6. Follow the same procedure with the remaining sentences.

DISCUSSING AND SCORING THE ASSESSMENT

1. To fully assess the students’ understanding of the words, it is important to discuss the activity with them after they have completed it. Discuss each question with the class or with individual students. Have them explain the thinking behind their responses by asking questions such as:
 - Q *Why did you say the word [dissatisfied] can replace the missing word? What do you know about the word [dissatisfied]?*
 - Q *What do you know about the word [contented/envious]?*
2. Collect the answer sheet (IA1) from each student. If you wish to score the assessment, we suggest you award one point for each correct answer for a possible total score of 8 points for each word check. You might then assign a letter grade based on a scale or rubric you develop or by percentage correct.

(continues)

3. Record each student's individual score on the "Individual Vocabulary Assessment Student Record" sheet (SR1) in the "Word Check 8" section. You might also record any comments on that student's performance, such as noting words that seem challenging for the student, and noting, if necessary, any suggestions for providing additional support and for continued growth during the summer.
4. If you wish to track your students' progress, as a class, for Word Checks 1–8, you might add each student's scores to the "Individual Vocabulary Assessment Class Record" sheet (CR1).

(continues)

What's the Missing Word?

1. Sanjay quit the basketball team because he was _____ with the unethical behavior of his teammates.

Q What's the missing word: **contented**, **dissatisfied**, or **envious**? (dissatisfied)

2. A throng of people were in the emergency room after the earthquake—it was a _____.

Q What's the missing word: **calamity**, **cuisine**, or **priority**? (calamity)

3. After studying the solar system in school and at home, Lauren feels very _____ about the subject.

Q What's the missing word: **dependent**, **knowledgeable**, or **befuddled**? (knowledgeable)

4. Kyle had to _____ his younger brother after the hair-raising airplane ride.

Q What's the missing word: **stun**, **resist**, or **soothe**? (soothe)

5. The language in Madeline's new book was so vivid that she was _____ in it immediately.

Q What's the missing word: **engrossed**, **tattered**, or **vexed**? (engrossed)

6. Gary was lurking behind the couch to scare his sister, but he _____ when he saw that she was crying.

Q What's the missing word: **lost his nerve**, **rustled**, or **complied**? (lost his nerve)

7. The sound of the horses stampeding was _____—all of the other animals in the area ran to hide.

Q What's the missing word: **thunderous**, **fanciful**, or **lush**? (thunderous)

8. Though the hungry people clamored for food, there was only a _____ amount of bread left.

Q What's the missing word: **resilient**, **meager**, or **conspicuous**? (meager)

Name: _____ Date: _____

Word Check 8: What's the Missing Word?

Listen to the clue. Then circle the word that fits the clue.

1.	contented	dissatisfied	envious
2.	calamity	cuisine	priority
3.	dependent	knowledgeable	befuddled
4.	stun	resist	soothe
5.	engrossed	tattered	vexed
6.	lost his nerve	rustled	complied
7.	thunderous	fanciful	lush
8.	resilient	meager	conspicuous

Completing the Student Self-assessment

Use the final Student Self-assessment to give the students an opportunity to reflect on how well they know the words they have learned this year, and to give you the chance to identify words in need of further review and practice for continued growth during the summer.

PREPARING FOR THE ASSESSMENT

- ✓ Identify the words to be assessed. We recommend that you select eight words from across the year. For a representative set of words, you might choose one or two words from Weeks 1–4, one or two words from Weeks 5–8, etc. If you administered Word Check 8, you might select words not included in that assessment. We suggest that you include words that were challenging for the students to learn, as well as words that were especially interesting or fun for the students to use and discuss.
- ✓ Make a master copy of the “Student Self-assessment” response sheet (SA1) from the CCC Learning Hub (cclearninghub.org) or from page 233. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.

CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Student Self-assessment” response sheet (SA1) to each student.
2. Tell the students that today they will have an opportunity to think about how well they know the words they have learned this year. Point to the list of words you have chosen and explain that these are some vocabulary words they have talked about during the year. Explain that you will read each word aloud and give the students a few moments to think about the word. Then they will put a check mark in the column that tells how well they know the word.
3. Explain that if they are sure they know what the word means, they will put a check mark in the “yes” column, meaning “Yes, I know this word!” If they *think* they know what the word means but are not sure, they will put a check mark in the “maybe” column, meaning “Maybe I know this word. I’m not sure.” If they do not know what the word means or cannot remember, they will put a check mark in the “no” column, meaning “No, I don’t know this word.”
4. Tell the students that the purpose of the activity is to help them figure out which words they know well and which words they need to review and practice. Explain that it is fine if the students are not sure about a word or do not know what it means.
5. Point to the first word you have chosen, read it aloud, and give the students a few moments to think about the word. Then have them put a check mark in the column that describes how well they know the word.
6. Follow the same procedure with the remaining words.

(continues)

USING THE ASSESSMENT RESULTS

Here are some suggestions for ways you might use the results of the assessment:

- Ask the students to circle any words they are not sure they know or do not know on their own response sheets. Then have them discuss with their partners what they might do to review and practice those words. If the students have difficulty thinking of ideas, suggest a few of your own. For example, the students might use printable word cards to review the words by themselves or with partners, or they might take the word cards home and practice the words with family members. The students might also write stories using the words, draw pictures about the words, or act out the words with their partners.
- Briefly review the meaning of each word by having the students tell what they know about the word. If several students are not sure or do not know what a word means, write that word where everyone can see it. During the next few days, review the word's meaning periodically and look for opportunities to use the word. Encourage the students to use the word in conversations with classmates and others and in their writing.
- Collect the "Student Self-assessment" response sheet (SA1) from each student. Identify the words that many students are not sure of or do not know and review them as a class or in groups. For suggestions for reviewing words, see "Retaining the Words" in the Introduction of the *Vocabulary Teaching Guide*.

Name: _____ Date: _____

Which Words Do I Know?

Word	yes	maybe	no

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Vocabulary Summary Record Sheets

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Individual Vocabulary Assessment Student Record (SR1)

Student's name: _____

WORD CHECK 1		DATE: _____
Comments/Suggestions:		Score:
WORD CHECK 2		DATE: _____
Comments/Suggestions:		Score:
WORD CHECK 3		DATE: _____
Comments/Suggestions:		Score:
WORD CHECK 4		DATE: _____
Comments/Suggestions:		Score:

(continues)

Student's name: _____

WORD CHECK 5		DATE: _____
Comments/Suggestions:	Score:	
WORD CHECK 6		DATE: _____
Comments/Suggestions:	Score:	
WORD CHECK 7		DATE: _____
Comments/Suggestions:	Score:	
WORD CHECK 8		DATE: _____
Comments/Suggestions:	Score:	
		Total Score:



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MM3-AB5

Illustration by Michael Wertz

CCC Collaborative Literacy

Being a Writer™

SECOND EDITION



In what feels like a second you're standing on the diving board 12 feet in the air at the sports complex pool. You're excited and nervous. In one second you spring off the board. You do three flips and splash into the water gracefully. You open your eyes.

You burst with pride.

A perfect triple dive!

GRADE

5



Being a **Writer**[™]

SECOND EDITION

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The Pinkerton Foundation
The Rockefeller Foundation
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CCC Collaborative Literacy

Being a Writer™

SECOND EDITION

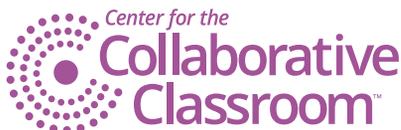
In what feels like a second you're standing on the diving board 12 feet in the air at the sports complex pool. You're excited and nervous. In one second you spring off the board. You do three flips and splash into the water gracefully. You open your eyes.

You burst with pride.

A perfect triple dive!

GRADE

5



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Capstone Press	National Book Network
Charlesbridge Publishing	National Geographic Society
Chronicle Books	NorthSouth Books
Crabtree Publishing Company	Peel Productions
The Creative Company	Penguin Group (USA)
Farrar, Straus and Giroux	Random House Children's Books
Firefly Books	Richard C. Owen Publishers, Inc.
Gareth Stevens Publishing	Rourke Publishing
HarperCollins Children's Books	Scholastic Inc.
Henry Holt and Company Books	Simon & Schuster
Holiday House	Walker & Company
Houghton Mifflin Harcourt Children's Books	Workman Publishing Company, Inc.

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Introduction

We all dream of sending our elementary school students on to middle and high school with a love of writing; an ability to write clearly, creatively, and purposefully for sustained periods of time; and a familiarity with the crafts and conventions of writing in the major genres. We want them to approach writing with confidence and understand that writing, first and foremost, is communication. In pursuing this dream, we ask ourselves: *What are the most important things for students to learn about writing during their elementary school years? What writing experiences are most important for students to have?* The *Being a Writer™* program is our carefully researched, fully articulated answer to these key questions.

The *Being a Writer* program is a yearlong writing curriculum for kindergarten through grade 6 and the first program of its kind to bring together the latest research in teaching writing with support for students' social and ethical development. The program marries a writing process approach with guided instruction, providing a clear scope and sequence to ensure that your students learn the important elements of writing at their grade level. This all happens in the context of a caring classroom community—so crucial to motivating and inspiring students to grow as writers, thinkers, and principled people. As members of the community, the students learn and act on the values that govern the community (responsibility, respect, caring, fairness, and helpfulness). They practice the skills and dispositions they need to bring these values to life in their daily interactions.

New to the Second Edition

In this second edition of the *Being a Writer* program, we have added content, assessments, and technology features designed to support your teaching and your students' writing and social development. These include:

- New Open Day and Writing Throughout the Week activities that supplement instruction at grades K–2
- A fifth day of instruction each week at grades 3–6
- New or revised Opinion Writing units at grades K–5 and a new Argumentative Writing unit at grade 6
- New Writing About Reading supplemental activities in which the students write opinions in response to literature
- New family letters in English and Spanish
- Enhanced lesson support for teaching writing skills and conventions

- An expanded *Skill Practice Teaching Guide* and *Student Skill Practice Book* at grades 1–6
- Print and digital teacher’s manuals with links to professional development media and lesson resources
- New and expanded writing assessments
- An online assessment tool, the CCC ClassView™ assessment app, for capturing and synthesizing assessment data
- A *Writing Performance Task Preparation Guide* that prepares students for standards-based writing performance tasks at grades 3–6
- Online, interactive whiteboard activities
- Additional support for incorporating technology through tips, tutorials, extension activities, and mini-lessons

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

Unique Pedagogy

The program’s unique pedagogy grows out of years of research on writing and child development. It focuses on character education and social and ethical development and supports teachers both as writers and as teachers of writing.

RESEARCH BASED/CLASSROOM TESTED

We have drawn on two decades of research in the areas of writing, motivation and learning theory, and social and ethical development to develop the *Being a Writer* program. In the 1980s, a major study of various modes of writing instruction showed that a writing process approach combined with clear objectives and opportunities for peer interaction produced an effect 22 times greater in students’ pretest–posttest writing quality than approaches characterized by lecture, teacher-only feedback, and writing assignments imitating patterns or following rules. Interestingly, the study also found that positive feedback (commenting exclusively on what writers had done well, rather than on their shortcomings) produced far greater effects in student writing than did negative feedback (Kelley 2002).

A meta-analysis published in 2007 identified the following as key elements of effective instruction (Graham and Perin 2007):

- Process writing approach
- Collaborative writing tasks
- Study of models
- Writing strategies

- Specific product goals
- Prewriting
- Inquiry activities

Additional work by researchers and leaders in the field, including Atwell, Calkins, Fletcher, and Graves,* supports these findings and also emphasizes the following as ways to improve students' writing practice and attitude:

- Teacher and peer conferences
- Classroom discussion
- Writing for real audiences and purposes
- Student self-assessment
- Regular periods of writing
- Choice of writing topics

The *Being a Writer* program has been developed in consultation with an advisory board of teachers (of varied backgrounds and experience) who piloted lessons and gave us extensive feedback to assure that the program addresses the needs of all students, is easy to implement, and fits into the language arts block.

DUAL FOCUS: ACADEMIC AND SOCIAL/ETHICAL LEARNING

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

The *Being a Writer* program helps you take deliberate steps to create a classroom writing community where your students feel empowered, supported in taking risks, and responsible to themselves and the group. The program weaves cooperative learning, social skill instruction, and discussion of values throughout the writing lessons.

TEACHER SUPPORT

The program is designed to help you hone your skills both as a teacher of writing and as a writer yourself. Detailed, easy-to-follow lesson plans include suggestions for managing the writing process, facilitating discussions, assessing the class, and conferring with individual

*To read more about the theoretical and research basis for the *Being a Writer* program, see Bibliography on page 757.

students. Teacher Notes and references to professional development media throughout the lessons explain the underlying pedagogy of various activities and provide examples of what might happen in the classroom. The weekly Teacher as Writer section helps you cultivate your own writing voice while deepening your appreciation for what the students are asked to do in the program. (For more information, see “Teacher as Writer” on page liii.)

Program at a Glance

The following sections describe the program components, writing development across the grades, and a typical daily lesson.

PROGRAM COMPONENTS

The *Being a Writer* program includes:

- *Teacher’s Manual*, two volumes per grade
- About 20–30 children’s trade books per grade to inspire students and model good writing
- *Student Writing Handbook*, one for each student (at grades 2–6), containing excerpts, practice activities, a spelling word bank, and proofreading notes
- Wipe-off boards and markers, one set for each student (at grades K–1), to use during Guided Writing Practice
- *Assessment Resource Book* (at grades K–6), containing information and record sheets to assess writing and social skill development for individual students and the class
- *Skill Practice Teaching Guide* (at grades 1–6), containing mini-lessons to supplement instruction in skills and conventions in the program
- *Student Skill Practice Book*, one for each student (at grades 1–6), containing additional skill practice activities to be used in conjunction with the lessons in the *Skill Practice Teaching Guide*
- *Writing Performance Task Preparation Guide* (at grades 3–6), containing lessons to prepare students for standards-based writing performance tasks
- Digital versions of the *Teacher’s Manual*, *Skill Practice Teaching Guide*, *Assessment Resource Book*, and *Writing Performance Task Preparation Guide*
- Access to online resources via the CCC Learning Hub (ccclearninghub.org), such as interactive whiteboard activities, assessment forms, reproducibles, and professional development media
- Access to the CCC ClassView app (classview.org), which allows for electronic recording, sorting, synthesizing, and reporting of assessment data for individual students and the whole class

For more information about the print format of the *Teacher’s Manual*, see the “Getting Started with Your Print *Teacher’s Manual*” tutorial (AV81). For more information about the digital format, see the “Getting Started with Your *Digital Teacher’s Set*” tutorial (AV72).



AV81



AV72

Students in grades 1–6 will each need a writing notebook and a folder for loose pages. In kindergarten, each student will need only a writing folder. See “Student Books, Notebooks, and Folders” on page xlii for further information.

WRITING DEVELOPMENT ACROSS THE GRADES

The table below provides a snapshot of how learning in writing process, craft, and genre is developed over grades K–6. (For a table showing the skills and conventions taught at your grade level, see the “Grade 5 Skills and Conventions” table on page xxv.)

Writing Process and Craft	K	1	2	3	4	5	6
Write daily for various purposes and audiences	■	■	■	■	■	■	■
Generate ideas for writing	■	■	■	■	■	■	■
Choose writing topics	■	■	■	■	■	■	■
Extend writing to tell more	■	■	■	■	■	■	■
Confer with the teacher	■	■	■	■	■	■	■
Reread writing for sense	■	■	■	■	■	■	■
Learn about conventions from published works	□	□	■	■	■	■	■
Publish pieces of writing	■	■	■	■	■	■	■
Read and share published pieces with the class	■	■	■	■	■	■	■
Write for sustained periods of time	■	■	■	■	■	■	■
Learn about elements of craft and/or genre from published works	■	■	■	■	■	■	■
Analyze writing for specific purposes (e.g., descriptive words, dialogue) and revise	□	■	■	■	■	■	■
Keep a writer’s notebook for ideas and drafts		□	■	■	■	■	■
Develop a relaxed, uninhibited attitude about writing	□	□	□	■	■	■	■
Cultivate creativity	□	□	□	■	■	■	■

■ formally taught □ informally experienced

(continues)

Writing Process and Craft <i>(continued)</i>	K	1	2	3	4	5	6
Confer in pairs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Give and receive feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Proofread and edit for spelling	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
Proofread and edit for conventions (e.g., grammar, usage, punctuation)	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
Revise based on partner feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

■ formally taught □ informally experienced

The students learn and apply elements of the following genres:	K	1	2	3	4	5	6
Narrative Writing	Units 1-3	Unit 1; Unit 2 Weeks 3-6; Units 3-4	Units 1-3	Unit 1; Personal Narrative and Fiction genre units	Unit 1; Personal Narrative and Fiction genre units	Unit 1; Personal Narrative and Fiction genre units	Unit 1; Personal Narrative and Fiction genre units
Expository Nonfiction (or Informative Writing)	Unit 4	Unit 5	Unit 4	Unit 1; Expository Nonfiction genre unit			
Opinion Writing*	Unit 6	Unit 7	Unit 6	Opinion Writing genre unit	Opinion Writing genre unit	Opinion Writing genre unit	Argumentative Writing genre unit
Poetry	Unit 5	Unit 6	Unit 7	Unit 1; Poetry genre unit			
Letter Writing**			Unit 5	Letter Writing genre unit (not in core)**			
Functional Nonfiction (or Explanatory Writing)				Functional Writing genre unit	Unit 1; Functional Writing genre unit	Unit 1; Functional Writing genre unit	Unit 1; Functional Writing genre unit

*Opinion writing is also taught in Writing About Reading activities. (See “Writing About Reading” on page xx for more information.)

**Instruction in letter writing at grades 3–6 is available separately as supplemental writing genre units. Visit Center for the Collaborative Classroom’s website (collaborativeclassroom.org), for ordering information.

ALIGNMENT WITH STANDARDS

The *Being a Writer* program develops students' abilities to draft, research, revise, discuss, proofread, and publish writing in narrative, informative/explanatory, and opinion genres. The program's focus on conversations about literature and the writing process, along with its teaching of social skills such as speaking clearly, listening to others, and asking questions about others' writing also addresses standards for speaking and listening. For more about how the program aligns to specific state standards, see the CCC Learning Hub (ccclearninghub.org).

A TYPICAL DAILY LESSON

Lessons are generally divided into three sections: Getting Ready to Write, Writing Time, and Sharing and Reflecting.

- **Getting Ready to Write.** Most direct instruction happens during this section of the lesson. The students gather to hear and discuss a read-aloud, brainstorm ideas for writing, participate in shared or modeled writing, discuss how they will work together, or “quick-write” (participate in short, whole-class writing exercises in grades 3–6).
- **Writing Time.** During this period of sustained writing, you have the opportunity to write with the students, observe and assist as needed, and confer with individual students or pairs.
- **Sharing and Reflecting.** Students share and reflect on their writing and social interactions in this section. They listen to and express their appreciation for one another's writing. They discuss what is working in their partnerships, what problems they are encountering, and what they can do to avoid those problems in the future.

EXTENDING THE INSTRUCTION

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

- **Open Days and Writing Throughout the Week.** In grades K–2, each week of instruction includes one to two open days. On these days, you might consider teaching a Writing Throughout the Week activity. The activities provide ideas such as expanding on a writing idea from the week’s lessons, offering an additional writing idea related to the week’s read-aloud, or asking the students to engage in a different kind of writing (for example, writing opinions about a text, making lists, or engaging in an interactive writing activity), to supplement the instruction provided in the core lessons. Alternatively, you might use open days to provide your own writing instruction.
- **Writing About Reading.** These activities provide the students with opportunities to write opinions about and make connections to texts they hear and discuss in the *Being a Writer* program. Although the activities are optional, they provide a valuable opportunity for your students to practice writing opinions in response to texts, and we encourage you to do them. These activities can be done at the end of a lesson or at another time.

The Writing About Reading activities build in complexity across grades. In grades K–2, the students write personal opinions in response to texts. Starting in grade 1, the students are expected to provide reasons to support their opinions. In grade 3, in addition to writing about personal opinions, the students begin to more closely analyze the texts, backing up inferences with textual references. In grades 4–6, the latter is the primary focus of the Writing About Reading activities.

- **Extensions.** These activities provide additional learning opportunities that enhance the instruction in the core lessons. Examples of extensions include exploring text features, discussing authors’ use of language, and using technology to learn about an author or to publish work for an audience beyond the classroom. These activities can be done at the end of a lesson or at another time.
- **Technology Mini-lessons.** These ten mini-lessons encompass such topics as digital citizenship, online safety, word processing, and research skills. See “Technology Mini-lessons” on page xlvi for more information.

Understanding the Program

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

Focus on Writing

Students spend their first few, precious years as writers in our classrooms. As elementary students, they are at the very beginning of their lifelong careers as writers. Learning to write is like learning to master other means of communication. Command of the written word, like command of the piano, oil paints, conversational French, or advanced mathematics, relies less on innate talent than on years of steady practice and encouragement.

MOTIVATION AND CREATIVITY

To get enough sheer practice writing during their elementary school years, students need to really, *really* want to write. Thus, all instruction in writing process, craft, skills, and conventions in this program grows out of the need to tap into students’ intrinsic desire to express themselves and to be understood.

Throughout the program, read-alouds of exemplary writing stimulate the students’ imaginations and fuel their motivation to write. Reading about professional authors helps students learn that creativity can be gloriously messy and that writers write to satisfy themselves first. In *Being a Writer*, students have a great deal of choice about what to write—even when writing about assigned topics, they draw on their unique experiences and interests to address those topics. Formal skill instruction is delayed in each unit so that students can focus initially on just getting their ideas onto paper. However, basic writing mechanics and skills are taught early in kindergarten and grade 1. (See “Flexible Approach to Skill Instruction” on page xxiii for suggestions about how to integrate skills instruction with the core lessons.)

THE BEGINNING OF WRITING (K-2)

Early writing develops on a foundation of oral language, drawing, and phonics instruction. In kindergarten, grade 1, and at the beginning of grade 2, we create many opportunities for students to draw and tell their stories and to see writing modeled. The students see you model thinking aloud about what to write and draw; writing letters, words, and sentences; using standard sentence punctuation; and rereading your writing.

As students become familiar with concepts of print, they begin to understand that marks on a page communicate meaning. They start to draw pictures, write symbols, and eventually form letters and sentences to tell their stories.

To help young students begin to communicate in writing as quickly as possible, it is necessary to provide early instruction in basic conventions of writing, such as writing from left to right and inserting spaces between words. In kindergarten and grade 1, the Guided Writing Practice and Shared Writing opportunities impart this instruction.

- **Guided Writing Practice.** During Guided Writing Practice in the early units of kindergarten and grade 1, you will model writing letters, words, and simple sentences as the students practice writing on individual wipe-off boards. During the practice, sentence starters like “I see _____” generate practice sentences quickly while connecting to the week’s read-aloud text and writing topic. When the students write their own stories, they may use the sentence starters they practiced or begin their stories in any way they choose. This practice ensures that beginning writers get the support they need, while more experienced writers have important skills reinforced.
- **Shared Writing.** During Shared Writing time, which occurs throughout the year, you elicit the students’ ideas to write a shared story about a topic. As you write, you model thinking aloud about getting ideas, adding details to the story, and using skills and conventions such as capitalizing sentences and proper nouns, punctuating the ends of sentences, and writing complete sentences. The shared writing activities can be adapted as interactive writing activities. Rather than you writing the students’ suggestions, invite student volunteers to come to the board and write individual letters, words, or sentences as they are able. Then have the students return to their seats for independent writing.

We assume that the students are receiving separate phonics instruction alongside this writing program, including instruction about concepts of print (such as learning letter names and recognizing upper- and lowercase letters), phoneme segmentation, sight word recognition, and letter formation. Throughout the primary grades, we suggest that you model writing using letter–sound relationships that the students have learned during phonics instruction.

The program structure at grades K–2 supports students in learning the basic skills they need to communicate in writing. Because this skill instruction is cumulative and builds on prior learning, we designed the units at these grades to be taught sequentially.

WRITING PROCESS, GENRE, AND CRAFT (3–6)

While students informally draft, revise, and publish their writing at grades K–2, it is not until grade 3 that the writing process becomes central to their writing. After being formally introduced to the writing process at the beginning of the year, students in grades 3–6 repeatedly engage in the cycle of prewriting, drafting, revising, proofreading, and publishing as they participate in the genre units.

The genre units, which focus on personal narrative, fictional narrative, expository (or informative) nonfiction, functional (or explanatory) nonfiction, opinion/argumentative writing, and poetry, immerse the students in authentic representative literature by having them hear, read, and discuss good examples of each genre. They learn about elements of a genre as they brainstorm ideas, quick-write, and write multiple drafts. After this immersion and drafting phase, each student selects a draft to develop and revise for publication in the class library. The students spend the later weeks of each genre unit revising, proofreading, publishing, and sharing their pieces from the Author’s Chair.

The genre units at grades 3–6 may be taught in any order, although we recommend that the expository nonfiction unit be taught later in the year due to its greater academic and social demands.

SKILLS AND CONVENTIONS

The first several weeks of the program are an immersion period during which the students are introduced to the lesson structure and cooperative learning skills, and develop their motivation and stamina for writing. This immersion period is about inspiring good ideas and getting those ideas—in whatever form—onto paper. Students’ motivation to learn the conventions of written English (beyond the basic writing skills discussed previously for K–2 students) grows out of their desire to communicate clearly with their readers in their published pieces. Grammar, usage, punctuation, capitalization, and some spelling skills are taught in the program after the students have had ample time to draft their ideas.

FLEXIBLE APPROACH TO SKILL INSTRUCTION

At grades K–2, most skill instruction occurs during the shared or modeled writing portions of the lesson, while at grades 3–6, most skill instruction occurs during the revision and proofreading phases of the writing process.

Additional instruction and practice in skills and conventions, and language skills assessments for grades 1–6 are provided in the *Skill Practice Teaching Guide* and the accompanying *Student Skill Practice Book*.

The program allows you to choose one of two possible approaches to teaching the skill lessons in the *Skill Practice Teaching Guide*. You might choose to teach the 30 lessons in sequence, or you might teach specific skills when they naturally support the writing being done in a particular genre (for example, the need to punctuate speech arises when writing fiction, while learning to use conjunctions is appropriate for connecting ideas in nonfiction). Skill Practice Notes refer you to specific lessons in the *Skill Practice Teaching Guide* that provide further instruction or practice with a skill. For more information, see the *Skill Practice Teaching Guide*.

At all grades, we assume that there is a separate spelling program in place to provide students with formal instruction in spelling patterns, inflectional endings, roots, syllabication, and other aspects of spelling.

The Grade 5 Skills and Conventions table on the following page shows where skills and conventions for your grade level are taught directly in the core lessons and suggestions for where they might be practiced. To see analogous information for other grade levels, see Appendix D, “Skills and Conventions Tables.”

THE 6+1 TRAIT® WRITING MODEL AND THE *BEING A WRITER* PROGRAM

The goals of the *Being a Writer* program correlate closely to those of the 6+1 Trait Writing model of instruction and assessment developed by Education Northwest. In this widely used framework, student writing is assessed using seven distinct characteristics of writing: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. The framework provides you and your students with a common language to discuss good writing and rubrics to assess the quality of writing.

While the *Being a Writer* program provides an assessment framework using our “Descriptors of Successful Writing” to help you and your students understand and assess good writing, you will find numerous parallels between the two approaches. Examples of ways in which *Being a Writer* supports the 6+1 traits are described in the Support for the 6+1 Trait Model table on page xxvi.

Grade 5 Skills and Conventions

Skill/Convention	Unit 2: The Writing Process	Genre: Personal Narrative	Genre: Fiction	Genre: Expository Nonfiction	Genre: Functional Writing	Genre: Opinion Writing	Genre: Poetry	Unit 9: Revisiting the Writing Community
GRAMMAR AND USAGE								
Complete sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
Compound sentences			<input type="checkbox"/>	<input type="checkbox"/>				
Recognize and correct fragments and run-on sentences		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
Nouns and possessive nouns		■						
Possessive pronouns			■					
Verbs	■							
Perfect verb tenses		<input type="checkbox"/>						
Shifts in verb tense		<input type="checkbox"/>	<input type="checkbox"/>					
Adjectives	<input type="checkbox"/>							
Prepositions and prepositional phrases			<input type="checkbox"/>					
Correlative conjunctions					<input type="checkbox"/>			
PUNCTUATION AND CAPITALIZATION								
Commas in a series					<input type="checkbox"/>			
Commas after introductory phrases and clauses					<input type="checkbox"/>			
Commas to set off yes and no, tag questions, and nouns of direct address			■			<input type="checkbox"/>		
Commas and quotation marks in dialogue and direct quotations			<input type="checkbox"/>					

■ Skill Practice Teaching Guide lesson referenced in a Skill Practice Note □ Instruction provided and Skill Practice Teaching Guide lesson referenced in the unit

Support for the 6+1 Trait Model

Ideas (the Main Message)

DESCRIPTORS OF SUCCESSFUL WRITING	EXAMPLES
<ul style="list-style-type: none"> It is clear what the piece is about. Writing fully communicates ideas and shows sustained thought. 	<ul style="list-style-type: none"> Students write about specific feelings using “Feelings” face cards that they draw out of a bag. (kindergarten, Unit 2) Students write opening sentences that introduce their topics. (grade 1, Unit 5) Students write nonfiction pieces that tell true information about the polar lands. (grade 2, Unit 4) Students describe a time when they faced a challenge and persevered. (grade 3, Personal Narrative) Students write about interesting people they know. (grade 4, Fiction) Students choose topics they are curious about and research and write expository pieces about them. (grade 5, Expository Nonfiction) Students choose topics that are debatable, research the topics, generate claims based on their research, and write argumentative essays about those claims. (grade 6, Argumentative Writing)

Organization (the Internal Structure of a Piece)

DESCRIPTORS OF SUCCESSFUL WRITING	EXAMPLES
<ul style="list-style-type: none"> Writing shows elements of the genre. One idea connects logically to the next. 	<ul style="list-style-type: none"> Students write stories with a beginning, middle, and end. (grade 1, Unit 4) Students write opinion pieces that include opening sentences, reasons, linking words, and closing sentences. (grade 2, Unit 7) Students organize nonfiction reports by subtopic and in a sequence that makes sense. (grade 3, Expository Nonfiction) Students explore strong opening sentences written by published authors. (grade 3, Fiction) Students identify and indent paragraphs. (grade 4, Opinion Writing) Students write endings that draw a story’s events to a close. (grade 5, Personal Narrative) Students think about the organization of their ideas and draft their informational reports into logical sections and paragraphs. (grade 6, Expository Nonfiction)

Voice (the Personal Tone and Flavor of the Author’s Message)

DESCRIPTOR OF SUCCESSFUL WRITING	EXAMPLES
<ul style="list-style-type: none"> Writing shows individual expression and/or creativity. 	<ul style="list-style-type: none"> Students include details about their feelings in stories about themselves. (grade 1, Unit 4) Students write fiction stories about characters that are unique. (grade 2, Unit 3) Students write clear, direct openings that engage readers. (grade 3, Opinion Writing) Students write introductions that capture the reader’s interest. (grade 4, Opinion Writing) Students use their imaginations and cultivate a relaxed, uninhibited attitude about writing. (grade 4, Fiction) Students draft personal narratives, focusing on single, interesting events or topics from their own lives. (grade 5, Personal Narrative) Students explore how authors create voice in their writing and cultivate their own unique voices in their narratives. (grade 6, Personal Narrative)

Word Choice (the Vocabulary a Writer Chooses to Convey Meaning)

DESCRIPTOR OF SUCCESSFUL WRITING	EXAMPLES
<ul style="list-style-type: none"> Writing contains varied and descriptive vocabulary. 	<ul style="list-style-type: none"> Students include sound words and movement words in their poems. (grade 1, Unit 6) Students use interesting and descriptive words to help readers imagine what is happening in their poems. (grade 2, Unit 6) Students brainstorm alternatives for overused words such as <i>good</i>, <i>nice</i>, and <i>said</i>. (grade 3, Unit 2) Students use figurative language (for example, simile and personification) in their poems. (grade 4, Poetry) Students use rhyme, onomatopoeia, and repetition of words and sounds in their poems. (grade 5, Poetry) Students use descriptive details to convey setting and character. (grade 6, Fiction)

(continues)

Support for the 6+1 Trait Model (continued)

Sentence Fluency (the Rhythm and Flow of the Language)	
DESCRIPTOR OF SUCCESSFUL WRITING	EXAMPLES
<ul style="list-style-type: none"> ▪ Sentences are fluent when read aloud. 	<ul style="list-style-type: none"> ▪ Students read their writing aloud to check that it makes sense. (grade 1, Unit 5) ▪ Students read their writing to one another to make sure it makes sense. (grade 2, Unit 4) ▪ Students recognize and correct run-on sentences. (grade 3, Personal Narrative) ▪ Students use transitional words and phrases (such as <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>, <i>besides</i>) to link opinions and reasons. (grade 4, Opinion Writing) ▪ Students use transitional words and phrases (such as <i>moreover</i>, <i>finally</i>, <i>in conclusion</i>, <i>to illustrate</i>, <i>however</i>) to link opinions and reasons. (grade 5, Opinion Writing) ▪ Students use transitional words and phrases that show time, sequence of events, or location and that connect one idea to another. (grade 6, Expository Nonfiction)
Conventions (the Mechanical Correctness)	
DESCRIPTORS OF SUCCESSFUL WRITING	EXAMPLES
<ul style="list-style-type: none"> ▪ Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Writing demonstrates increasing command of grade-appropriate spelling conventions. 	<ul style="list-style-type: none"> ▪ Students approximate spelling using letter-sound relationships they have learned in their phonics instruction. (kindergarten, Unit 2) ▪ Students capitalize the first letters of sentences and use periods at the ends. (grade 1, Unit 2) ▪ Students use the Word Bank section of their <i>Student Writing Handbooks</i> to check the spelling of words. (grade 2, Unit 5) ▪ Students use quotation marks to punctuate dialogue. (grade 3, Fiction) ▪ Students proofread their drafts using the Proofreading Notes section of their <i>Student Writing Handbooks</i>. (grade 4, Expository Nonfiction) ▪ Students use prepositions and prepositional phrases. (grade 5, Fiction) ▪ Students check for noun-pronoun agreement and identify unclear pronoun antecedents in their writing. (grade 6, Fiction)
Presentation (How the Writing Actually Looks on the Page)	
DESCRIPTOR OF SUCCESSFUL WRITING	EXAMPLES
<ul style="list-style-type: none"> ▪ Presentation is not formally addressed as a descriptor of successful writing, but students have numerous opportunities to attend to presentation during the publishing phase of the writing process. 	<ul style="list-style-type: none"> ▪ Students contribute to class books that are placed in the classroom library. (kindergarten, Unit 2) ▪ Students create books with titles and illustrated covers about their favorite objects. (grade 1, Unit 5) ▪ Students publish nonfiction books with an illustration, diagram, or other nonfiction text element. (grade 2, Unit 4) ▪ Students explore and integrate features of published books (such as a dedication page, author's note, back cover blurb) and incorporate these into the final versions of their stories. (grade 3, Fiction) ▪ As a class, students title a class book and determine other features to include (such as a dedication page, illustrations). (grade 4, Personal Narrative) ▪ Students explore and integrate text features (such as diagrams, maps, graphs) into their reports. (grade 5, Expository Nonfiction) ▪ Students create comprehensive bibliographies of their research sources and include them in their published informational reports. (grade 6, Expository Nonfiction)

Focus on Social/Ethical Development

Research shows that building a safe and caring classroom community helps students develop a sense of responsibility for their own learning and behavior, as well as empathy and motivation to help others (Schaps 2004). Students who receive support in building their social and emotional skills demonstrate significant gains in academic achievement (Durlack et al. 2011). In the classroom writing community, students work in pairs, in small groups, and as a class to listen to and discuss writing, brainstorm ideas for writing, and share their writing.

BUILDING RELATIONSHIPS

Caring, respectful relationships are the foundation of the writing community and you, as the teacher, play a key role in building a warm relationship with each student as well as in facilitating and strengthening relationships among the students. The program creates deliberate opportunities to build these relationships. Early in the year, the students learn procedures (such as gathering for sharing and using cooperative structures) in which they are responsible to one another. As the year goes on, they regularly plan for, discuss, and solve problems related to their work together. They cultivate empathy by imagining how others might feel, and they explore why it is important to treat others with care and respect. When they feel connected to others and cared for, students learn to relax and take the risks necessary to grow academically, socially, and ethically.

VALUES AND SOCIAL SKILLS

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

The social skills that students learn in the program help them to act on these values in a deliberate way. They learn basic social skills (such as listening to others and taking turns) early in the year, laying the foundation for the more sophisticated skills they learn and practice later in the year, when both their academic work and resulting social interactions become more demanding. (For example, learning how to express appreciation for other people's writing early in the year prepares the students to give and receive specific feedback about their writing later in the year.)

The table on facing page gives an overview of some of the social goals of the program, the social skills taught in support of those goals, and the grade levels at which they are taught.

Social skills are taught when developmentally appropriate; a skill that is formally taught in the primary grades will be reviewed and integrated in subsequent grades.

Examples of Social Goals	Examples of Skills Taught to Support the Goal	K	1	2	3	4	5	6
Students listen respectfully to the thinking of others and share their own.	Speak clearly.	■	■	■	□	□	□	□
	Listen to one another.	■	■	■	□	□	□	□
	Give their full attention to the person who is speaking.	■	■	■	□	□	□	□
	Share their partners' thinking with the class.	■	■	■	□	□	□	□
Students work in a responsible way.	Handle materials responsibly.	■	■	■	■	■	■	■
	Use Writing Time responsibly.	■	■	■	■	■	■	■
	Confer in pairs responsibly.			■	■	■	■	■
Students express interest in and appreciation for one another's writing.	Ask one another questions about their writing.	■	■	■	■	■	■	■
	Use the prompt "I found out" to express interest in one another's writing.	■	■	■				
Students make decisions and solve problems respectfully.	Discuss and solve problems that arise while working with others.	■	■	■	■	■	■	■
	Reach agreement before making decisions.	■	■	■	■	■	■	■
Students act in fair and caring ways.	Share materials fairly.	■	■	■	■	■	■	■
	Act considerately toward others.	■	■	■	■	■	■	■
Students help one another improve their writing.	Ask for and receive feedback about their writing.			■	■	■	■	■
	Give feedback in a helpful way.			■	■	■	■	■

■ goal formally taught □ goal reviewed and integrated

RANDOM PAIRING

We recommend that you pair students randomly at the beginning of each unit and have those partnerships stay together for the entire unit. Working with the same partner over time helps students work through and learn from problems, build successful methods of interaction, and develop their writing skills together. Random pairing sends several positive messages to the students: there is no hidden agenda or reason behind how you pair students (such as achievement level), every student is considered a valuable partner, and everyone is expected

to learn to work with everyone else. Random pairing also results in heterogeneous groupings over time, even though some pairs may be homogeneous in some way during any given unit (for example, both partners may be female). The box below suggests some methods for randomly pairing the students.

Some Random Pairing Methods

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

For more information about pairing English Language Learners (ELLs), see “Considerations for Pairing ELLs” on page lii.



COOPERATIVE STRUCTURES

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

Students at all grade levels learn “Turn to Your Partner” and “Think, Pair, Share.” In grades 3–6, you might consider introducing “Heads Together” and “Group Brainstorming,” when appropriate.

Cooperative Structures in the Program

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

PAIR CONFERENCES

In grades 2–6 of the *Being a Writer* program, the students learn to confer in pairs about their writing. They learn that the purpose of a conference is for partners to help each other improve their writing and that a conference entails not only sharing their writing, but discussing it as well. They learn to initiate and conduct conferences, and they practice both the academic and social skills necessary to discuss particular aspects of their writing, as well as how to ask for, give, and receive helpful feedback.

Partners confer at different stages of the writing process. Sometimes they review their drafts together to simply share their writing. At other times, they confer to give each other feedback about how to improve pieces they want to publish. Often the entire class will confer in pairs as you walk around, observe, and support them. In grades 3–6, the students sometimes initiate their own pair conferences as needed during the writing period, either with a regular writing partner or with another available student.

Through conferring, the students practice listening carefully and taking an interest in other people’s thinking and writing. They learn to focus on specific aspects of their partners’ writing, sometimes asking themselves questions like “Am I getting to know this character’s personality?” or “Can I follow what’s happening? Am I confused at any point?” The students learn to give feedback respectfully and to receive it thoughtfully. Before and after each pair conference session, you facilitate discussions to first help the students plan how they will interact and then to discuss what went well, the problems they had and how they might be avoided, and how they acted responsibly. (For more about pair conferences, see “Managing Pair Conferences” on page xliii.)

Teaching the Program

How the Grade 5 Program Is Organized

In the *Being a Writer* program at grade 5, there are nine units, each varying in length from one to six weeks. Each week has five days of instruction.

UNITS 1 AND 2

We intend for these units to be taught in order at the beginning of the year. Unit 1 builds the classroom writing community while inspiring the students to tap into their intrinsic motivation to write by drafting many pieces in a variety of genres. Unit 2 introduces them to the writing process as each student selects a draft to revise, proofread, and publish. During these first two units, the students learn the processes, procedures, cooperative structures, and social skills they need to successfully participate in the writing community throughout the year.

GENRE UNITS

The genre units focus on personal and fictional narrative, expository (informative) nonfiction, functional nonfiction, opinion writing, and poetry. They may be taught in any order, although we recommend that you teach the expository nonfiction unit later in the year. Each genre unit begins with an immersion period in which the students hear and read many examples of the genre. During this time, the students try their hand at writing drafts in that genre. Midway through most genre units, each student selects one draft to develop, revise, proofread, and publish for the classroom library.

UNIT 9

Unit 9, the last unit, is taught at the end of the year to help the students reflect on their growth as writers and as members of the classroom writing community.

OVERVIEW OF INSTRUCTION

The *Being a Writer* program comprises 30 weeks of instruction, which allows time for you to:

- Extend or finish units that take longer than expected
- Provide free writing time so students can practice what they have learned
- Confer with students in a way that is more general than is suggested in the units (see “Teacher Conferences” on page xxxviii)
- Teach Writing About Reading activities, Extensions, and/or Technology Mini-lessons (see “Extending the Instruction” on page xx)

- Teach a unit from the *Writing Performance Task Preparation Guide*
- Teach writing content not introduced in the *Being a Writer* program

As you plan the instruction for the year, you might want to build in additional time for these activities. (For example, after the opinion writing unit, you might set aside time to teach the opinion writing unit in the *Writing Performance Task Preparation Guide*.)

Sample Calendar for Grade 5

	Unit	Title	Length	Focus
FALL	1	The Writing Community	3 weeks	Build a caring community and get to know one another Get ideas for writing from read-alouds Draft many pieces in a variety of genres
	2	The Writing Process	2 weeks	Select a draft to develop and publish Revise drafts Proofread for spelling and conventions Write final versions and publish
	Genre	Personal Narrative	4 weeks	Write about significant experiences that resulted in learning or change Use sensory details Proofread for consistent verb tense Explore strong opening sentences and endings that draw a story's events to a close
WINTER	Genre	Fiction	6 weeks	Develop interesting plots that make sense Informally explore conflict in plot Use descriptive, sensory details to convey character and setting Develop character through dialogue Explore verb tenses and first- and third-person points of view and apply them consistently
	NARRATIVE WRITING UNIT FROM THE WRITING PERFORMANCE TASK PREPARATION GUIDE (1 WEEK)			
	Genre	Expository Nonfiction*	6 weeks	With a partner, research and write about a nonfiction topic of interest Explore expository text features to include in reports (e.g., author biography sections, bibliographies) Take research notes and organize them by topic
INFORMATIVE/EXPLANATORY WRITING UNIT FROM THE WRITING PERFORMANCE TASK PREPARATION GUIDE (1 WEEK)				

*Expository Nonfiction in *Being a Writer* corresponds to Informative Writing in some standards. Functional Writing corresponds to Explanatory Writing in the standards.

(continues)

Sample Calendar for Grade 5 (continued)

SPRING				
Unit	Title	Length	Focus	
Genre	Functional Writing*	3 weeks	Write directions to a specific location Explore audience, purpose, sequence, accuracy, completeness, and clarity in directions	
Genre	Opinion Writing	3 weeks	Identify audience and purpose for opinion writing Write clear statements of opinion supported by reasons Explore strong openings and conclusions that restate the opinion	
OPINION WRITING UNIT FROM THE WRITING PERFORMANCE TASK PREPARATION GUIDE (1 WEEK)				
Genre	Poetry	2 weeks	Explore imagery, sound, and form in poetry Tap into creativity	
9	Revisiting the Writing Community	1 week	Reflect on growth as writers and as community members Plan summer writing	

Planning and Teaching the Lessons

We offer the following considerations to help you plan and teach the *Being a Writer* lessons.

UNIT AND WEEK OVERVIEWS

To prepare to teach a unit, begin by reading the unit's introductory pages. The Resources list specifies the physical materials and the supplemental activities for the entire unit, while the Online Resources list indicates all of the materials that are available digitally on the CCC Learning Hub (ccclearninghub.org). The unit's opening page and the Overview table acquaint you with the goals and general outline of the unit; in genre units, the Development Across the Grades table shows you how instruction within that genre builds across grades.

Unit 1 The Writing Community

RESOURCES

Read-alouds

- "The Story of the Little Pig"
- "The Frog Prince Continued"
- "Black and Beautiful"
- "The Hippopotamus" and "The Shark Rescues" from *Screenplays*
- "Tennessee"
- "The Boy and the Bubble"
- *My Friend Rutherford* (Older Brother)
- *Mean!*
- "Miss Patricia Polacco"
- "Mean Queen"
- *Can It Rain Cats and Dogs?*

Writing About Reading Activity

- "Write a Paragraph of Opinion About My Friend Rutherford/Older Brother"

Extensions

- "Read a Poem of Opinion About"
- "Talk with Older Family Members"
- "Lesson" (0713)
- "Share the Students' Writing Goals and Intentions"

Assessment Resource Book

- *Unit 1 assessment*

Student Writing Handbook

- "The Hippopotamus"
- "The Shark Rescues"
- "Tennessee"
- "The Boy and the Bubble"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- "The Visible Structure of the Writing Lesson" (0713)
- "Setting Up Thinkers for the Year" (0715)

Assessment Forms

- "Class Assessment Record" sheets (0A1-CAS)
- "Confidence Boost" record sheet (0713)
- "Beginning of your Writing Sample Record" sheet (0713)

Reproducibles

- *Class 1 reading sheet* (0A11)
- "Example from *My Friend Rutherford* (Older Brother)" (0A12)
- "Planning a Lesson" (0715)
- "Using Greg's Whiteboard Activities" material (0715)
- "The Visible Structure of the Writing Lesson" (0713)
- "Setting Up Thinkers for the Year" (0715)
- "Confidence Boost" record sheet (0713)
- "Beginning of your Writing Sample Record" sheet (0713)
- "Planning a Lesson" (0715)
- "Using Greg's Whiteboard Activities" material (0715)
- "Tuning and Looking at the Speaker" (0716)
- "Understanding Thinkers: Sharing a Read-aloud" (0716)
- "Writing a Lesson" (0715)
- "Using Greg's Whiteboard Activities" material (0715)

OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	Getting Ideas for Writing On the Day of a... Read-aloud • Reading Day 1 • Read from our own lives	Getting Ideas for Writing On the Day of a... Read-aloud • Reading Day 2 • Read from our own lives	Learning About an Author "Miss Patricia Polacco" Focus • Focus on Polacco	Getting Ideas from Poetry "Tennessee" and "Black and Beautiful" Read-aloud • Extended search	Getting Ideas from Poetry "Tennessee" and "Black and Beautiful" Read-aloud • Extended search
Week 2	Getting Ideas from Our Own Lives My Friend Rutherford (Older Brother) Focus • Read from our own lives	Getting Ideas from Our Own Lives My Friend Rutherford (Older Brother) Read-aloud • Read from our own lives	Learning About an Author "Miss Patricia Polacco" Focus • Focus on Polacco	Exploring a Poem "Tennessee" Read-aloud • Writing from a specific sentence	Exploring Poem of Form "The Day of the Little Pig" Read-aloud • A day's report of a day
Week 3	Getting Ideas from Our Own Lives Can It Rain Cats and Dogs? Read-aloud • Using the writer as a thing	Getting Ideas from Our Own Lives Can It Rain Cats and Dogs? Read-aloud • Using the writer as a thing	Getting Ideas from Our Own Lives Can It Rain Cats and Dogs? Read-aloud • Using the writer as a thing	Getting Ideas from Our Own Lives Can It Rain Cats and Dogs? Read-aloud • Using the writer as a thing	Exploring a Poem "Tennessee" Read-aloud • Using the writer as a thing

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Prepare for each week by reading that week's Overview, including the list of read-aloud texts, the online resources, and the writing and social focuses. The Do Ahead section alerts you to special requirements for the week and any preparations you should make ahead of time. Preview the lessons and note how the instruction supports the week's writing and social focuses from lesson to lesson. The Teacher as Writer section featured each week helps you cultivate your own skill and voice as a writer. (For more information, see "Teacher as Writer" on page liii.)

Week 1 OVERVIEW

The True Story of the 2 Little Pigs
by Jon Scieszka, illustrated by Lane Smith
Here's the "true story" of this familiar tale, as told by the wolf.

The Frog Prince Continued
by Jon Scieszka, illustrated by Steve Johnson
The frog prince wants to be turned back into a frog.

"About Jon Scieszka"
excerpted from Author Talk compiled and edited by Lauren S. Korman (see pages 24-25)
Jon Scieszka answers questions about what he was like as a child and how he gets ideas for writing.

Online Resources
Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities
• WA1-WA4

Assessment Forms
• "Class Assessment Record" sheets (CA1-CA2)

Professional Development Media
• "Building a Community of Writers" (AV1)
• "Setting Up Procedures for the Year" (AV5)
• "Cooperative Structures Overview" (AV9)
• "Using 'Turn to Your Partner'" (AV11)
• "Using CCC's Whiteboard Activities" manual (AV7B)

Scrimsals
Poems by Jack Preludsky, pictures by Peter Sís
Birds, bears, vegetables, and flowers scramble to create wild fantasy creatures.

"Lemonade" and "Backyard Bubbles"
by Rebecca Kai Dotlich (see pages 26-27)
Summer poems make us think of cool drinks and bubble blowing.

Poems

Writing Focus
• Students have and discuss good writing.
• Students generate ideas for writing.
• Students write freely about things that interest them.
• Students learn about a professional author's writing practice.

Social Development Focus
• Teacher and students build the writing community.
• Students have procedures for Writing Time and for "Turn to Your Partner."
• Students listen respectfully to the thinking of others and share their own.
• Students work in a responsible way.
• Students express interest in and appreciation for one another's writing.

DO AHEAD

✓ Plan a space in the classroom, such as a rug area, for the class to gather for read-alouds. The students should sit facing you close enough to see the books you will share with them. If a rug area is not available, plan how the students will arrange their chairs so they can sit facing you.

✓ Collect enough lined writing notebooks and packs of small (1 1/2" x 2") self-stick notes so that every student in the class will have one of each. See "Student Books, Notebooks, and Folders" on page xlii.

✓ Consider reading this unit's read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding. Or, do a picture walk and have partners who speak the same primary language talk to each other in that language about what they see in the illustrations. (continues)

TEACHER AS WRITER

"I write to find out what I'm thinking about."
—Edward Abbey

Being a writer yourself can help you in teaching your students to write. In *Teacher as Writer*, we offer weekly prompts to help you in your own development as a writer, as well as instructive quotes by well-known writers. We encourage you to start a writing notebook. To write in it at least several times a week, and to share your writing regularly with colleagues who write. (See "Building the Adult Writing Community at Your School" on page li for ideas about creating a writers' group at your school.)

In your notebook this week, describe yourself as a writer. Consider:

- What was writing like for you in school?
- What is it like for you now?
- How do you hope to develop as a writer?

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PREPARING THE DAILY LESSONS

Each lesson, generally, is divided into three sections: Getting Ready to Write, Writing Time, and Sharing and Reflecting. Each section has its own requirements in terms of student movement and teacher facilitation. Keep these in mind as you plan to teach the lesson. To prepare:

- Read the bulleted lesson purposes that precede the day's instruction and keep them in mind as you read the entire lesson, including any *Student Writing Handbook* pages, reproducible materials, and whiteboard activities (WA), and anticipate how your students will respond.
- Collect materials and anticipate room arrangement needs.
- View any professional development media (AV) referred to in the lessons.
- Plan any teacher modeling required in the lesson.
- Review suggested discussion questions and decide which ones you will ask. Also review the week's Facilitation Tip and look for opportunities in the lesson to use facilitation techniques.

- Plan how you will pace the lesson to keep it moving. A lesson (including writing time) is designed to take, on average, 35–40 minutes at grades K–2 and 45–60 minutes at grades 3–6.
- Review any optional activities and decide if and when you want to do them with the class. Some require additional materials or preparation.

PROFESSIONAL DEVELOPMENT MEDIA

Brief videos created for the second edition of the *Being a Writer* program help you with effective implementation. The videos, intended for viewing when planning lessons, provide a range of support, including tips for teaching various genres and conferring with the students, demonstrations of teachers modeling specific techniques (such as approximating spelling and punctuating sentences), and examples of students using cooperative structures. For a complete list of professional development media, visit the CCC Learning Hub (ccclearninghub.org).

HELPFUL LESSON FEATURES

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

Helpful Lesson Features

- **Beginning-of-year Considerations.** This feature appears in the Overview of each week in Unit 1 in kindergarten and grade 1. It provides information about how you might modify these early lessons based on where your students are developmentally.
- **Topic Notes.** These notes appear at the beginning of some lessons and provide background information about important aspects of the instruction, including lesson structure, purpose, pedagogy, and approach.
- **Teacher Notes.** These notes appear in the lesson margins and alert you to such information as the purposes of different activities, materials to be collected or saved, hints for managing the lesson, and ways to support the students.
- **ELL Notes.** These notes suggest various strategies to support English Language Learners (ELLs) during a lesson.
- **Skill Practice Notes.** In grades 1–6, these notes refer to specific lessons in each grade's *Skill Practice Teaching Guide* that provide direct instruction or additional practice with specific skills and conventions. The lessons identified in the notes are relevant to the writing that the students are doing in the core instruction.

(continues)

Helpful Lesson Features *(continued)*

- **Facilitation Tips.** These notes suggest techniques you can use to facilitate class discussions (for example, asking open-ended questions, using wait-time, and not paraphrasing or repeating students' responses) in order to increase participation and encourage deeper conversations among your students.
- **Cooperative Structure Icons.** These icons indicate where in the lesson students work in pairs or small groups and where the cooperative structures "Turn to Your Partner" and "Think, Pair, Share" are used.
- **Suggested Vocabulary.** This feature identifies words in a read-aloud that you might want to define for your students as you read. We selected vocabulary words based on how crucial they are to understanding the text and on the unlikelihood that students will be able to glean their meaning from the context. Definitions are provided.
- **ELL Vocabulary.** This feature identifies and defines additional words in a read-aloud that you may want to address with your ELLs.
- **"Students might say."** This feature gives you ideas of the kinds of responses you might expect from your students. If the students have difficulty answering a question, you can suggest some ideas in the "Students might say" note and then ask them to generate additional ideas.
- **"You might say."** This feature provides sample language you can draw on when you model writing, revising, and proofreading, incorporating skill instruction as you do so. Providing the students with opportunities to see you model writing while thinking aloud helps them apply the instruction to their own writing.
- **Chart Diagrams.** These diagrams illustrate charting techniques and examples of text generated by the class or by teacher modeling. (For more information about the charts used in the program, see "Charts" on page xli.)
- **Technology Tips.** These notes suggest ways you might integrate technology in the writing lessons. In grades 3–6, they also refer to Technology Mini-lessons, which instruct students on topics such as how to navigate safely online and how to conduct online research. (For more information, see "Technology Mini-lessons" on page xlvi.)
- **2D Barcodes.** You can scan these 2D barcodes with an app installed on your smartphone or tablet device to gain instant access to professional development and instructional media.
- **Teacher Conference Notes.** These notes help you confer with individual students during the writing lessons. (See "Teacher Conferences" on the following page.)
- **Class Assessment Notes.** These notes help you observe and assess the whole class during pair conferences and Writing Time. (See "Assessments" on page xxxix.)
- **End-of-unit Considerations.** This feature provides information on wrapping up a unit and conducting final unit assessments.

TEACHER CONFERENCES

Early in the year, you will begin conferring with individual students during the writing lessons. The purposes of these conferences are to assess and support individual students in their writing. You can keep an ongoing record of your conferences by documenting your observations and suggestions for each student on a “Conference Notes” record sheet (CN).

- **Conferring During the Units.** Your initial conference focuses on just getting to know the students as writers—their skills, motivation, and interests. As the year progresses, you will focus more on particular aspects of writing that you have taught in the lessons. The Teacher Conference Notes suggest questions to guide your thinking as you read a student’s writing and listen to him or her read and talk about it. These questions are followed by suggestions for supporting the student based on what you noticed. The conferences in each unit focus on reinforcing the teaching you have done so far in that unit. During each unit, we encourage you to confer with every student at least once or twice, depending on the length of the unit.
- **Additional Conferring.** We suggest that, when possible, you conduct additional conferences with individual students during any free writing time, broadening your focus to respond more generally to their writing. Point out and discuss things that you might otherwise skip over during a unit conference, such as misused words (for example, *there/their/they’re*), missing punctuation, run-on sentences, or a tendency to “tell” rather than “show” (for example, *The dog was happy* versus *The dog wagged his tail and jumped in circles while barking happily*). In addition, you can discuss questions like:

- Q *What are you writing?*
- Q *Where did you get the idea for this piece?*
- Q *What have you learned about good writing that you can use in this piece?*
- Q *What is one question you want to ask me about your piece?*
- Q *What do you want help with?*

In the conferences, it is helpful to use a tone of genuine interest and curiosity to foster students’ confidence and willingness to learn about writing. You can point out elements of writing you see them experimenting with (“When I read the sentence ‘I crunched the red leaves with my feet,’ I could hear those dry, autumn leaves”) and ask open-ended questions about their writing (“What other words can you include to help your reader imagine what it’s like in this park?” or “What were you thinking about when you changed the words in this sentence?”). When teaching directly, it helps to discuss conventions in terms of how authors communicate with readers (“Let me show you how writers let us know when one character stops speaking and another one begins”), rather than simply following a rule (“All speech must have quotation marks”).

Assessments

The *Being a Writer* assessments have two main purposes: to help you make informed instructional decisions as you teach the program and to help you track your students' writing and social development over time. The program provides a range of assessments, including both formative and summative assessment tools.

Each assessment has a corresponding record sheet in the *Assessment Resource Book*. You may choose to record your students' progress using printed copies of the forms from the *Assessment Resource Book* or through the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView app to electronically record, sort, synthesize, and report assessment data for each student and the whole class. For more information, see "CCC ClassView App" on page xlv.

FORMATIVE ASSESSMENTS

Formative assessments help you reflect on your students' academic and social growth over time through class observation, individual conferences, and analysis of student writing. Formative assessments in the program comprise the following:

- **Class Assessment.** Class Assessment Notes within the lessons occur about once per week. They are designed to help you assess the writing and sometimes the social performance of the whole class. During this assessment, we suggest that you walk around and observe students working individually or in pairs (perhaps selecting strong, average, and struggling writers to observe). Ask yourself the questions in the Class Assessment Note and follow up with the suggested interventions, if necessary. You can record your observations on the corresponding "Class Assessment Record" sheet (CA).
- **Teacher Conferences and Student Goals and Interests Survey.** Teacher Conference Notes provide you with specific questions related to the students' writing that you might ask yourself or a student when conferring individually. Many notes also include suggestions for supporting struggling students. You can record your observations from each conference on the corresponding "Conference Notes" record sheet (CN). We encourage you to confer with each student at least twice per unit.

You might use the questions listed in the first Teacher Conference Note in the program as a beginning-of-year survey of your students' goals and interests. The questions in the final Teacher Conference Note of the year can serve as an end-of-year survey of the students' perceptions of their growth as writers, attitudes toward writing, and goals for summer writing.

- **Student Self-assessment (Optional).** At grades 2–6, this assessment is included in all units in which the students formally publish a piece of writing. The “Student Self-assessment” record sheet (SA) provides questions for the students to think about as they analyze their published pieces for characteristics of good writing. The self-assessment also invites the students to think about what they did well in their writing and what they want to continue to work on.
- **Beginning- and End-of-year Writing Samples (Optional).** This assessment can be used to determine a baseline for individual students’ writing ability. The students are asked to write in response to a prompt and are encouraged to incorporate what they know about good writing and the writing process into their pieces. You can analyze each student’s writing using the “Beginning-of-year Writing Sample Record” sheet (WS).

You can follow the same procedure to obtain end-of-year writing samples, and then analyze each student’s writing using the “End-of-year Writing Sample Record” sheet (WS). You can then compare the two pieces to evaluate the students’ progress made over the course of the school year.

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

SUMMATIVE ASSESSMENTS

Summative assessments allow you to evaluate and score each student’s writing for units in which the students produce a final or published piece of writing.

- **Social Skills Assessment.** At grades 1–6, the Social Skills Assessment allows you to note how well each student is learning and applying the social skills taught in the program. In addition to social skills, this assessment allows you to track how well each student integrates the values of responsibility, respect, fairness, caring, and helpfulness into his or her behavior. We recommend that you assess your students’ social development three times per year (at the beginning, middle, and end of the year), using the “Social Skills Assessment Record” sheet (SS).
- **Individual Writing Assessment.** This end-of-unit assessment is designed to help you assess growth in individual students’ writing. If needed, the “Individual Writing Assessment” record sheet (IA) can be used to help you assign grades.

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

Tips for Managing the Program in Your Classroom

We offer the following suggestions to help you manage the *Being a Writer* program in your classroom.

ROOM ARRANGEMENT AND MATERIALS

- We recommend a classroom arrangement that allows for quiet individual writing at desks, regular partner work at desks, and whole-class gatherings and discussion. A rug or classroom library area is ideal for whole-class gathering. If this is not possible, think of a way to have the students face and sit close enough to you to hear and see the read-alouds and participate in discussions.
- Plan a place and a chair (sometimes two) to use for Author’s Chair sharing.
- Free up wall space for a word wall (at K–2 only) and for posting paper charts generated in the lessons.
- Gather writing and publishing materials in a central location, and make students responsible for maintaining this area neatly. Materials might include lined and unlined paper, pencils, pens, pads of self-stick notes, highlighters, crayons or markers, construction paper, staplers, and any other desired materials for making books (such as hole punches and string).

CHARTS

In the *Being a Writer* program, charts are used to model shared writing, show sample writing, list ideas, and display writing tasks. The program features both paper charts and digital whiteboard charts. The latter are referred to in the lessons as whiteboard activity (WA) charts and are accessed via the CCC Learning Hub (ccclearninghub.org). If your classroom is not equipped with an interactive whiteboard, you can print the whiteboard activity charts and display them using a projection device. The weekly Do Ahead section and daily Materials lists make clear which type of chart will be used for any specific task. In cases where a chart needs



to be displayed throughout the week, unit, or year, we recommend using paper charts. (Write large enough so the charts can be read from a distance.) For more information, see the “Using CCC’s Whiteboard Activities” tutorial (AV73).

STUDENT BOOKS, NOTEBOOKS, AND FOLDERS

- Each student in grades 2–6 is responsible for maintaining a *Student Writing Handbook*, a *Student Skill Practice Book* (optional), a writing notebook, and a writing folder for loose papers and works-in-progress. Students in grade 1 use all of the above materials except a *Student Writing Handbook*. Label the covers of all of these with the students’ names, and encourage the students to be responsible for maintaining these in good shape in their desks. These materials should stay in the classroom during the year, rather than go home with the students.
- Each student in grades 1–6 uses a writing notebook. Because writing notebooks are not included with the program, you will need to provide each student with a writing notebook at the beginning of the year (or have the students bring their own from home). We strongly recommend full-size notebooks (no smaller than a 7" × 9" composition book) with firmly bound pages, sturdy covers, and line spacing appropriate for your grade level. *Being a Writer* composition books are available for additional purchase on Center for the Collaborative Classroom’s website (collaborativeclassroom.org).
- The writing folders can be file folders or pocket folders, or they can be made out of folded construction paper or card stock.
- In kindergarten, we suggest that you provide writing folders to organize the students’ writing during the week. You might distribute them daily and collect them at the end of each writing period. You may wish to establish another system for managing the flow of student papers. For example, you may ask the students to place their completed work in a box on your desk and to keep works-in-progress in folders stored in their cubbies.

MANAGING WORKFLOW

- Establish procedures to help the students move works-in-progress through the writing process. For example, when a student finishes his or her final version and makes it into a book, the student might place it in a “Publication” basket in the corner of the class library to be read aloud during an upcoming Author’s Chair sharing time.

MANAGING PAIR CONFERENCES

- When the whole class is conferring in pairs, you might have pairs of students spread out around the room so they can more easily focus and hear one another. (Students learn specific procedures for conferring in pairs during the lessons.)
- In grades 3–6, when students initiate their own pair conferences during Writing Time, you might designate an area of the room where they may go to talk, away from other students who are working quietly.

Using the Technology Features

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

Digital Teacher Resources

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

DIGITAL TEACHER'S SET

The *Being a Writer Digital Teacher's Set* includes electronic versions of the *Teacher's Manual*, *Assessment Resource Book*, *Skill Practice Teaching Guide*, and *Writing Performance Task Preparation Guide* for use on a tablet device or computer. Features of the *Digital Teacher's Set* include linked cross-references and direct access to the CCC Learning Hub, the CCC ClassView app (see the next page for more information), and professional development media.

CCC LEARNING HUB

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

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



For more information, see the “Using the CCC Learning Hub” tutorial (AV82).

CCC CLASSVIEW APP

The CCC ClassView app is an online application that contains all of the forms and instructions available in the *Assessment Resource Book*. This tool also enables you to collect, sort, synthesize, and report assessment data for each student electronically. You can access the app by tapping the assessment icon links in the *Digital Teacher's Set*, visiting the CCC Learning Hub (ccclearninghub.org), or going directly to the CCC ClassView app (classview.org). For more information about the CCC ClassView app, view the “Using the CCC ClassView App” tutorial (AV80).



Additional Technology Features

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

TECHNOLOGY TIPS

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

TECHNOLOGY EXTENSIONS

These optional activities identify ways in which you can use technology to extend instruction, when appropriate. For example, students might listen to and discuss an online interview with an author or publish their writing in an online format such as a class blog.

TECHNOLOGY TUTORIALS

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

- “Getting Started with Your Print *Teacher's Manual*” (K–6)
- “Getting Started with Your *Digital Teacher's Set*” (K–6)
- “Using the CCC Learning Hub” (K–6)
- “Using CCC's Whiteboard Activities” (K–6)
- “Using the CCC ClassView App” (K–6)
- “Using Web-based Whiteboard Activities” (3–6)
- “Using Web-based Teaching Resources” (K–6)
- “Using Presentation Tools” (3–6)
- “Creating a Class Blog” (3–6)
- “Using Social Networking Sites” (3–6)

TECHNOLOGY MINI-LESSONS

These optional lessons, located in Appendix A in grades 3–6, instruct students on a variety of technology subjects. These lessons include:

- “Navigating Safely Online”
- “Maintaining Privacy Online”
- “Showing Respect Online” (grades 4–6 only)
- “Choosing Effective Search Terms”
- “Understanding Search Results”
- “Using Filters to Narrow Results”
- “Evaluating Research Sources”
- “Citing Online Sources” (grades 4–6 only)
- “Creating Documents”
- “Creating Presentations”

Special Considerations

Teaching the Program in Multi-age Classrooms

If you are teaching a multi-age class, we recommend that you choose the level of the program that is appropriate for the majority of your students to use throughout the school year. Since the program provides plenty of time for writing practice and individual conferences, all of your students will be able to develop comfortably as writers even if the lessons are designed for students at a lower or higher grade level.

Supporting English Language Learners (ELLs)

The *Being a Writer* program helps you implement effective teaching strategies to meet the needs of all students, including ELLs. (For more information, see “How the *Being a Writer* Program Supports ELLs” on page xlviii.)

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

ABOUT TEACHING WRITING TO ELLs

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

STAGES OF SECOND LANGUAGE ACQUISITION

Learning a new language is a developmental process. The following table outlines the generally accepted stages of acquiring a language and the characteristics of students at each stage. Progress from one stage to the next depends on a wide variety of factors, including cognitive and social development and maturity, previous academic experience, family education and home literacy practices, personality, cultural background, and individual learning styles.

Stages of Second Language Acquisition

Developmental Stages of Language Proficiency (under immersion)	Student Characteristics
Stage 1: Receptive or Preproduction (can last up to 6 months)	<ul style="list-style-type: none"> Often nonverbal during this period Acquires receptive vocabulary (words and ideas that children “take in” or learn before they begin to produce words verbally) Conveys understanding through drawing, writing, and gesturing Gradually becomes more comfortable in the classroom
Stage 2: Early Production (can last 6 months to 1 year)	<ul style="list-style-type: none"> Uses one- to two-word answers Verbally labels and categorizes Listens more attentively Writes words and some simple sentences
Stage 3: Speech Emergence (can last 1 to 3 years)	<ul style="list-style-type: none"> Speaks in phrases, short sentences Sequences stories using words and pictures Writes simple sentences
Stage 4: Intermediate Fluency (can last 3 to 5 years)	<ul style="list-style-type: none"> Uses increased vocabulary Speaks, reads, and writes more complex sentences Demonstrates higher-order skills, such as analyzing, predicting, debating, etc.
Stage 5: Advanced Fluency (can last 5 to 7 years)	<ul style="list-style-type: none"> Demonstrates a high level of comprehension Continues to develop academic vocabulary Continues to speak, read, and write increasingly complex sentences

HOW THE *BEING A WRITER* PROGRAM SUPPORTS ELLs

English Language Development strategies are an inherent part of the program’s design. In addition, the program suggests ways to modify the instruction to enhance support for ELLs. There are a number of effective English Language Development (ELD) instructional strategies integrated throughout the *Being a Writer* program. These strategies help make the content comprehensible, support students at their individual level of language proficiency, and help students see themselves as valuable members of the classroom community. The table on the next page shows the ELD strategies used in *Being a Writer*.

English Language Development (ELD) Strategies in the *Being a Writer* Program

Emphasis on writing as meaningful expression	<ul style="list-style-type: none"> Balanced approach to listening, speaking, reading, and writing Teacher questioning Explicit teacher modeling Writing in narrative, expository (informative), and opinion genres Activating prior knowledge Making connections (i.e., text-to-self) Building intrinsic motivation through providing choice
Visual aids and engaging materials	<ul style="list-style-type: none"> Rich, meaningful literature Engaging book art Emphasis on writing and illustration Teacher modeling of writing, revising, and proofreading
Explicit vocabulary instruction	<ul style="list-style-type: none"> Opportunities to preview and discuss read-alouds before lessons Building academic vocabulary Brainstorming lists of words to use in students' writing
Creating a respectful, safe learning community	<ul style="list-style-type: none"> Active, responsible learning High expectations for classroom interactions Explicit classroom procedures and routines Explicit social skills instruction Regular discussions to reflect on classroom values and community
Cooperative learning	<ul style="list-style-type: none"> Cooperative structures ("Turn to Your Partner" and "Think, Pair, Share") Ongoing peer partnerships Opportunities to express thinking orally and listen to others' thinking Sharing work and reflecting

ADDITIONAL STRATEGIES FOR SUPPORTING ELLs

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

- **Speaking slowly.** Beginning English speakers can miss a great deal when the language goes by too quickly. Modifying your rate of speech can make a big difference in helping them to understand you.

- **Using visual aids and technology.** Photographs, realia (real objects), diagrams, and even quick sketches on the board can help to increase a student’s comprehension. When giving directions, physically modeling the steps and writing them on the board while saying them aloud are effective ways to boost comprehension. Audiovisual resources such as recordings of books read aloud, author interviews, and interactive versions of read-alouds can also be helpful.
- **Inviting expression through movement and art.** Having students express their thinking through movement and art can be enormously powerful. Drawing, painting, dancing, mimicking, role-playing, acting, singing, and chanting rhymes are effective ways for students to increase comprehension, build vocabulary, and convey understanding. The Total Physical Response (TPR) method, developed by James Asher, helps children build concepts and vocabulary by giving them increasingly complex verbal prompts (stand, sit, jump, etc.) that they act out physically and nonverbally (see Bibliography on page 757).
- **Building vocabulary.** ELL vocabulary is highlighted for most read-alouds in the program, and we recommend that you introduce this vocabulary (discuss it, act it out, draw it, etc.) and define it during the reading. In addition, you might brainstorm words related to particular read-alouds or themes (see the example below). The students can then illustrate each word and post the illustrations next to the printed words, creating a visual chart to refer to as they write.

Ideas for “First Time” Stories

tooth	broken bone	ocean
kindergarten	sleepover	birthday
baby brother	airplane	friend
apartment	bike	snow

- **Preteaching.** It is a good idea to preteach concepts with ELLs, when possible. This can mean previewing vocabulary, doing a picture walk of a story, or looking at realia or photographs before a lesson. Preteaching in a student’s primary language can be particularly effective—teachers, instructional aides, parents, or other community members can be enlisted to help. Some of the *Being a Writer* read-aloud books are available in Spanish. For a list of these titles, visit Center for the Collaborative Classroom’s website (collaborativeclassroom.org).

- **Simplifying questions.** Open-ended questions are used throughout the *Being a Writer* program to elicit language and higher-order thinking from students. These questions are often more complex in structure than closed or one-word-answer questions. While all learners, including ELLs, benefit from the opportunity to consider such questions, you might modify complicated questions into simpler ones to increase comprehension and participation by your ELLs. The table below lists some suggestions for simplifying questions.

Suggestions for Simplifying Questions

Suggestion	Original Question	Simplified Question
Use the simple present tense.	What was happening at the beginning of the story?	What happens at the beginning of the story?
Use active rather than passive voice.	How was the window broken in the story?	Who broke the window in the story?
Ask <i>who/what/where/when</i> questions rather than <i>how/why</i> questions.	How are you and your partner working together?	What do you and your partner do to work well together?
Avoid the subjunctive.	If you were going to write about a family member, what might you write?	You will write a story about someone in your family. What will you write?
Provide definitions in the question.	Why is the old woman so reluctant to name the dog?	The old woman is <i>reluctant</i> ; she does not want to name the dog. Why?
Provide context clues as part of the question.	What happens at the beginning of the story?	Peter wakes up and it is snowing. What else happens at the beginning of the story?
Elicit nonverbal responses. (Stages 1-3)	What do you see in this picture that tells about the words?	This picture shows the sentence "I like to paint." Point to the paints. Point to the paintbrushes.
Elicit responses of 1-2 words or short phrases. (Stages 1-3)	What do you think will happen when Peter puts the snowball in his pocket?	Peter puts the snowball in his pocket. Is that a good idea?

- **Assessing comprehension.** When students are in the preproduction and early production stages of language acquisition, it can be hard to assess exactly what they understand. It is important not to confuse lack of verbal response with lack of understanding. Rather than force ELLs to produce language before they are

ready (which can raise anxiety and inhibit their progress), you can assess nonverbal responses while the students are actively engaged by asking yourself questions such as:

- Q *Do the student’s drawings and written symbols communicate thinking or show evidence of my teaching (such as completing a frame sentence and illustrating it appropriately, or including a beginning, middle, and end in a story)?*
- Q *Does the student nod, laugh, or demonstrate engagement through other facial expressions?*
- Q *Does the student pick up academic and social cues from peers?*
- Q *Does the student follow classroom signals and routines?*
- Q *Does the student follow simple directions (such as “Please get out your writing notebooks and pencils”)?*
- Q *Does the student utter, chant, or sing some familiar words or phrases?*

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

CONSIDERATIONS FOR PAIRING ELLs

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

Building the Home-School Connection

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



FAMILY LETTERS

We provide a letter to send home with the students at the end of each unit, available in both English and Spanish. Each letter describes the unit’s focus, instruction, and social development goals and offers suggestions for encouraging writing development at home. The family letters are included in the Online Resources list for each unit and can be accessed via the CCC Learning Hub (ccclearninghub.org).

Building the Adult Writing Community at Your School

Being a writer yourself helps you understand the writing process and the joys and struggles that come with writing. Writing regularly informs both your instructional decisions and your interactions with individual students about their writing. We strongly encourage you to become part of an active writing community that will support you in your own development as a writer. Some particularly powerful activities for building a writing community are listed below.

TEACHER AS WRITER

The Teacher as Writer section at the beginning of each week offers writing prompts and instructive quotes by well-known writers to inspire you. The prompts relate to the writing focuses for the students that week.

We suggest that you start a writing notebook and write in it several times a week, both in school during the daily Writing Time and outside of school. Find opportunities to share your writing regularly with a writing partner or group.

STARTING A WRITERS' GROUP AT YOUR SCHOOL

To start a writers' group at your school, find other adults (including teachers, administrators, parents, and other school staff) who are interested in writing regularly and supporting one another in writing. If there is a lot of interest, consider starting more than one writers' group to keep any one group from becoming too large. Schedule meetings at regular intervals (every month, every six weeks, or every other month) to share and discuss writing. Meetings can take place on or off school grounds, and the format can range from formal to informal. Many sources of information about how to start and conduct a writers' group are available online; search for this information using the keywords "starting a writers' group."

Using *Being a Writer* with Other Programs from Center for the Collaborative Classroom

Center for the Collaborative Classroom has developed other programs that can be used in conjunction with *Being a Writer* in a language arts curriculum. For more information about any of these programs, visit Center for the Collaborative Classroom's website (collaborativeclassroom.org).

Lessons

READ.

SHARE

WRITE.



PLAN.

Unit 1

The Writing Community

During this three-week unit, the students begin to see themselves as contributing members of a caring writing community. They hear and discuss examples of good writing and begin to learn about the writing practices of professional authors. They explore prewriting techniques and write freely in their writing notebooks about things that interest them. They learn cooperative structures that they will use throughout the year, as well as discussion prompts to help them listen and connect their comments during class discussions. Finally, they begin conferring with one another about their writing in a caring and responsible way.



Unit 1

The Writing Community

RESOURCES

Read-alouds

- *The True Story of the 3 Little Pigs!*
- *The Frog Prince Continued*
- “About Jon Scieszka”
- “The Hippopotamushrooms” and “Oh Sleek Bananaconda” from *Scranimals*
- “Lemonade”
- “Backyard Bubbles”
- *My Rotten Redheaded Older Brother*
- *Meteor!*
- “About Patricia Polacco”
- *Water Dance*
- *Can It Rain Cats and Dogs?*

Writing About Reading Activity

- “Write a Paragraph of Opinion About *My Rotten Redheaded Older Brother*”

Extensions

- “Read a Variety of Genres Aloud”
- “Talk with Older Family Members”
- “Discuss the Students’ Writing Goals and Interests”

Assessment Resource Book

- Unit 1 assessments

Student Writing Handbook

- “The Hippopotamushrooms”
- “Oh Sleek Bananaconda”
- “Lemonade”
- “Backyard Bubbles”



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA15

Assessment Forms

- “Class Assessment Record” sheets (CA1–CA5)
- “Conference Notes” record sheet (CN1)
- “Beginning-of-year Writing Sample Record” sheet (WS1)

Reproducibles

- Unit 1 family letter (BLM1)
- “Excerpt from *My Rotten Redheaded Older Brother*” (BLM2)

Professional Development Media

- “Building a Community of Writers” (AV1)

- “Predictable Structure of the Writing Lessons” (AV3)
- “Setting Up Procedures for the Year” (AV5)
- “Setting Up Writing Conferences” (AV7)
- “Cooperative Structures Overview” (AV9)
- “Using ‘Turn to Your Partner’” (AV11)
- “Using ‘Think, Pair, Share’” (AV13)
- “Social Reflection” (AV14)
- “Turning and Looking at the Speaker” (AV16)
- “Introducing Vocabulary During a Read-aloud” (AV30)
- “Planning a Lesson” (AV33)
- “Using CCC’s Whiteboard Activities” tutorial (AV73)

OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	Getting Ideas for Writing: <i>The True Story of the 3 Little Pigs!</i> Focus: <ul style="list-style-type: none"> Retelling fairy tales 	Getting Ideas for Writing: <i>The Frog Prince Continued</i> Focus: <ul style="list-style-type: none"> Retelling fairy tales 	Learning About an Author: "About Jon Scieszka" Focus: <ul style="list-style-type: none"> Jon Scieszka 	Getting Ideas from Poetry: <i>Scranimals</i> Focus: <ul style="list-style-type: none"> Invented words 	Getting Ideas from Poetry: "Lemonade" and "Backyard Bubbles" Focus: <ul style="list-style-type: none"> Ordinary moments
Week 2	Getting Ideas from Our Own Lives: <i>My Rotten Redheaded Older Brother</i> Focus: <ul style="list-style-type: none"> Ideas from our own lives 	Getting Ideas from Our Own Lives: <i>Meteor!</i> Quick-write: <ul style="list-style-type: none"> Ideas from our own lives 	Learning About an Author: "About Patricia Polacco" Focus: <ul style="list-style-type: none"> Patricia Polacco 	Exploring a Prewriting Technique Quick-write: <ul style="list-style-type: none"> Writing from a favorite sentence 	Exploring Point of View: <i>The True Story of the 3 Little Pigs!</i> Focus: <ul style="list-style-type: none"> A story's point of view
Week 3	Getting Ideas from Nonfiction: <i>Water Dance</i> Quick-write: <ul style="list-style-type: none"> Using / to write as a thing 	Getting Ideas from Nonfiction: <i>Can It Rain Cats and Dogs?</i> Quick-write: <ul style="list-style-type: none"> Generating nonfiction topics 	Getting Ideas from Nonfiction: <i>Can It Rain Cats and Dogs?</i> Quick-write: <ul style="list-style-type: none"> Generating questions about a nonfiction topic 	Getting Ideas from Nonfiction and Pair Conferring Focus: <ul style="list-style-type: none"> Non-book examples of nonfiction 	Exploring a Prewriting Technique and Pair Conferring Quick-write: <ul style="list-style-type: none"> Making lists

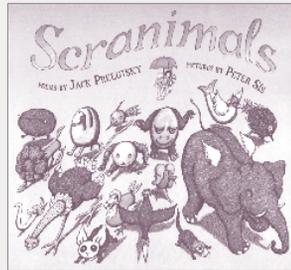
Week 1

OVERVIEW



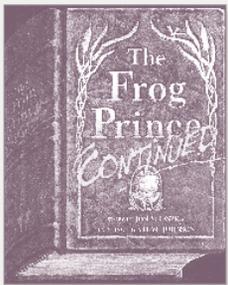
The True Story of the 3 Little Pigs!

by Jon Scieszka, illustrated by Lane Smith
Here is the “true story” of this familiar tale, as told by the wolf.



Scranimals

Poems by Jack Prelutsky, pictures by Peter Sís
Birds, beasts, vegetables, and flowers scramble to create wild fantasy creatures.



The Frog Prince Continued

by Jon Scieszka, illustrated by Steve Johnson
The frog prince wants to be turned back into a frog.



Poems

“Lemonade” and “Backyard Bubbles”

by Rebecca Kai Dotlich (see pages 26–27)
Summer poems make us think of cool drinks and bubble blowing.



Article

“About Jon Scieszka”

excerpted from *Author Talk* compiled and edited by Leonard S. Marcus (see pages 24–25)
Jon Scieszka answers questions about what he was like as a child and how he gets ideas for writing.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA4

Assessment Forms

- “Class Assessment Record” sheets (CA1–CA2)

Professional Development Media

- “Building a Community of Writers” (AV1)
- “Setting Up Procedures for the Year” (AV5)
- “Cooperative Structures Overview” (AV9)
- “Using “Turn to Your Partner”” (AV11)
- “Using CCC’s Whiteboard Activities” tutorial (AV73)

TEACHER AS WRITER

“I write to find out what I’m thinking about.”

— Edward Albee

Being a writer yourself can help you in teaching your students to write. In *Teacher as Writer*, we offer weekly prompts to help you in your own development as a writer, as well as instructive quotes by well-known writers. We encourage you to start a writing notebook, to write in it at least several times a week, and to share your writing regularly with colleagues who write. (See “Building the Adult Writing Community at Your School” on page liii for ideas about creating a writers’ group at your school.)

In your notebook this week, describe yourself as a writer. Consider:

- What was writing like for you in school?
- What is it like for you now?
- How do you hope to develop as a writer?

Writing Focus

- Students hear and discuss good writing.
- Students generate ideas for writing.
- Students write freely about things that interest them.
- Students learn about a professional author’s writing practice.

Social Development Focus

- Teacher and students build the writing community.
- Students learn procedures for Writing Time and for “Turn to Your Partner.”
- Students listen respectfully to the thinking of others and share their own.
- Students work in a responsible way.
- Students express interest in and appreciation for one another’s writing.

DO AHEAD

- ✓ Plan a space in the classroom, such as a rug area, for the class to gather for read-alouds. The students should sit facing you, close enough to see the books you will share with them. If a rug area is not available, plan how the students will arrange their chairs so they can sit facing you.
- ✓ Collect enough lined writing notebooks and pads of small (1½" × 2") self-stick notes so that every student in the class will have one of each. See “Student Books, Notebooks, and Folders” on page xlii.
- ✓ Consider reading this unit’s read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding. Or, do a picture walk and have partners who speak the same primary language talk to each other in that language about what they see in the illustrations.

(continues)

DO AHEAD *(continued)*

- ✓ Prior to Day 2, decide how you will randomly assign partners to work together during Units 1 and 2. For suggestions about assigning partners, see “Random Pairing” on page xxix and “Considerations for Pairing ELLs” on page lii. For more information, view “Cooperative Structures Overview” (AV9).
- ✓ Prior to Day 4, prepare to distribute a *Student Writing Handbook* to each student.
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA1) on page 6 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a copy of the “Class Assessment Record” sheet (CA2) on page 7 of the *Assessment Resource Book*.
- ✓ (Optional) Plan a time during the first month of school to obtain a beginning-of-year writing sample from your students. For more information on how to obtain this writing sample, see “Obtaining a Beginning-of-year Writing Sample” on page 2 of the *Assessment Resource Book*.



In this lesson, the students:

- Hear and discuss a story
- Learn the procedure for gathering
- Gather in a responsible way
- Become familiar with their writing notebooks

ABOUT WRITING INSTRUCTION EARLY IN THE YEAR

All growth and learning in the art and craft of writing depend on a solid foundation of abundant, uninhibited writing. To get enough sheer practice with the physical and mental act of writing during their elementary school years, students must tap into their intrinsic motivation to write. Unit 1 helps students develop this motivation by inspiring them to write freely and daily about things that interest them. Engaging read-alouds are used to stimulate creativity and as examples to inspire writing. In this unit, it is more important for the students to write generously, free from concerns about making it right or “good,” than it is for them to write complete, correct pieces.

To support the students’ writing practice in Unit 1, formal skill instruction is delayed until Unit 2. It continues in the “Revision, Proofreading, and Publishing” phase of all the genre units. For the time being, relax your expectations about the students’ spelling and grammatical correctness, and encourage them to just write freely, getting their ideas down on paper.

GETTING READY TO WRITE

1 Introduce the Writing Community

Introduce the *Being a Writer* program by explaining that this year the students will be members of a classroom writing community. In the community, they will write about things they are interested in, share and talk about their writing, learn about what professional authors do, and become stronger writers. Ask and briefly discuss as a class:

- Q *What are some things you’ve written?*
- Q *What are some reasons you write, in or out of school?*

Students might say:

- “I write when I leave my parents a note about where I’m going.”
- “I have to write a list of things to do for homework every week.”
- “I wrote a long story about a field trip we took in fourth grade.”

Explain that writers constantly read examples of good writing to help them get ideas for their own writing and to give them a sense of the way

Materials

- *The True Story of the 3 Little Pigs!*
- “Ideas for Retelling Fairy Tales” chart (WA1)
- Writing notebook and a pencil for each student
- Self-stick note for each student

Teacher Note

For more information, view “Setting Up Procedures for the Year” (AV5).



Teacher Note

For more information, view “Building a Community of Writers” (AV1).



Technology Tip

The videos above are two in a series of professional development videos in the *Being a Writer* program. For more information about the content of the videos and how to view them, see “Professional Development Media” on page xxxvi.

Teacher Note

If you are teaching the *Being a Writer* program with other programs from Center for the Collaborative Classroom, these notes alert you to connections between them.

If the students have already learned a procedure for gathering for a read-aloud, use the same procedure for gathering to discuss writing. Take this opportunity to remind the students of the procedure and your expectations.

Teacher Note

When more than one question appears next to a **Q**, ask the first question, discuss it, and follow up with the subsequent questions.

Teacher Note

Sieszka is pronounced "SHEHS-kah."

Teacher Note

The pages of *The True Story of the 3 Little Pigs!* are unnumbered. For easy reference, pencil in page numbers, beginning with the number 1 on the right-hand title page that includes the author's name. (Page 5 begins "Everybody knows the story of the Three Little Pigs. Or at least they think they do.") This system is used throughout the program for all read-alouds with unnumbered pages.

good writing looks and sounds. This year the students will have many opportunities to hear, read, and discuss good writing.

2 Learn and Practice the Procedure for Gathering to Discuss Writing

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

You might say:

"I expect you to move quickly, quietly, and without bumping into one another."

Ask:

Q *What do you want to keep in mind to make moving go smoothly?*

Have the students move to their places. Ask:

Q *What did you do to be responsible as you moved? What might you do differently when we try it again?*

If the students have difficulty answering the questions, you might share your own observations.

You might say:

"I noticed you were careful not to bump into anyone on your way to the rug. You came straight to the rug instead of doing something else first. Next time you might try moving more quietly."

If necessary, have the students return to their desks and practice the procedure until they are able to gather in an orderly way. Explain that the students will use the same procedure every time they gather to talk about writing.

Explain that today you will read aloud an example of good writing. Invite the students both to enjoy the story and to think about what it would be like to write such a story.

3 Read *The True Story of the 3 Little Pigs!* Aloud

Show the cover of *The True Story of the 3 Little Pigs!* and read the title and names of the author and illustrator aloud. Read the story aloud slowly and clearly, showing the illustrations as you read. Clarify vocabulary as you encounter it in the text by reading the word, briefly defining it, rereading it in context, and continuing (for example, "I was framed"—*framed* means 'made to look guilty with false evidence'—"I was framed").

Suggested Vocabulary

framed: made to look guilty with false evidence (p. 31)

4 Discuss the Story

Ask and briefly discuss the questions that follow. Be ready to reread from the book to help the students recall what they heard.

- Q *Who is telling this story? Why is that surprising?*
- Q *If you were going to retell a fairy tale, which one would you choose?*
- Q *Which character would you choose to tell the story? Why?*

Students might say:

"I would tell the story of 'Snow White,' and the witch would be telling the story."

"I would retell 'Little Red Riding Hood' from the wolf's point of view."

"I could write a story about a nice little fox and an evil red hen."

Display the "Ideas for Retelling Fairy Tales" chart (WA1). As the students offer ideas, record two or three of them as brief notes on the chart.

Ideas for Retelling Fairy Tales

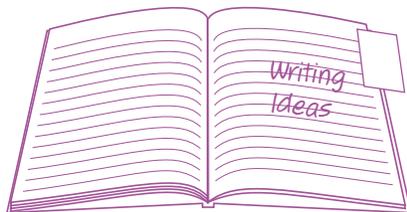
- "Snow White" with the witch telling the story
- "Little Red Riding Hood" from the wolf's point of view
- nice little fox and evil red hen

WA1

WRITING TIME

5 Introduce Writing Notebooks

Distribute a writing notebook, a pencil, and a self-stick note to each student. Explain that this year the students will do all their *drafting*, or first-time writing, in their notebooks. They will also keep ongoing lists of writing ideas in the backs of their notebooks. Have the students count back ten pages from the backs of their notebooks, mark that page with the self-stick note, and write "Writing Ideas" in big letters on that page. Explain that the students will list all their ideas this year in this section of their notebooks.



Teacher Note

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

Technology Tip

Whiteboard activities (WA) are digital charts that are intended to be displayed using an interactive whiteboard. Alternatively, you may print the PDF versions of the whiteboard activities and project them using a projection device. For more information, view the "Using CCC's Whiteboard Activities" tutorial (AV73).



On the first blank page of the writing ideas section, have each student write “Ideas for Retelling Fairy Tales” at the top of the page. Have the students copy ideas they like from the class chart and then add other ideas for fairy tales they could retell. Encourage them to talk to students sitting near them to get ideas.

After a few moments, call for the students’ attention. Have them share a few more ideas, and add these to the chart.

Explain that the students will begin drafting in their notebooks tomorrow and that they may wish to use their ideas from today. Have the students write their names on their notebooks. Explain that you will remind them to bring the notebooks with them when they gather to talk about writing.

SHARING AND REFLECTING

6 Reflect and Adjourn

Ask and briefly discuss:

Q *What did you like about writing in your notebook today?*

Tell the students how you would like them to return to their seats and have them return. If necessary, have them practice moving to their seats until they are able to move in an orderly way. Ask and briefly discuss:

Q *What did you do to be responsible as you moved back to your seat?*

If the students have difficulty answering the question, you might share your own observations.

You might say:

“I noticed you returned to your seats quickly and quietly, without bumping into one another.”

Ask the students to put their notebooks in their desks to use again tomorrow.

Teacher Note

You might tell the students that when they are being *responsible*, they are acting in ways that help them learn, work well with others, and make the classroom a caring and respectful learning community.

In this lesson, the students:

- Hear and discuss a story
- Begin working in pairs
- Learn “Turn to Your Partner”
- Learn procedures for the silent writing period
- Write freely about things that interest them

GETTING READY TO WRITE

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

Randomly assign partners and make sure they know each other’s names (see “Do Ahead” on page 6). Explain that pairs will stay together for Writing Time during the next few weeks.

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

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

2 Model “Turn to Your Partner”

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

Practice again by asking:



Q *What are you interested in writing (or) writing about this year? Turn to your partner.*

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

Explain that you will read a story aloud, stopping during the reading for the students to use “Turn to Your Partner” to discuss a question. State that later in the lesson you will ask them to report how they did.

Materials

- *The Frog Prince Continued*
- “Ideas for Retelling Fairy Tales” chart (WA1) from Day 1
- Pad of small (1½" × 2") self-stick notes for each student

Teacher Note

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

Teacher Note

The partners you assign today will stay together for Units 1 and 2. Take some time at the beginning of today’s lesson to let them get to know each other by talking informally in a relaxed atmosphere. You might have them report to the class some interesting things they learned about each other.

Teacher Note

To see an example, view “Using ‘Turn to Your Partner’” (AV11).

If your students are already familiar with “Turn to Your Partner,” you do not need to model it here. Instead, take the opportunity to remind the students of your expectations for the procedure.



Teacher Note

A visual signal, such as a raised hand, allows the students to finish what they are saying before turning back to face you. Build accountability by reminding the students to raise their own hands when they turn to face you.

Teacher Note

Some of the read-alouds are intentionally below the average reading level for your grade. Students' writing development normally lags somewhat behind their reading level.

Teacher Note

Notice that you ask the question *before* saying, "Turn to your partner." This gives everyone a chance to hear and consider the question before starting to move to face their partners.

3 Read *The Frog Prince Continued* Aloud

Remind the students that they heard *The True Story of the 3 Little Pigs!* yesterday. Explain that you will read another story by Jon Scieszka to help them get ideas for their own writing. Show the cover of *The Frog Prince Continued* and read the title aloud.

Read the story aloud slowly and clearly, showing the illustrations as you read.

Stop after:

p. 18 "Here—eat the rest of this apple."

Show the illustration on page 18 and ask:



Q *What do you notice about this story so far? Turn to your partner.*

Have partners discuss the question. After a moment, signal for their attention. Without sharing as a class, continue reading to the end of the book.

4 Discuss the Story

Briefly discuss the story using the question that follows. Be ready to reread from the story to help the students recall what they heard.



Q *How is this story similar to *The True Story of the 3 Little Pigs!*? Turn to your partner.*

Have partners discuss the question. Signal for their attention and have a few volunteers share their thinking with the class. Display the "Ideas for Retelling Fairy Tales" chart (WA1) and ask:

Q *Yesterday we started listing ideas for retelling fairy tales. What other ideas does *The Frog Prince Continued* give you?*

Students might say:

"In *The Frog Prince Continued*, other fairy tales get mentioned, like 'Snow White' and 'Hansel and Gretel.'"

"I could write a story that has details from different fairy tales in it."

As the students report ideas, record them on the chart.

Ideas for Retelling Fairy Tales

- "Snow White" with the witch telling the story
- "Little Red Riding Hood" from the wolf's point of view
- nice little fox and evil red hen
- "The Fox and the Crow" from the crow's point of view
- "Hansel and Gretel" from Gretel's perspective
- "Jack and the Beanstalk" from the giant's point of view

WA1

Ask and briefly discuss:

Q *What did you do to be a responsible partner during “Turn to Your Partner”?*

Students might say:

“I listened to my partner during ‘Turn to Your Partner.’”

“We talked about the question, and we didn’t talk about anything else.”

“We took turns and listened to each other.”

WRITING TIME

5 Learn Procedures for the Silent Writing Period

Have the students return to their seats. Explain that they will spend the next 5–10 minutes silently writing whatever they choose in their writing notebooks. They may add ideas to their writing ideas section or begin drafting a story at the front of their notebooks. Tell them that you would like them to *double-space*, or skip every other line, when they write in their notebooks.

Explain that during Writing Time, you would like the class to work in silence, without talking, whispering, or walking around. Tell the students that you will give them a signal when Writing Time is over. Explain that you will be writing along with them and ask that you not be interrupted. Give the students a moment to gather what they need, sharpen pencils, etc. Then have them write at their desks in silence for 5–10 minutes. Join the students in writing, periodically scanning the room.

Signal to let the students know when Writing Time is over. Ask them to briefly review their writing from today. Then ask:

Q *Do you think you might want to continue adding to this piece later?*

Explain that if they wish to add to this piece later, they will need to save space in their notebooks to do so. Distribute a pad of self-stick notes to each student and tell them to place notes on the next two or three blank pages to remind them to save those pages to continue their pieces. When they start a new piece of writing, they will skip pages with self-stick notes. If they don’t wish to continue this piece, they do not need to save any pages today.

SHARING AND REFLECTING

6 Reflect on Writing as a Class

Ask and briefly discuss questions such as:

Q *What did you write about today?*

Q *Was it hard or easy to start writing? Why?*

Q *What helped you focus on your writing today?*

Ask the students to put their notebooks and pads of self-stick notes in their desks to use again tomorrow.

Teacher Note

Double-spacing will give the students the necessary space to revise and edit pieces later on.

Teacher Note

A period of silent writing, during which you also write without interacting with the students, may feel new to you. We strongly encourage you to establish this routine early in the year. Students adapt to it quickly after a few reminders, and they learn to focus inward on their own thoughts during this time. By knowing that they are not to interrupt you or others, they come to rely on their own thinking and decisions as they write. As the writing period gradually lengthens over the coming weeks, you will write quietly for 5–10 minutes and then begin conferring with students.

Teacher Note

Have the students hold onto their pads of self-stick notes to use as needed at the end of each Writing Time to save blank pages for unfinished pieces.

Day 3

Learning About an Author

Materials

- “About Jon Scieszka” (see pages 24–25)
- *The Frog Prince Continued* from Day 2
- *The True Story of the 3 Little Pigs!* from Day 1
- Chart paper and a marker
- “Writing Time” chart (WA2)

ELL Note

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

Teacher Note

Save the “Writing Ideas” chart to use throughout the unit.

In general, charts that the students will refer to over time are written on chart paper rather than displayed on the whiteboard. See “Charts” on page xli for more about the use of paper and whiteboard charts.

ELL Note

You might provide the prompt “I found out . . .” to your English Language Learners to help them verbalize their answers to this question.

In this lesson, the students:

- Learn about a professional author’s writing practice
- Practice “Turn to Your Partner”
- Write freely about things that interest them

GETTING READY TO WRITE

1 Gather and Briefly Review

Gather the class with partners sitting together, facing you. Remind the students that they learned “Turn to Your Partner” yesterday. Briefly review the procedure and ask them to be ready to talk in pairs again today.

Explain that you are reading different kinds of texts aloud to help the students get ideas for their writing. Show the covers of *The True Story of the 3 Little Pigs!* and *The Frog Prince Continued* and remind the students that they heard the books earlier. On a sheet of chart paper labeled “Writing Ideas,” begin by listing *retell fairy tales*. Explain that you will add other ideas to the chart over the coming weeks.

Remind the students that *The True Story of the 3 Little Pigs!* and *The Frog Prince Continued* are both by Jon Scieszka. Ask:



Q *Based on these two stories, what kind of person do you think Jon Scieszka might be and why? Turn to your partner.*

Have partners discuss the question. Signal for their attention and ask a few pairs to share with the class what they discussed.

Students might say:

“His books are funny, so Jon Scieszka might be a funny person.”

“He might be someone who likes to think about things differently from other people.”

2 Read “About Jon Scieszka”

Explain that you will read part of an interview with Jon Scieszka aloud. The interview comes from a book of interviews of famous children’s book authors. Ask the students to listen for interesting things they learn about Jon Scieszka.

Read “About Jon Scieszka” (on pages 24–25) aloud; then ask:



Q *What did you find out about Jon Scieszka? Turn to your partner.*

Have partners discuss the question. Signal for their attention and ask a few pairs to share their thinking with the class. Be ready to reread to help the students remember what they heard.

WRITING TIME

3 Write Independently

Ask the students to return to their seats. Explain that they will spend the next 10 minutes silently writing whatever they choose in their writing notebooks. Display the “Writing Time” chart (📄 WA2) and explain what the students can do during this time.

Writing Time

- Write something interesting you learned about Jon Scieszka.
- Add ideas to your writing ideas section.
- Work on the piece you started yesterday.
- Start a new piece of writing at the front of your notebook.

WA2

Have the students write for 10 minutes. Remind them to *double-space*, or skip every other line, as they write. Emphasize that during Writing Time, you would like the class to work in silence, without talking, whispering, or walking around. Remind the students that you will give them a signal when Writing Time is over. Explain that you will be writing along with them and ask not to be interrupted.

Join the students in writing, periodically scanning the room as you write.

Signal to let the students know when Writing Time is over. Remind them to use self-stick notes to save blank pages in their notebooks for any unfinished pieces.

SHARING AND REFLECTING

4 Reflect on Writing as a Class

Ask and briefly discuss questions such as:

- Q *What did it feel like to write quietly today?*
- Q *Did you remember to skip lines in your writing today?*

Explain that it is important to skip lines so there is space to add or make changes later. Tell the students you will remind them to skip lines as they write.

Ask students to put their notebooks in their desks to use again tomorrow.

Day 4

Getting Ideas from Poetry

Materials

- “The Hippopotamushrooms” and “Oh Sleek Bananaconda” from *Scranimals* (pages 16 and 31)
- *Student Writing Handbook* pages 2–3
- “Writing Time” chart (WA3)
- “Class Assessment Record” sheet (CA1)

TEKS 1.A.i

Student/Teacher Activity
Step 1 and Step 7

In this lesson, the students:

- Hear and discuss poems with invented words
- Invent their own words
- Write freely about things that interest them
- Express interest in and appreciation for one another’s writing

GETTING READY TO WRITE

1 Gather and Build the Writing Community

Gather the class with partners sitting together, facing you. Remind the students that they are building a caring classroom writing community. Ask:

Q *As a member of our writing community, you are responsible for listening to what others say. If you can’t hear, what can you do?*

Encourage the students to speak clearly and listen responsibly. Tell them that you will check in with them to see how they are doing.

2 Read Aloud *Scranimals* Poems

Review that this week the students have heard two stories by Jon Scieszka and have gotten ideas for their own writing from the stories. Explain that poetry is another type of writing that can spark writing ideas. Explain that today and tomorrow you will read poems aloud. Encourage the students to think about whether they might like to try writing poems themselves.

Show the cover of *Scranimals* and read the title and the names of the author and illustrator aloud. Explain that you will read two poems from the book. Read “The Hippopotamushrooms” (page 16) aloud slowly and clearly, showing the illustration and clarifying vocabulary as you read.

Suggested Vocabulary

suffer from deficient grace: are not very graceful

compensate: make up for it

Tell the students that you will reread the poem and ask them to listen carefully for anything they might have missed the first time. Reread the poem; then ask:

Q *What’s funny about this poem?*

Read “Oh Sleek Bananaconda” (page 31) aloud twice, clarifying vocabulary as you read.

Suggested Vocabulary

sinuous: winding or twisting

unappealing: difficult to like

Ask:

Q *What words does the author combine to name the animals in these two poems?*

Students might say:

“The poems are about made-up creatures.”

“It’s funny to say the name *bananaconda* aloud.”

“The author combines the words *hippopotamus* and *mushroom* to invent an animal called *hippopotamushroom*.”

“*Bananaconda* comes from *banana* and *anaconda*.”

Select a few more poems from the book and read them aloud to the class.

3 Distribute *Student Writing Handbooks* and Look at Poems More Closely

Distribute the *Student Writing Handbooks*, one to each student. Explain that the handbook contains copies of some of the read-alouds, spelling lists, and other kinds of pages to help the students with their writing this year.

Ask the students to open their copies of the handbook to pages 2–3, where the first two poems they heard are reproduced. Ask them to reread the two poems aloud with their partners and talk about the animals in the poems. After several minutes, signal for the students’ attention and ask:



Q *What patterns or other interesting things did you notice as you read these poems?*

4 Generate Ideas for “Scranimals”

Explain that part of the fun of writing can be playing with words and that authors sometimes invent new words, as Jack Prelutsky does. As a class, brainstorm a few “scranimals” by combining names of animals with names of fruits or vegetables. Record these on a sheet of chart paper. (You might want to start the students off with a few ideas.)

Teacher Note

In this lesson, the students informally explore poems. They are not expected to recognize elements of poetry or to be proficient in writing poems at this point (although some students may be able to do so). They will explore poetry in more depth in a later unit.

Teacher Note

Some possible “scranimals” might be:

- “owlettuce”
- “porcuponion”
- “potatoad”
- “tarantulemon”
- “armadillaberry”

ELL Note

You might invite English Language Learners to invent “scranimals” by blending names of animals and fruits or vegetables in their primary languages.

Teacher Note

Remember, joining the students for a few minutes of silent writing demonstrates that writing is important and that you expect the students to work independently and tap into their own thinking and creativity during this time.

Invite the students to try writing poems or coming up with names of “scranimals” during Writing Time today, if they wish.

WRITING TIME

5 Write Independently

Ask the students to return to their seats. Display the “Writing Time” chart ( WA3) and explain what the students can do during this time.

WA3

Writing Time

- Try creating some “scranimals.”
- Work on a piece you started earlier.
- Start a new piece of writing.
- Add ideas to your writing ideas section.

Have the students write silently for 10–15 minutes. Remind them to double-space their writing.

Emphasize that during the silent writing period there should be no talking, whispering, or walking around. Everyone (including you) will be writing silently. You will let the students know when Writing Time is over.

Join the students in writing for 5–10 minutes, and then walk around the room and observe them.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students writing in silence?
- Are they staying in their seats?

If you notice students having difficulty staying in their seats or writing in silence, call for the class’s attention and remind them of your expectations before having them resume writing. Be aware that some students may need to just sit and think for a while before they start writing. Give them uninterrupted time to do this.

Record your observations on the “Class Assessment Record” sheet (CA1); see page 6 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

6 Share Writing as a Class

Have the students put their pencils away (but not their notebooks). Have a few volunteers read their writing aloud. Encourage the other students to express their interest and appreciation after each reading. Use questions such as:

- Q *What did you like about [Sophie’s] piece?*
- Q *What question can we ask [Tyler] about what he wrote?*

7 Reflect on Interactions

Explain that the students will have frequent opportunities this year to read their writing to other students and to the whole class. Ask questions such as:

- Q *If you shared your writing with the class today, how did that feel?*
- Q *What did you do to listen responsibly to others when they shared their writing?*

Students might say:

- “I looked at the person who was sharing.”
- “I didn’t talk while people were reading their writing.”
- “I turned my whole body toward the person reading so she’d know I was really paying attention.”

ELL Note

Questions like these help the students get to know one another, which in turn creates a sense of community that benefits everyone. English Language Learners, in particular, rely on having a supportive environment in which they can take the necessary risks to practice and grow in their use of English.

Getting Ideas from Poetry

Day 5

In this lesson, the students:

- Hear and discuss two poems
- Think about ordinary moments
- Think about words that appeal to the senses
- Write freely about things that interest them
- Express interest in and appreciation for one another’s writing

GETTING READY TO WRITE

1 Prepare to Hear Poetry

Have the students get out their writing notebooks and *Student Writing Handbooks* and sit at desks with partners together.

Materials

- “Lemonade” (see page 26)
- “Backyard Bubbles” (see page 27)
- *Student Writing Handbook* pages 4–5
- “Writing Time” chart (WA4)
- “Class Assessment Record” sheet (CA2)

Teacher Note

Note that on some days partners will need to be sitting at desks for Getting Ready to Write.

Explain that today you will read aloud two poems by the poet Rebecca Kai Dotlich. Encourage the students to close their eyes as they listen and imagine what is happening in the poems.

2 Read “Lemonade” Aloud

Read the poem “Lemonade” (page 26) aloud twice, slowly and clearly. Ask the students to open their eyes. Ask:



Q *What did you imagine as you listened to this poem? Turn to your partner.*

Have the students open their *Student Writing Handbooks* to page 4 and follow along as you read the poem again. Then ask:

Q *What words help you imagine what’s happening in this poem?*

Students might say:

“The people are drinking sweet lemonade in the summer.”

“The words *splashing* and *sunshine* make me imagine pouring the yellow lemonade.”

“The words *liquid*, *lemon*, and *lips* make me imagine tasting the lemonade.”

3 Read “Backyard Bubbles” Aloud

Have the students close their eyes and listen as you read “Backyard Bubbles” (page 27) aloud twice, slowly and clearly. After the second reading, ask the students to open their eyes. Briefly discuss:

Q *What did you imagine seeing?*

Q *What did you imagine feeling on your skin?*

Ask the students to open their *Student Writing Handbooks* to page 5 and follow along as you read the poem again. Ask:

Q *What words in this poem help you see or feel what’s happening?*

Students might say:

“The words *shimmies* and *waltz* make me imagine the bubbles dancing.”

“The words *soapy*, *pearl*, *blushing*, and *shimmering* all make me imagine how something looks.”

Point out that many poems, like “Lemonade” and “Backyard Bubbles,” describe ordinary moments in life using sensory details, or words that appeal to the five senses (sight, hearing, smell, touch, and taste).

ELL Note

You might provide the prompts “I saw . . .” and “I felt . . .” to your English Language Learners to help them verbalize their answers to these questions.

4 Write a List of Ordinary Moments as a Class

Ask:



Q *What ordinary moments in your life could you write about? Turn to your partner.*

Have a few volunteers share their ideas.

Students might say:

"swimming in a pool"

"drinking ice water on a hot day"

"running with my dog"

"holding a caterpillar in my hand"

Give the students a moment to jot down ideas in the writing ideas section of their writing notebooks. Have them label this list of ideas "Ordinary Moments."

Encourage the students to write about their ordinary moments during Writing Time, if they wish, and invite them to try including sensory details as they write.

WRITING TIME

5 Write Independently

Display the "Writing Time" chart (WA4) and have the students write silently for 10–15 minutes. Remind them to double-space their writing.

Writing Time

- Try writing a poem about an ordinary moment.
- Work on a piece you started earlier.
- Start a new piece of writing.

WA4

Review that during the silent writing period there should be no talking, whispering, or walking around. Everyone (including you) will be silently writing on their own. You will let them know when Writing Time is over.

Join the students in writing for 5–10 minutes; then walk around and observe them.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students writing in silence?
- Are they staying in their seats?
- Are they skipping lines in their notebooks?

If necessary, remind the class of your expectations for silent writing during this time. Note which students write easily and which have difficulty getting started. If you notice any student struggling to start writing after 10 minutes, quietly pull him aside and ask questions such as:

Q *What are you thinking about right now?*

Q *What interesting thing has happened in your life that you could write about? What could you write as a first sentence for that idea?*

Q *What ideas have you written in your writing ideas section? Let's pick one and talk about what you might write.*

Record your observations on the "Class Assessment Record" sheet (CA2); see page 7 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

6 Share Writing and Reflect on Interactions

Have the students put their pencils away and have a few volunteers read their writing aloud. Encourage the other students to express their interest and appreciation after each reading. Use questions such as:

Q *What did you enjoy about [Katie's] piece?*

Q *What questions can we ask [Diego] about what he wrote?*

Q *Why is it important that we show interest and appreciation for one another's writing?*

EXTENSION

Read a Variety of Genres Aloud

One goal for the first few weeks of this program is to expose the students to a variety of genres through read-alouds. This week they heard poems and funny, retold fairy tales. In Week 2, they will hear realistic fiction drawn from the author’s life. In Week 3, they will hear poems and nonfiction.

Whenever you have time, read additional examples of fiction (such as fantasy, mystery, and science fiction), nonfiction (such as memoir, biography, joke and riddle books, “how-to” books, magazine or newspaper articles, and other expository text), and poetry aloud.



About Jon Scieszka

excerpted from *Author Talk*, compiled and edited by Leonard S. Marcus

What kind of boy were you?

A nice boy, and I always did good! Actually, I was a stealth kid, the kind of guy who sits in the back of the class and cracks jokes. I would get my friends in trouble by making them laugh while I sat by quietly, trying to look innocent.

Did you like books as a kid?

I loved Dr. Seuss's *Green Eggs and Ham*, P. D. Eastman's *Go, Dog, Go!*, and *The Carrot Seed* by Ruth Krauss and Crockett Johnson. I'd make my mom read them over and over until they were burned into my brain.

Did you enjoy writing?

I was so jazzed by the rhyming in Dr. Seuss's books that I tried to write my own funky little verses. From then on, I always wanted to be a writer. I can remember in fourth and fifth grade looking on the library shelves for the place where books by me would be, in alphabetical order. I always looked in the adult section! There was just one problem: I wasn't sure how to spell Scieszka . . . !

My teachers couldn't even pronounce my last name. During roll, the teacher would say: "Tom Schmidt. Jon . . ." Then there'd be this big pause. For years, I signed my school papers "Jon S." Even now, late at night, I still can't quite get *all* the letters.

How did you end up writing for children?

I first tried writing grown-up fiction while painting people's apartments to make a living. I then got a job teaching elementary school. That's when I rediscovered kids' books, and kids.

Where do you get your ideas for books?

I used to say, "From a little old lady in Schenectady, who sends me one each week." But the real answer is, from thinking—and from other books. As a kid, I always wondered whether there was a list somewhere of all the books

(continues)

"About Jon Scieszka" excerpts from *Author Talk*, compiled and edited by Leonard S. Marcus. Copyright © 2000 by Leonard S. Marcus. Reproduced by permission.

About Jon Scieszka

(continued)

that a person should read. Many of my own books—*The True Story of the 3 Little Pigs!*, *The Stinky Cheese Man* (1992), the *Time Warp Trio* series—are really about other books and stories. I like the idea that one book can point readers to others they might like to read.

What is your advice for children who want to write?

Write! I know that sounds stupid, but that’s really it. It’s good practice to imitate your favorite writers. All writers do that at first. Eventually, if you keep writing, you find your own voice.

“About Jon Scieszka” excerpts from *Author Talk*, compiled and edited by Leonard S. Marcus.
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Lemonade

by Rebecca Kai Dotlich

We pour
its liquid sweetness
from a tall
glass pitcher,
splashing
sunshine
on frosty squares
of ice,
lemon light
and slightly tart,
we gulp its gold—
licking our lips
with summer.

“Lemonade” from *Lemonade Sun and Other Summer Poems* by Rebecca Kai Dotlich.
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Poem

Backyard Bubbles

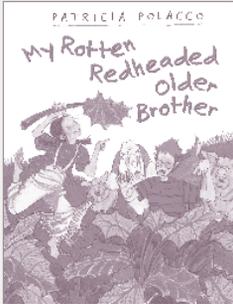
by Rebecca Kai Dotlich

One bubble
shimmies
from the wand
to waltz around
the backyard lawn.
One fragile globe
of soapy skin—
a glimmering
of breath within
a perfect pearl,
I blow again!
One more bubble
squeezes through,
one blushing bead
of water-blue;
and then
another
rinsed in pink
(shivering
with pastel ink)
dances on
a summer sigh,
shimmering
with shades of sky,
s-l-o-w-l-y slides
right out of sight;
backyard bubbles
taking flight.

“Backyard Bubbles” from *Lemonade Sun and Other Summer Poems* by Rebecca Kai Dotlich.
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Week 2

OVERVIEW



My Rotten Redheaded Older Brother

by Patricia Polacco

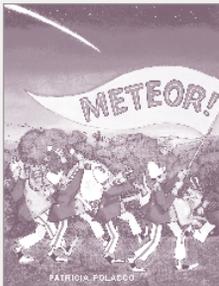
Tricia changes her mind about her brother in this story based on the author's own life.



“About Patricia Polacco”

excerpted from patriciapolacco.com (see page 47)

Patricia Polacco tells about growing up and becoming a writer.



Meteor!

by Patricia Polacco

When a meteor falls into Gramma and Grampa's yard, the whole town gets involved. Based on a true event.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA5–WA10

Assessment Forms

- “Class Assessment Record” sheet (CA3)
- “Conference Notes” record sheet (CN1)

Reproducible

- (Optional) “Excerpt from *My Rotten Redheaded Older Brother*” (BLM2)

Professional Development Media

- “Setting Up Writing Conferences” (AV7)
- “Using ‘Think, Pair, Share’” (AV13)
- “Turning and Looking at the Speaker” (AV16)
- “Introducing Vocabulary During a Read-aloud” (AV30)
- “Planning a Lesson” (AV33)

TEACHER AS WRITER

“I’m sure a beautiful empty notebook was the reason I wrote my first book. It was begging for filling.”

— Jacqueline Jackson

In your writing notebook, start a section at the back called “Writing Ideas.” Jot down events and ideas from your own life that you might want to write about. Consider:

- What is your earliest memory?
- When did something strange happen to you?
- When did you feel truly content or truly miserable?
- When did you realize something you didn’t know before?

Writing Focus

- Students hear and discuss good writing.
- Students learn how a professional author gets writing ideas from her own life.
- Students explore prewriting techniques.
- Students explore point of view.
- Students write freely about things that interest them.

Social Development Focus

- Teacher and students build the writing community.
- Students learn the procedure for “Think, Pair, Share.”
- Students express interest in and appreciation for one another’s writing.

DO AHEAD

- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA3) on page 8 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make a class set of the “Conference Notes” record sheet (CN1) on page 11 of the *Assessment Resource Book*. This week, you will begin conferring with individual students during Writing Time and documenting your observations and suggestions for each student.

Day 1

Getting Ideas from Our Own Lives

Materials

- *My Rotten Redheaded Older Brother*
- “Writing Ideas” chart from Week 1
- “Writing Time” chart (WA5)
- “Class Assessment” record sheet (CA3)

Teacher Note

To see an example, view “Using ‘Think, Pair, Share’” (AV13).

If your students are already familiar with “Think, Pair, Share,” simply remind them of your expectations.



TEKS 1.A.ii
Student/Teacher Narrative
Step 2

Teacher Note

During “Think, Pair, Share,” pause for 10 seconds for the students to think before saying “Turn to your partner.”

In this lesson, the students:

- Hear and discuss a story based on the author’s life
- Generate ideas from their own lives that they can write about
- Learn “Think, Pair, Share”
- Write freely about things that interest them

GETTING READY TO WRITE

1 Gather and Briefly Review

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Review that you have been reading different kinds of texts aloud to help the students get ideas for writing. Remind the students that last week they heard *Scranimals* by Jack Prelutsky and the poems “Lemonade” and “Backyard Bubbles” by Rebecca Kai Dotlich. Direct the students’ attention to the “Writing Ideas” chart and add *write poems* and *scranimals*. Explain that you will continue to add other ideas to the chart over the coming weeks.

2 Teach “Think, Pair, Share”

Explain that today the students will learn a cooperative structure called “Think, Pair, Share,” in which they take a moment to think quietly before turning to their partners to talk. Explain that you will ask a question and wait a few moments for them to think. When you say “Turn to your partner,” partners will turn to each other and begin talking. When you signal to them, they will end their conversations and turn their attention back to you.

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



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

After a few moments, signal for the class’s attention and have a few pairs share with the whole class what they discussed.

Encourage the students to try the ideas they discussed as they use “Think, Pair, Share” during today’s lesson.

3 Read *My Rotten Redheaded Older Brother* Aloud

Remind the students that last week they heard *The True Story of the 3 Little Pigs!* and *The Frog Prince Continued* and thought about how they

could retell fairy tales. Explain that today you will read a different kind of story—one based on the author’s own life.

Show the cover of *My Rotten Redheaded Older Brother* and read the title and author’s name aloud. Open to the copyright page and read the dedication aloud. Then read the story aloud slowly and clearly, showing the illustrations as you read. Clarify vocabulary as you encounter it in the text by reading the word, briefly defining it, rereading it in context, and continuing (for example, “I said furiously”—*furiously* means ‘very angrily’—‘I said furiously as I grabbed the first stalk and started chewing it almost down to the leaf’”).

Suggested Vocabulary

furiously: very angrily (p. 13)

consoled: comforted (p. 15)

family’s custom: something the family has always done (p. 29)

ELL Vocabulary

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

he set a record that wasn’t even challenged for the next ten years: he picked more berries than anyone else did for ten more years (p. 8)

getting the puckers: (idiom) making a face when something tastes sour (p. 13)

ache: hurt (p. 15)

traveling carnival: group of people who bring rides and games from town to town (p. 20; refer to the illustration)

merry-go-round: amusement park ride that goes in circles (p. 22; refer to the illustration)

dizzy: feeling like things are going around in circles (p. 22)

stitches: threads that hold skin together when someone gets hurt (p. 26)

At the end of the story, show the photographs on the front and back endpapers and read some of the captions aloud.

4 Discuss the Story and Generate Writing Ideas

Facilitate a class discussion using the question that follows. Encourage the students to listen responsibly to the discussion by turning to look at the person who is speaking.

You might say:

“[Liam] is going to speak now. Let’s all turn and look at him.”

Q *Why might Patricia Polacco have dedicated this book to her brother?*

Teacher Note

The Suggested Vocabulary and ELL Vocabulary lists include words that are important for the students to understand in order to comprehend the story. To maintain the flow of the story, these words should be defined during the reading but not discussed. For more information, view “Introducing Vocabulary During a Read-aloud” (AV30).



Facilitation Tip

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



Teacher Note

If you notice many students having difficulty coming up with ideas, call for their attention and have a few volunteers who have ideas share aloud what they have written. Then have the students go back to thinking and writing.

Teacher Note

The purpose of this unit is to give the students practice writing freely about topics they choose. Read-alouds are intended solely to stimulate creativity; the students may or may not be inspired to write something related to a read-aloud. At this point, they are not expected to know the features of genres or to write in any particular genre.

Explain that authors often write about events or people from their own lives. Use “Think, Pair, Share” to have partners first think about and then discuss:



Q *What has happened in your own life that you may be able to write about?*
[pause] *Turn to your partner.*

After a few moments, signal for the class’s attention. Ask the students to open their notebooks to the writing ideas section and to label the next blank page “Ideas from My Own Life.” Have them jot down some of their ideas on this page.

After the students have had a chance to write, call for their attention. Have a few volunteers share what they wrote with the class.

WRITING TIME

5 Write Independently

Ask the students to return to their seats. Explain that they will write silently for 10–15 minutes. Display the “Writing Time” chart (📄 WA5) and explain what the students can do during this time.

Writing Time

- Choose an idea from your writing ideas section and write about it.
- Write about anything else that interests you.

WA5

Remind the students that they do not need to finish one piece of writing before starting a new one. Also review that during the silent writing period there should be no talking, whispering, or walking around. Everyone (including you) will be silently writing on their own. You will let the students know when Writing Time is over.

Have the students write for 10–15 minutes. Join them in writing for 5–10 minutes; then walk around the room and observe them, assisting students as needed. If necessary, remind them to double-space their writing.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students writing in silence?
- Are they staying in their seats?
- Are they skipping lines in their notebooks?

If you notice any student struggling to start writing after 10 minutes, pull her aside quietly and ask questions such as:

- Q *What are you thinking about right now?*
- Q *What interesting thing has happened in your life that you could write about? What could you write as a first sentence for that idea?*
- Q *What ideas have you written in your writing ideas section? Let's pick one and talk about what you might write.*

Record your observations on the "Class Assessment Record" sheet (CA3); see page 8 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Remind them to use their self-stick notes to save blank pages in their notebooks for any unfinished pieces.

SHARING AND REFLECTING

6 Share and Reflect on Writing

Have the students put their pencils away and have a few volunteers share what they wrote today. Ask:

- Q *Who wrote about an event from your own life? Tell us about it.*
- Q *Who added ideas from your own life to the writing ideas section? Tell us about them.*
- Q *What other things did you write about today?*

WRITING ABOUT READING

WRITING ABOUT READING ACTIVITIES

Writing About Reading activities provide the students with opportunities to write opinions about and make connections to texts they discuss in the *Being a Writer* program. The activities are optional and can be done at the end of the lesson or another time. For more information, see "Writing About Reading" on page xx.

Materials

- *My Rotten Redheaded Older Brother*
- Copy of “Excerpt from *My Rotten Redheaded Older Brother*” (BLM2) for each student

Teacher Note

Prior to doing this activity, you will need to visit the CCC Learning Hub (ccclearninghub.org) to access and print the “Excerpt from *My Rotten Redheaded Older Brother*” (BLM2).

Teacher Note

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

Write a Paragraph of Opinion About *My Rotten Redheaded Older Brother*

Show the cover of *My Rotten Redheaded Older Brother* and remind the students that they heard this book earlier. Ask:

Q *What do you remember about the book My Rotten Redheaded Older Brother?*

Have a few volunteers share their thinking. Then explain that you will reread the part of the story where Tricia’s brother tells her about her accident at the carnival. Distribute the copies of “Excerpt from *My Rotten Redheaded Older Brother*” (BLM2) and explain that the passage you will read is reproduced there. Ask the students to follow along as you read aloud. Reread aloud pages 25–26. After reading, ask:

Q *How does Richie really feel about Tricia? What in the story makes you think that?*

Students might say:

“I think Richie actually likes Tricia because he is nice to her after her accident.”

“I think sometimes he likes her and other times he doesn’t like her because she calls him *rotten*.”

“I think he doesn’t like her because he’s nice to her only when his grandparents are around.”

Explain that each student will write a paragraph about how he thinks Richie really feels about Tricia. Tell the students that readers often have different opinions about the characters and events in a story, and that is fine. What is important is that they support their thinking with facts and details from the story. Ask the students to watch as you think aloud and model writing a paragraph about how you think Richie really feels about Tricia.

You might say:

“I think that even though Richie teases Tricia a lot, he actually really loves her. I’ll start by writing: *In Patricia Polacco’s book My Rotten Redheaded Older Brother, Richie teases his sister all the time, but he actually loves her a lot.* Notice that I stated my opinion and put the title of the book and the author’s name in the opening sentence. Now I need to explain my thinking using facts and details. I’ll write: *When Tricia faints after riding the merry-go-round for too long, Richie carries her all the way home, and then he runs for the doctor. He wouldn’t do that unless he liked his sister.* Now I need a closing sentence. I’ll write: *Richie drives Tricia crazy a lot of the time, but deep down he really cares about her.*”

Explain that each student should start her paragraph with an opening sentence that states her opinion and includes the title of the book and the author’s name, a reason for her opinion, a fact or detail from the story to support her reason, and a closing sentence that wraps up her writing. Have the students begin writing about their opinions. If time permits, invite the students to share their opinions with the class.

In this lesson, the students:

- Hear and discuss a story based on the author's life
- Generate ideas from their own lives that they can write about
- Practice "Think, Pair, Share"
- Write freely about things that interest them

GETTING READY TO WRITE

1 Gather and Briefly Review

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Review that yesterday the students heard *My Rotten Redheaded Older Brother*, based on the life of the author, Patricia Polacco. Explain that today you will read another story by Patricia Polacco that is based on her life. Encourage the students to think as they listen about whether they might like to write something similar to this story.

2 Read *Meteor!* Aloud

Show the cover of *Meteor!* and read the title aloud. Read the dedication on page 2; then read the story aloud slowly and clearly, showing the illustrations as you read. Clarify vocabulary as you read, using the procedure you used on Week 1, Day 1 (see page 8).

Suggested Vocabulary

- wireless:** old-fashioned radio (p. 6)
meteor: rock from outer space (p. 12)
liniment: medicine to rub onto the skin (p. 20)
ascent: rise (p. 23)
descent: fall (p. 23)
panorama: wide view in all directions (p. 23)
headstone: gravestone or grave marker (p. 30)

ELL Vocabulary

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

- eerie:** weird, strange (p. 11)
stakes: poles (p. 12)
merchants: people who sell things (p. 16)
bystanders and onlookers: people standing nearby (p. 19)
dance troupe: group of dancers (p. 27)

Materials

- *Meteor!*
- "Quick-write" chart (WA6)
- "Writing Time" chart (WA7)

Teacher Note

You might use self-stick notes to mark the places in the book where the suggested vocabulary words appear. Write the meaning of each word on a note to help you define it smoothly without interrupting the reading. For more information about planning lessons, see "Preparing the Daily Lessons" (page xxxv). To learn more, view "Planning a Lesson" (AV33).



Teacher Note

Quick-writes are short exercises that everyone participates in and discusses. They are an opportunity for the students to learn a technique together and to practice overcoming their “inner critic” by writing quickly, continuously, and without planning or deliberation.

3 Discuss the Story and Introduce Quick-writes

Ask and briefly discuss:

Q *What clues in the book tell us that Patricia Polacco is writing from her own life?*

Explain that the students will do a quick-write to help them get ideas for their own writing. Explain that a *quick-write* is a 5-minute writing exercise that everyone will do together. It gives everyone a chance to practice a particular writing technique.

Display the “Quick-write” chart (WA6) and read the questions on it.

Quick-write

- What is your earliest memory?
- When did something strange happen to you?
- When did you feel happy, sad, or afraid?
- When were you really, really surprised?

WA6

Ask the students to open to the next blank page in their notebooks, pick one question from the list, and write quickly about it for 5 minutes. Students who run out of things to say before the time is up should choose another question and keep writing. Encourage the students to keep their pencils moving and to write whatever comes to mind without thinking too much about it.

After 5 minutes of silent writing, call for the students’ attention. Use “Think, Pair, Share” to have partners first think about and then discuss:



Q *What was it like to try to keep your pencil moving for the whole time?*
[pause] *Turn to your partner.*

Signal for the students’ attention and have one or two students share what they discussed with the class. Explain that the students will have more opportunities to practice writing quickly and continuously during quick-writes. Point out that this kind of writing can be very helpful in getting writing ideas flowing.

WRITING TIME

4 Write Independently

Ask the students to return to their seats. Display the “Writing Time” chart (WA7) and have the students write silently for 10–15 minutes.

Writing Time

- Continue the piece you started during the quick-write.
- Work on a piece you started earlier.
- Start a new piece of writing about anything that interests you.

WA7

Remind the students that they do not need to finish one piece of writing before starting a new one. Also review that during the silent writing period, everyone (including you) will be silently writing on their own. You will let them know when Writing Time is over.

Join the students in writing for 5–10 minutes; then walk around the room and observe, assisting students as needed.

Signal to let the students know when Writing Time is over. If necessary, remind them to use their self-stick notes to save blank pages in their notebooks for any unfinished pieces they wish to continue the next day.

SHARING AND REFLECTING

5 Share and Reflect on Writing

Have the students put their pencils away. Ask questions such as those that follow, inviting the students to read passages of their writing aloud to the class, if they wish.

- Q *Who wrote about your own life today? Tell us about it.*
- Q *What else did you write about? Tell us about it.*

ELL Note

English Language Learners may benefit from drawing their ideas before they write. Encourage them to draw what they want to write about and then talk quietly with you or a partner about their drawings. If necessary, support them by writing down key words or phrases they want to use so that the students can copy these words into their writing.

Facilitation Tip

Continue to prompt the students to **turn and look** at the person who will speak. (You might say, “Beto is going to speak now. Let’s all turn and look at him.”) During the discussion, scan the class to ensure that the students are looking at the person who is speaking. If necessary, interrupt the discussion to remind them of your expectations.

Day 3

Learning About an Author

Materials

- “About Patricia Polacco” (see page 47)
- *Meteor!* from Day 2
- *My Rotten Redheaded Older Brother* from Day 1
- “Writing Ideas” chart from Day 1
- “Writing Time” chart (WA8)
- Class set of “Conference Notes” record sheets (CN1)

Teacher Note

If many students have difficulty generating writing ideas from their own lives, you might signal for their attention and generate some ideas together, for example:

- Things that make us mad
- Things we wonder or have questions about
- Things we notice or observe
- Our hobbies and interests
- Places we've visited or would like to visit

In this lesson, the students:

- Learn about a professional author
- Practice “Think, Pair, Share”
- Write freely about things that interest them

GETTING READY TO WRITE

1 Learn About Patricia Polacco

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Show the covers of *My Rotten Redheaded Older Brother* and *Meteor!* Remind the students that they heard these stories by Patricia Polacco, which are based on events in her life, earlier in the week. Direct the students’ attention to the “Writing Ideas” chart and add *write stories from your own life*.

Explain that you will read aloud some information about Patricia Polacco. Read “About Patricia Polacco” (see page 47) aloud. After reading, discuss:

- Q *What did you find out about Patricia Polacco?*
- Q *What do you think Patricia Polacco means when she says, “How lucky I was to know so many people that were so different and yet so much alike?”*

Students might say:

“I found out that Patricia Polacco writes a lot of her stories from her own life.”

“Maybe she felt like people from different cultures are still more alike than different.”

2 “Think, Pair, Share” About Memories

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



- Q *In her books, Patricia Polacco writes about her memories. What memory do you have that you might be able to write about? [pause] Turn to your partner.*

Signal for the students’ attention and have a few volunteers report their thinking. Invite the students to jot down any ideas they want to keep thinking about under “Ideas from My Own Life” in the writing ideas section of their notebooks.

Ask and briefly discuss:

- Q *How did it help you today to take time to think before talking to your partner?*
- Q *What problems did you have with “Think, Pair, Share” today? How can you avoid these problems next time?*

Students might say:

“Taking time to think helped me get the idea in my head before I talked to my partner.”

“We ran out of time before both of us got to talk during ‘Think, Pair, Share.’ ”

“Next time we can make sure to take turns so both of us get to talk.”

“I did all the talking because my partner didn’t say much. Next time I will ask my partner what she thinks.”

WRITING TIME

3 Write Independently

Ask the students to return to their seats. Display the “Writing Time” chart (WA8) and have the students write silently for 15–20 minutes.

Writing Time

- Write about ideas from your own life or memories.
- Choose an idea from your writing ideas section and write about it.
- Write about anything else that interests you.

WA8

Join the students in writing for 5–10 minutes; then confer with individual students.

Teacher Note

When more than one question appears next to a Q, ask the first question, discuss it, and follow up with the subsequent questions.

Teacher Note

The independent writing period is gradually getting longer. Observe the students carefully and increase the time more slowly, if necessary. The goal is to get the students writing independently for at least 30 minutes per day by the end of Unit 1.

Teacher Note

For more information about conferring with students, see “Teacher Conferences” (page xxxviii). To learn more, view “Setting Up Writing Conferences” (AV7).



Teacher Note

You might use the “Conference Notes” record sheet (CN1) as a survey of the students’ goals and interests. For more information, see “Student Goals and Interests Survey” on page vii of the *Assessment Resource Book*.



TEACHER CONFERENCE NOTE

Over the next two weeks, call individual students to a back table and confer quietly with them for 5–10 minutes each to get a sense of their strengths and weaknesses as writers. Ask each student to show you his writing, read some of it aloud to you, and talk about his ideas and feelings about writing. Ask the student questions such as the following and record his responses.

- Q *Where did you get this idea?*
- Q *What do you like about writing so far this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *What kinds of things do you want to write (or write about) in the coming year?*
- Q *How do you want to improve as a writer this year?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 11 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. If necessary, remind the students to use their self-stick notes to save blank pages in their notebooks for any unfinished pieces they wish to continue the next day.

SHARING AND REFLECTING

4 Share and Reflect on Writing

Have the students put their pencils away. Ask and discuss the questions that follow, inviting the students to read passages of their writing aloud to the class, if they wish.

- Q *Who wrote about your own life today? Tell us about it.*
- Q *What else did you write about? Tell us about it.*

EXTENSION

Talk with Older Family Members

Remind the students that in the article “About Patricia Polacco” (see page 47) Patricia Polacco talks about hearing older family members tell stories. She says, “I heard such wonderful stories told.”

Ask:

Q *Who in your family might have “wonderful stories” to tell you?*

Invite the students to ask their parents, grandparents, or other older family members to tell them stories about the past. Encourage the students to write down the stories to share with the class.

You might also wish to invite students’ older family members to the class to share their stories with all of the students.

Exploring a Prewriting Technique

Day 4

In this lesson, the students:

- Explore a prewriting technique
- Write freely about things that interest them
- Express interest in and appreciation for one another’s writing

Materials

- “Writing Ideas” chart from Day 3
- “Writing Time” chart (WA9)

GETTING READY TO WRITE

1 Introduce a Prewriting Technique

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Explain that writers often get new ideas for writing from pieces they have written earlier. Today you will show the students a technique that some authors use to help them come up with new ideas.

Ask the students to open their notebooks to their latest pieces of writing and to read the pieces silently. After a moment, ask the students to reread the pieces and to underline one or two sentences they particularly like.

When the students finish, ask a few volunteers to read aloud sentences they underlined and explain what they like about those sentences.

Students might say:

“I like this sentence because I used the word *meteoric* and I like that word.”

“I underlined this sentence because it tells what I pictured in my mind.”

“I like the way this sentence sounds, so I underlined it.”

2 Quick-write: Writing from a Favorite Sentence

Ask the students to copy one of the sentences they just underlined onto the top of the next blank page in their notebooks. Explain that the students will do a 5-minute quick-write today in which they will begin with the sentences they copied. Remind them to keep their pencils moving and to write whatever comes to mind without planning or thinking too hard about it.



Have the students write silently for 5 minutes. Then call for their attention and have partners turn to each other and share what they wrote. Have a few volunteers read what they wrote to the class. Ask:

- Q *Was it hard or easy to start writing from the sentence you wrote at the top of your page? Why?*
- Q *When your partner read his or her writing to you, how did you show that you were interested?*

Explain that starting a new piece with a sentence from an earlier piece is a technique the students can use whenever they feel stuck or when they don't know what to write about. On the "Writing Ideas" chart, add *start with a good sentence from another piece*.

WRITING TIME

3 Write Independently

Have the students sit at desks with partners together. Display the "Writing Time" chart (WA9) and ask the students to write silently for 15–20 minutes.

Writing Time

- Continue the piece you started during the quick-write.
- Work on a piece you started earlier.
- Start a new piece of writing.

WA9

Join the students in writing for 5–10 minutes; then confer with individual students.



TEACHER CONFERENCE NOTE

Continue to confer with individual students for 5-10 minutes each. Ask each student to show you her writing, read some of it aloud to you, and talk about her ideas and feelings about writing. Ask the student questions such as the following and record her responses.

- Q *Where did you get this idea?*
- Q *What do you like about writing so far this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *What kinds of things do you want to write (or write about) in the coming year?*
- Q *How do you want to improve as a writer this year?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 11 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Share Writing and Reflect on Interactions

Have a few volunteers share what they wrote. Encourage the class to think about what they can do to express interest and appreciation as their classmates share. Ask questions such as:

- Q *Who worked on the piece you started during the quick-write? Tell us about it.*
- Q *What questions or comments do you have for [Jenner] about the piece he just shared?*



- Q *Why is it important that we show interest in and appreciation for one another’s writing? [pause] Turn to your partner.*

Materials

- *The True Story of the 3 Little Pigs!* from Week 1
- “Writing Time” chart (WA10)

In this lesson, the students:

- Explore writing from different points of view
- Write freely about things that interest them
- Express interest in and appreciation for one another’s writing

GETTING READY TO WRITE

1 Discuss Point of View in *The True Story of the 3 Little Pigs!*

Gather the class with partners sitting together, facing you. Remind the students that last week they heard *The True Story of the 3 Little Pigs!* by John Scieszka. Review that in this retelling, the story is told from the wolf’s point of view. Ask and briefly discuss:

Q *How does the story change when the wolf tells it?*

Students might say:

“Usually the wolf is evil, but when the wolf tells it he seems funny and friendly.”

“You end up thinking maybe the wolf is innocent.”

“The pigs in this version don’t seem smart or nice.”

Explain that the wolf’s point of view shapes the way he describes the events. Point out that when a story we think we know is told from a different point of view, the story often changes.

2 Tell a Familiar Story from a Different Point of View

Remind the students that last week they thought about how fairy tales might change if different characters were to tell them. Explain that when we switch the character who is telling a story, we are changing the story’s point of view. Tell the students that you will reread from *The True Story of the 3 Little Pigs!* Have the students think about how the story would be different if it were told from a pig’s perspective. Read aloud pages 10–19 and then ask:

Q *How might this story be different if it were told from a pig’s point of view?*

Students might say:

“The pig might say that the wolf was growling.”

“He might say that the wolf never asked him for a cup of sugar.”

“He might say that the wolf is a danger to the neighborhood.”

ELL Note

English Language Learners may benefit from hearing you briefly tell the traditional “Three Little Pigs” story.

Remind the students that one way to come up with writing ideas is to tell a familiar story from a different point of view.

WRITING TIME

3 Write Independently

Ask the students to get their notebooks and pencils and sit at desks with partners together. Display the “Writing Time” chart (WA10) and ask the students to write silently for 15–20 minutes.

Writing Time

- Tell a familiar story from a different point of view (for example, “Little Red Riding Hood” from the wolf’s point of view).
- Choose a memory or idea from your own life and write about it.
- Write about anything else that interests you.

WA10

Join the students in writing for 5–10 minutes; then confer with individual students.



TEACHER CONFERENCE NOTE

Continue to confer with individual students for 5–10 minutes each. Ask each student to show you his writing, read some of it aloud to you, and talk about his ideas and feelings about writing. Ask the student questions such as the following and record his responses.

- Q *Where did you get this idea?*
- Q *What do you like about writing so far this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *What kinds of things do you want to write (or write about) in the coming year?*
- Q *How do you want to improve as a writer this year?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 11 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Share Writing and Reflect on Interactions

Have a few volunteers share what they wrote. Encourage the class to think about what they can do to express interest and appreciation as their classmates share. Ask questions such as:

Q *What questions or comments do you have for [Natasha] about the piece she just shared?*



Q *Why is it important that we show interest in and appreciation for one another's writing? [pause] Turn to your partner.*



About Patricia Polacco

excerpted from patriciapolacco.com

Who Am I?

I was born in Lansing, Michigan, in 1944. Soon after my birth I lived in Williamston, Michigan, and then moved onto my grandparents' farm in Union City, Michigan.

I lived on the farm with my mom and grandparents until 1949. That is when my Babushka (my grandmother) died and we prepared to move away from Michigan. I must say that living on that little farm with them was the most magical time of my life. . . . [T]his place was so magical to me that I have never forgotten it! This was the place where I heard such wonderful stories told . . . this was the place that a real meteor fell into our front yard . . . that very meteorite is now our family headstone in the graveyard here in Union City.

Anyway . . . [i]n 1949 we left the farm to move, first to Coral Gables, Florida. I lived there with my mom and my brother, Richard, for almost 3 years. Then we moved to Oakland, California. . . . What I loved the most about this neighborhood is that all of my neighbors came in as many colors, ideas, and religions as there are people on the planet. How lucky I was to know so many people that were so different and yet so much alike.

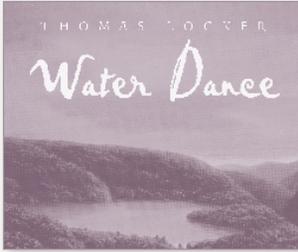
When I was a student in elementary school I wasn't a very good student. I had a terrible time with reading and math. As a matter of fact, I did not learn how to read until I was almost 14 years old. . . . I thought I was dumb. . . . When I was fourteen, it was learned that I have a learning disability. It is called dyslexia. . . . Of course, now that I am an adult, I realize that being learning disabled does not mean DUMB AT ALL! As a matter of fact, I have learned that being learning disabled only means that I cannot learn the way most of you do. . . . [O]nce I learned how to read and caught up with the rest of my fellow students, I did very well.

I have enjoyed a wonderful career of writing books for children. Who could have guessed that little girl that was having such a tough time in school would end up an illustrator and author.

Excerpts from "Patricia Polacco, Who Am I?" from www.patriciapolacco.com reprinted by permission of Patricia Polacco. All rights reserved.

Week 3

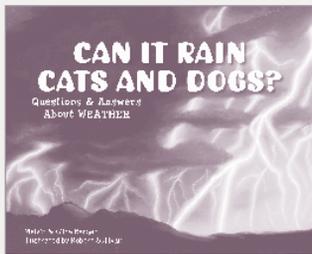
OVERVIEW



Water Dance

by Thomas Locker

Water takes a poetic journey through the world.



Can It Rain Cats and Dogs? *Questions & Answers About Weather*

by Melvin and Gilda Berger, illustrated by Robert Sullivan

Read answers to more than 80 questions about weather.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA11–WA15

Assessment Forms

- “Class Assessment Record” sheets (CA4–CA5)
- “Conference Notes” record sheet (CN1)
- “Beginning-of-year Writing Sample Record” sheet (WS1)

Reproducible

- Unit 1 family letter (BLM1)

Professional Development Media

- “Predictable Structure of the Writing Lessons” (AV3)
- “Social Reflection” (AV14)

Writing Focus

- Students hear and discuss nonfiction writing.
- Students explore making lists as a prewriting technique.
- Students write freely about things that interest them.
- Partners confer with each other.

Social Development Focus

- Teacher and students build the writing community.
- Students build on one another's thinking during class discussion.
- Students use writing and pair conference time responsibly.
- Students express interest in and appreciation for one another's writing.

J DO AHEAD

- ✓ Prior to Day 1, write these three prompts on a sheet of chart paper (you will post the chart so students can refer to it during *Being a Writer* lessons and throughout the school day):

"I agree with _____ because . . ."

"I disagree with _____ because . . ."

"In addition to what _____ said, I think . . ."

- ✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA4) on page 9 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, collect a variety of examples of non-book writing, such as flyers, brochures, recipes, signs, instructions, advertisements, letters, newspapers, catalogs, magazines, and e-mail messages.
- ✓ Prior to Day 5, make a copy of the "Class Assessment Record" sheet (CA5) on page 10 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student. (For more information about the family letters, see "Family Letters" on page lii.)

"From things that have happened and from things as they exist and from all things that you know and all those you cannot know, you make something. . ."

— Ernest Hemingway

Making lists can get your creative juices flowing. Make a list of things you know a lot about, for example:

- Owning a dog
- Having a twin
- Book clubs
- Important advice I've received
- Being an early riser
- Photography
- Planning a family vacation

Pick one of the items on your list and write a short draft telling what you know (and what you'd like to know) about that topic.

Day 1

Getting Ideas from Nonfiction

Materials

- *Water Dance*
- Charted discussion prompts, prepared ahead
- “I Could Be” chart (WA11)

Teacher Note

The discussion prompts are:

- “I agree with _____ because . . .”
- “I disagree with _____ because . . .”
- “In addition to what _____ said, I think . . .”

Teacher Note

If you have already taught your students these discussion prompts, simply review them and encourage their use today.

In this lesson, the students:

- Hear and discuss a narrative text based on factual information
- Learn discussion prompts to build on one another’s thinking
- Write sentences from the point of view of a thing

GETTING READY TO WRITE

1 Teach Discussion Prompts

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Remind the students that you have been reading and discussing various texts to help them get ideas for their own writing.

Point out that in class discussions it is important for the students to listen carefully and contribute their ideas. Direct the students’ attention to the charted discussion prompts and read them aloud. Explain that you would like them to use the prompts when they add to the discussion today and that doing so will help them listen and build on one another’s thinking. Keep the chart posted so the students can refer to it during *Being a Writer* lessons and throughout the school day.

2 Read *Water Dance* Aloud

Show the cover of *Water Dance* and read the title and author’s name aloud. Read the first page (page 3) aloud. Ask the students to listen carefully for anything they might have missed, and then reread page 3. Continue reading slowly and clearly, showing the illustrations and clarifying vocabulary as you read, and stopping at the end of page 27.

Suggested Vocabulary

palisades: cliffs (p. 12)

veils: see-through pieces of material worn over the head or face (p. 14)

ELL Vocabulary

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

overflow: spill over the edges (p. 8)

disappear: to go out of sight (p. 14)

reappear: to come back into sight (p. 16)

3 Discuss *Water Dance*

Discuss the questions that follow. Remind the students to use the discussion prompts as they respond. If you notice that the students are not using the prompts, pause during the discussion to ask, “How can you say that using one of the discussion prompts?”

Q *Who is I in this story?*

Q *What’s unusual about the way the author uses I in this book?*

Students might say:

“I is the water telling the story.”

“It’s unusual because the author writes it like the water is talking.”

“I agree with [Geraldine] because usually *I* is a person in a story.”

“In addition to what [Linus] said, the water is one thing, but it is also many things—rain, the lake, the waterfall.”

Point out that in *Water Dance* the author tells the story of Earth’s water cycle from the water’s point of view. Remind the students that authors may choose to write from an unusual point of view, and explain that sometimes they write from the point of view of a thing. Ask:

Q *If you wanted to write a story in which I is a thing rather than a person, what could that thing be?*

Display the “*I Could Be*” chart (🗨️ WA11) and record the students’ ideas on the chart as they generate them.

I Could Be

- the wind
- a car
- a tree
- a computer

WA11

Teacher Note

If the students have difficulty generating ideas, suggest some like those in the “*I Could Be*” chart and ask, “What else could you write?”

WRITING TIME

4 Quick-write: Using *I* to Write as a Thing



Ask partners to choose one of the recorded ideas and together come up with a couple of *I* sentences they could write from that thing’s point of view. Give partners a few moments to talk; then have a few pairs share their sentences with the class.

Have each student pick another of the recorded ideas and do an individual 5-minute quick-write, writing several *I* sentences from that thing’s point of view. Explain that if students run out of things to write

Teacher Note

Save the “I Could Be” chart to use on Day 2.

Facilitation Tip

Continue to reinforce the students’ responsibility during class discussions by reminding them to **turn and look** at the person who will speak, having speakers wait until they have the class’s attention before starting to speak, and asking one another to speak up if they can’t hear. Also remind them to use the discussion prompts to address their comments directly to one another.

Day 2

Materials

- *Can It Rain Cats and Dogs?*
- “I Could Be” chart (WA11) from Day 1
- “Writing Ideas” chart from Week 2
- Charted discussion prompts from Day 1
- “Writing Time” chart (WA12)
- “Class Assessment Record” sheet (CA4)

from the point of view of that object, they should pick another object and continue writing. Have the students write on the next blank page of their notebooks.

After 5 minutes, call for the students’ attention and have a few volunteers read their sentences aloud. Encourage the students to continue to add to this piece of writing during Writing Time tomorrow, if they wish.

SHARING AND REFLECTING

5 Reflect on Using Prompts

Ask and briefly discuss:

Q *How do the discussion prompts help us talk as a class?*

Encourage the students to continue to use the prompts in discussions and tell them that you will check in with them periodically.

Getting Ideas from Nonfiction

In this lesson, the students:

- Hear and discuss a nonfiction text
- Use discussion prompts to build on one another’s thinking
- List nonfiction topics they could write about
- Write freely about things that interest them
- Learn procedures for pair conferences

GETTING READY TO WRITE

1 Gather and Briefly Review

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Remind the students that yesterday they heard *Water Dance*, in which the author uses *I* to write from the water’s point of view. Display the “I Could Be” chart (WA11) and remind the students that it lists things that they might write about using *I*. Direct the students’ attention to the “Writing Ideas” chart and add use “*I*” to tell a story from the point of view of a thing.

Explain that today they will hear how an author deals with the topic of Earth’s water cycle in a very different way.

2 Read Parts of *Can It Rain Cats and Dogs?* Aloud

Show the cover of *Can It Rain Cats and Dogs?* and read the title and authors' names aloud. Read the introduction on page 3; then read the chapter headings listed in the table of contents. Explain that you will read today from the section called "Rain, Snow, and Hail."

Read page 22 aloud slowly and clearly, clarifying vocabulary as you read.

ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

vanish: disappear (p. 22)

invisible: not seen (p. 22)

Ask and discuss the question that follows and be ready to reread from the text to help the students recall what they heard. Remind them to use the charted prompts to add to the discussion.

Q *How is this book written differently from Water Dance?*

Students might say:

"The author writes a question, then an answer."

"In addition to what [Tova] said, *Water Dance* is told like a story or a poem. This book has facts."

"I agree with [Joaquin] because the whole page tells facts about rain, snow, and hail."

Read aloud some of the questions on pages 24–33. As a class, select a few of these questions; then read their answers aloud.

Explain that *Can It Rain Cats and Dogs?* is part of a series of nonfiction question-and-answer books. Point out that other titles in the series are listed on the back cover of the book, and read a few of the titles aloud.

3 Quick-write: Generating Nonfiction Topics

Ask the students to consider the following question individually for a moment:

Q *What nonfiction topic would you like to know more about?*

Have the students do a 5-minute quick-write in which they jot down their ideas on a page labeled "Nonfiction Ideas" in the writing ideas section of their notebooks. After the quick-write, have partners share their ideas with each other, and then have several volunteers share their ideas with the class. Encourage the students to continue to add to their nonfiction ideas during Writing Time, if they wish.

Teacher Note

The discussion prompts are:

- "I agree with _____ because . . ."
- "I disagree with _____ because . . ."
- "In addition to what _____ said, I think . . ."

ELL Note

English Language Learners may benefit from drawing their ideas before they write. Encourage them to draw what they want to write about and talk quietly with you or a partner about their drawings. If necessary, write down the key words and phrases the students want to use so they can copy these words into their writing.

Teacher Note

Continue to gradually lengthen the independent writing period. Observe the students carefully and increase the time more slowly if necessary. The goal is 30 minutes of independent writing per day by the end of Unit 1.

WRITING TIME

4 Write Independently

Have partners sit together at desks. Display the “Writing Time” chart ( WA12) and have the students write silently for 20–25 minutes.

Writing Time

- Add to your list of interesting nonfiction topics.
- Continue the / piece you started during yesterday’s quick-write.
- Work on a piece you started earlier.
- Start a new piece of writing.

WA12

Join the students in silent writing for 5–10 minutes; then confer with individual students.



TEACHER CONFERENCE NOTE

Continue to confer with individual students for 5–10 minutes each. Ask each student to show you her writing, read some of it aloud to you, and talk about her ideas and feelings about writing. Ask the student questions such as the following and record her responses.

- Q *Where did you get this idea?*
- Q *What do you like about writing so far this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *What kinds of things do you want to write (or write about) in the coming year?*
- Q *How do you want to improve as a writer this year?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 11 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Introduce Pair Conferences

Explain that the students will meet in pairs this year to *confer*, which means to share and help each other with their writing. These meetings will be called *pair conferences*. The students will learn a lot this year about how to work with partners to give and receive helpful feedback about their writing.

Explain that you would like the students to confer with their assigned partners about the writing they did today. Point out that *conferring* means not just reading their writing to each other, but talking about the writing as well. Encourage partners to express their interest in and appreciation for each other's writing today.

Ask and briefly discuss:

- Q** *What can you say or do after your partner reads his or her writing to you to show that you are interested in it and appreciate hearing it?*

Students might say:

"I can ask him questions about what he wrote."

"I could tell her what part I liked in her story."

"I can say, 'Thanks, I enjoyed hearing your writing.'"



Give partners several minutes to share and discuss their writing.



CLASS ASSESSMENT NOTE

Observe the students, without interacting with them, as they confer in pairs. Ask yourself:

- Do partners seem able to hear each other?
- Are they reading their writing to each other?
- Are they taking time to talk about the writing?

Note any problems pairs are having that you want to bring up during the reflection discussion.

Record your observations on the "Class Assessment Record" sheet (CA4); see page 9 of the *Assessment Resource Book*.

When you notice the pair conferences winding down, signal for the students' attention and bring the class back together.

6 Reflect on Pair Conferences

Ask and briefly discuss questions such as:

- Q** *What went well in your pair conference today?*

Teacher Note

In Unit 1, pairs begin conferring by informally sharing their writing with each other during Sharing and Reflecting. They learn procedures for conferring and think about how to interact productively and respectfully. In subsequent units, the students will learn more about how to give and receive specific feedback about their writing.

If your students are already familiar with pair conferring from prior grades, simply review your expectations with them.

ELPS 2.I.iv

Step 5 and first Teacher Note on p. 55

Teacher Note

Consider having pairs spread out so that partners can better hear each other.

Teacher Note

It takes repeated experience for students to learn how to talk about their own behavior and social interactions. By hearing your observations first, the students come to understand over time what responsible behavior entails. For more information about helping the students reflect on social development goals, see "Values and Social Skills" (page xxviii). To learn more, view "Social Reflection" (AV14).



Teacher Note

When more than one question appears next to a **Q**, ask the first question, discuss it, and follow up with the subsequent questions.

- Q** *What problems did you have? How will you avoid these problems the next time you confer?*
- Q** *How did your partner express interest in or appreciation for your writing? How did that feel?*

Students might say:

"It was fun hearing my partner's writing and reading him mine."

"There wasn't enough time for my partner to finish reading her story. Next time I'll stop sooner."

"My partner told me he thought my poem was funny. That made me feel good."

Explain that the students will have many opportunities this year to confer about their writing.

Day 3

Getting Ideas from Nonfiction

Materials

- *Can It Rain Cats and Dogs?* from Day 2
- "Writing Ideas" chart from Day 2
- Charted discussion prompts
- "Writing Time" chart (WA13)

In this lesson, the students:

- List questions they can ask about a nonfiction topic
- Write freely about things that interest them
- Use discussion prompts to build on one another's thinking
- Use writing and pair conference time responsibly
- Express interest in and appreciation for one another's writing

GETTING READY TO WRITE

1 Gather and Review *Can It Rain Cats and Dogs?*

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Remind the students that yesterday they heard parts of *Can It Rain Cats and Dogs?* Ask:

- Q** *What do you remember about how the authors communicate the information in this book?*

Direct the students' attention to the "Writing Ideas" chart and add *nonfiction question-and-answer books* to it. If the students are interested, select a few more questions from *Can It Rain Cats and Dogs?* as a class; then read the answers aloud.

2 Quick-write: Generating Questions About a Nonfiction Topic

Ask the students to review the nonfiction topics they listed yesterday in the writing ideas section of their notebooks and pick one they are especially curious about. Have them open their notebooks to the next blank page and write that topic at the top of the page. Ask them to think quietly for a moment about the following:

Q *If you were going to write a question-and-answer book about the topic you chose, what questions might you ask in your book?*



Have the students take 5 minutes to jot down their own questions; then have them discuss their topics and questions in pairs. Signal for their attention and give them a few minutes to write down any additional questions that came up while they were talking. Have a few volunteers share their topics and some of their questions with the class.

Encourage the students to add to their lists of questions during Writing Time today, if they wish.

WRITING TIME

3 Write Independently

Ask the students to return to their seats. Display the “Writing Time” chart (WA13) and have the students write silently for 20–25 minutes.

Writing Time

- Write more questions about a nonfiction topic.
- Work on a piece you started earlier.
- Start a new piece of writing.

WA13

Join the students in writing for 5–10 minutes; then confer with individual students.



TEACHER CONFERENCE NOTE

Continue to confer with individual students for 5-10 minutes each. Ask each student to show you his writing, read some of it aloud to you, and talk about his ideas and feelings about writing. Ask the student questions such as the following and record his responses.

- Q *Where did you get this idea?*
- Q *What do you like about writing so far this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *What kinds of things do you want to write (or write about) in the coming year?*
- Q *How do you want to improve as a writer this year?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 11 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Confer in Pairs



Have partners meet for pair conferences. Remind them that partners will both read and discuss their writing with each other. Invite them to listen for at least one thing they like about their partner’s writing and be prepared to share this with the class.

5 Reflect on Pair Conferences

After pairs have conferred, signal for the students’ attention. Ask and briefly discuss questions such as:

- Q *What is one thing you liked about your partner’s writing? Why did you like that part?*
- Q *What is one thing your partner liked about your piece of writing? You may read that part aloud, if you wish.*

Getting Ideas from Nonfiction and Pair Conferring

Day 4

In this lesson, the students:

- Discuss examples of non-book writing
- Write freely about things that interest them
- Use discussion prompts to build on one another's thinking
- Use writing and pair conference time responsibly
- Express interest in and appreciation for one another's writing

Materials

- Collected pieces of non-book writing
- “Writing Time” chart (WA14)

GETTING READY TO WRITE

1 Gather and Discuss Collected Examples of Writing

Gather the class with partners sitting together, facing you. Briefly review that the students have heard different kinds of writing in the past few weeks. Point out that there are many kinds of writing besides books. Show and briefly describe the flyers, brochures, instructions, advertisements, and/or other writing examples you have collected.

Explain that all of these pieces of writing are examples of the kinds of things the students can try writing on their own. Take just a few minutes to discuss questions such as:

- Q *If you were going to write an advertisement for your favorite thing, what might you write about?*
- Q *If you were going to write a brochure for your fantasy vacation, what might you include in it?*
- Q *If you were going to write instructions for something you know how to do, what might it be?*

Encourage the students to work on advertisements, instructions, or other kinds of non-book writing today during Writing Time, if they wish.

WRITING TIME

2 Write Independently

Have partners sit together at desks. Display the “Writing Time” chart (WA14) and have the students write silently for 20–30 minutes.

Writing Time

- Write advertisements, flyers, signs, recipes, brochures, or other kinds of non-book writing.
- Work on a piece you started earlier.
- Start a new piece of writing.

Join the students in writing for 5–10 minutes; then confer with individual students.



TEACHER CONFERENCE NOTE

Continue to confer with individual students for 5–10 minutes each. Ask each student to show you her writing, read some of it aloud to you, and talk about her ideas and feelings about writing. Ask the student questions such as the following and record her responses.

- Q *Where did you get this idea?*
- Q *What do you like about writing so far this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *What kinds of things do you want to write (or write about) in the coming year?*
- Q *How do you want to improve as a writer this year?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 11 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

3 Confer in Pairs



Have partners confer. Encourage them to listen again today for at least one thing they like about their partners’ writing to share with the class.

4 Reflect on Pair Conferences

After partners have conferred, signal for their attention. Ask and briefly discuss questions such as:

- Q *What is one thing you liked about your partner's writing? Why did you like that part?*
- Q *What is one thing your partner liked about your piece of writing? You may read that part aloud, if you wish.*

Exploring a Prewriting Technique and Pair Conferring

Day 5

In this lesson, the students:

- Explore making lists as a prewriting technique
- Write freely about things that interest them
- Use discussion prompts to build on one another's thinking
- Ask one another questions about their writing
- Discuss the writing community

GETTING READY TO WRITE

1 Gather and Discuss Using Prompts

Gather the class with partners sitting together, facing you. Remind them that they learned three prompts to help them build on one another's thinking during class discussions. Ask and briefly discuss:

- Q *How do the discussion prompts help us talk as a class?*

Encourage the students to continue to use the prompts today and tell them that you will check in with them periodically.

2 Quick-write: Making Lists

Review that yesterday the students looked at examples of non-book writing. Direct the students' attention to the "Writing Ideas" chart and add *non-book writing* to it.

Explain that a list is another kind of non-book writing that can be helpful for getting creative ideas flowing. Explain that writers sometimes make lists to help them think about topics and to lead them into longer pieces of writing.

Materials

- Charted discussion prompts
- "Writing Ideas" chart from Day 3
- Collected pieces of non-book writing from Day 4
- "Writing Time" chart (WA15)
- "Class Assessment Record" sheet (CA5)
- Copy of this unit's family letter (BLM1) for each student

Teacher Note

Encourage the students to continue to use the discussion prompts during whole-class discussions throughout the year to help them listen and connect their ideas to those of their classmates. Regularly remind them to use the prompts until it becomes natural for them to do so.

ELL Note

You might invite English Language Learners to write their lists in their primary languages as well as in English.

Teacher Note

If the students have difficulty generating ideas, stimulate their thinking by suggesting some of the ideas in the “Students might say” note; then repeat the question.

Explain that one type of list writers sometimes make is a list of things they know a lot about. Use “Think, Pair, Share” to have partners first think about and then discuss:



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

Signal for the students’ attention and have one or two volunteers share what they discussed with the class.

Students might say:

“I’m an expert at skateboarding.”

“I know how to knit a scarf.”

“I know a lot about being an only child.”

Ask the students to quickly jot down in their notebooks a list of things they know a lot about. After 5 minutes, call for their attention and have a few volunteers share what they wrote.

Explain that during Writing Time today the students may choose one of the items on their lists and write what they know about it, if they wish. They may also work on advertisements, instructions, other kinds of non-book writing, or anything they choose.

WRITING TIME

3 Write Independently

Have the students get their notebooks and pencils and sit at desks with partners together. Display the “Writing Time” chart (WA15) and have the students write silently for 20–30 minutes.

Writing Time

- Write about something you know.
- Write advertisements, flyers, signs, recipes, brochures, or other kinds of non-book writing.
- Work on a piece you started earlier.
- Start a new piece of writing.

WA15

Join the students in writing for 5–10 minutes; then confer with individual students.



TEACHER CONFERENCE NOTE

Continue to confer with individual students for 5-10 minutes each. Ask each student to show you his writing, read some of it aloud to you, and talk about his ideas and feelings about writing. Ask the student questions such as the following and record his responses.

- Q *Where did you get this idea?*
- Q *What do you like about writing so far this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *What kinds of things do you want to write (or write about) in the coming year?*
- Q *How do you want to improve as a writer this year?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 11 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Discuss Asking a Question During Pair Conferences

Explain that today partners will ask each other questions about their own writing during pair conferences. Ask each student to take a moment to reread the writing she will share with her partner today. Then ask:

- Q *What is one question you'd like to ask your partner about your own piece of writing?*

Students might say:

- "I can ask my partner what part he liked best."
- "I can ask my partner to tell me if anything was confusing."
- "I want to ask my partner how she felt when I read her my piece."

Briefly discuss:

- Q *What will you and your partner do to act responsibly during pair conference time today?*



Tell the students you will check in with them afterward to see how they did. Give them time to confer in pairs.

Teacher Note

If the students have difficulty generating questions, offer some suggestions like those in the "Students might say" note.

Teacher Note

The end-of-lesson reflection is important to the students' growth as writers and to their social development. We encourage you to allow at least 5 minutes at the end of each period to help the students reflect on their work and interactions. For more information about the structure of the *Being a Writer* lessons, see "A Typical Daily Lesson" (page xix). To learn more, view "Predictable Structure of the Writing Lessons" (AV3).



Teacher Note

For information on wrapping up this unit and conducting unit assessments, see "End-of-unit Considerations" on page 65.



CLASS ASSESSMENT NOTE

Observe the students, without interacting with them, as they confer in pairs. Ask yourself:

- Do partners seem able to hear each other?
- Are they reading their writing to each other?
- Are they asking each other questions about their own writing?

Note any problems pairs are having that you want to bring up during the reflection discussion.

Record your observations on the "Class Assessment Record" sheet (CA5); see page 10 of the *Assessment Resource Book*.

When you notice the pair conferences winding down, signal for the students' attention and bring the class back together.

5 Reflect on Pair Conferences and Community

Ask and briefly discuss questions such as:

- Q *What question did you ask your partner about your writing today? How did your partner respond?*
- Q *I noticed that in some pairs, students [forgot to talk about the writing after reading it aloud]. How can we avoid that problem next time? Why is that important?*
- Q *How do you think we're doing building our writing community? What else can we do?*

EXTENSION

Discuss the Students' Writing Goals and Interests

Remind the students that during individual writing conferences over the past few weeks you asked each student questions about his ideas and feelings about writing. Tell the students that you learned a lot about what the class is interested in writing about during the *Being a Writer* lessons as well as how each student wants to improve as a writer.

You might say:

"Many of you said that you were interested in writing reports this year. We'll spend time learning how to research a topic, take notes, and then organize your notes into a report. Some of you said that you'd like to learn how to use dialogue in your writing, and others said that they would like to practice writing poems. I also learned that a few students are going to try to write longer stories this year."

Explain that you will use this information to make sure that everyone has fun writing this year. Ask and briefly discuss:

Q *What do you want to do better as a writer this year?*

Q *What are you excited to write about this year?*

End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 1. Partners will stay together in Unit 2.
- Send home with each student a copy of this unit's family letter (BLM1).

Assessments

- (Optional) Prior to moving on to the next unit, you might review the students' responses to the questions on the "Conference Notes" record sheet (CN1) to identify patterns across the members of the class as well as individual comments that stand out to you. After analyzing the students' responses, you might facilitate a class discussion with them about what you learned about them as writers and how you plan to build their love of writing over the course of the year. For ideas on how to facilitate this discussion, see the extension "Discuss the Students' Writing Goals and Interests" on page 64.
- (Optional) If you obtained beginning-of-year writing samples, you might want to reflect on each student's writing using the "Beginning-of-year Writing Sample Record" sheet (WS1) on page 4 of the *Assessment Resource Book*. For more information on analyzing the writing samples, see "Beginning- and End-of-year Writing Samples" on page ix of the *Assessment Resource Book*.

Unit 2

The Writing Process

During this two-week unit, the students learn about the writing process by working with pieces of writing from their first drafts through publication. They select drafts to develop and publish. They reread their work critically and revise it, deleting extraneous information and clarifying confusing passages. They replace overused words with more interesting ones and explore strong opening sentences. They learn procedures for proofreading for spelling and conventions using the Word Bank and Proofreading Notes section of their *Student Writing Handbooks*. They write final versions, publish them as books, and present their books from the Author's Chair. They learn about a professional author's writing process, and they continue to confer about their writing in a caring and responsible way.



Unit 2

The Writing Process

RESOURCES

Read-aloud

- “More About Jon Scieszka”



Technology Mini-lessons

- Mini-lesson 1, “Navigating Safely Online”
- Mini-lesson 2, “Maintaining Privacy Online”
- Mini-lesson 3, “Showing Respect Online”



Technology Extensions

- “Learn More About Jon Scieszka”
- “Use an Online Dictionary”
- “Use the Whiteboard to Play Web-based Grammar and Punctuation Games”
- “Publish Student Writing Online”

Extensions

- “Generate Alternatives for Other Overused Words”
- “Use a Thesaurus”
- “Introduce ‘Student Self-assessment’”

Skill Practice Teaching Guide and Student Skill Practice Book

- Lesson 1, “Complete Sentences”
- Lesson 7, “Nouns and Possessive Nouns”
- Lesson 12, “Verbs”
- Lesson 18, “Adjectives”

Assessment Resource Book

- Unit 2 assessments

Student Writing Handbook

- Word Bank
- Proofreading Notes



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA14

Assessment Forms

- “Class Assessment Record” sheets (CA1–CA3)
- “Conference Notes” record sheet (CN1)
- “Social Skills Assessment Record” sheet (SS1)
- “Individual Writing Assessment” record sheet (IA1)
- “Individual Writing Assessment Class Record” sheet (CR1)
- “Student Self-assessment” record sheet (SA1)

Reproducible

- Unit 2 family letter (BLM1)

Professional Development Media

- “Managing Pair Conferences” (AV8)
- “Adapting Lessons for English Language Learners” (AV32)
- “Assessing Student Writing” (AV39)
- “Using CCC’s Whiteboard Activities” tutorial (AV73)
- “Using Web-based Whiteboard Activities” tutorial (AV74)
- “Using Web-based Teaching Resources” tutorial (AV75)

OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	Selecting and Completing Drafts “More About Jon Scieszka” Focus: <ul style="list-style-type: none"> ▪ Jon Scieszka 	Analyzing and Revising Drafts Focus: <ul style="list-style-type: none"> ▪ Guided revision to clarify and delete 	Pair Conferring Focus: <ul style="list-style-type: none"> ▪ Asking questions 	Analyzing and Revising Drafts Focus: <ul style="list-style-type: none"> ▪ Guided revision to add interesting words 	Analyzing and Revising Drafts Focus: <ul style="list-style-type: none"> ▪ Guided revision of opening sentences
Week 2	Pair Conferring Focus: <ul style="list-style-type: none"> ▪ Initiating pair conferences 	Proofreading Focus: <ul style="list-style-type: none"> ▪ Spelling 	Proofreading and Publishing Focus: <ul style="list-style-type: none"> ▪ Punctuation and capitalization 	Publishing Focus: <ul style="list-style-type: none"> ▪ Making books 	Publishing Focus: <ul style="list-style-type: none"> ▪ Author’s Chair sharing

Week 1

OVERVIEW



"More About Jon Scieszka"

excerpted from *Author Talk*, compiled and edited by Leonard S. Marcus
(see page 92)

Jon Scieszka shares about his daily writing routine and revision process.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA8

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA2)
- "Conference Notes" record sheet (CN1)

Professional Development Media

- "Managing Pair Conferences" (AV8)
- "Adapting Lessons for English Language Learners" (AV32)
- "Using CCC's Whiteboard Activities" tutorial (AV73)
- "Using Web-based Teaching Resources" tutorial (AV75)

TEACHER AS WRITER

“The beautiful part of writing is that you don’t have to get it right the first time, unlike, say, a brain surgeon. You can always do it better, find the exact word, the apt phrase, the leaping simile.”

— Robert Cormier

Select a short draft that you wrote during Unit 1 to revise and develop. Use self-stick notes to mark places you might revise. Consider:

- What places in your draft do you really like? Why do you like them?
- Where could you write more clearly?
- What words could you replace with more interesting ones?
- How could you make your opening sentences stronger?

Revise your draft, either by marking up your first draft or by writing a second draft.

Writing Focus

- Students learn about a professional author’s writing practice.
- Students review their recent drafts, and each selects one to develop and publish.
- Students reread their writing critically and revise it.
- Students look for confusing or extraneous information in their drafts.
- Students generate alternatives for overused words and explore strong opening sentences.
- Students confer with one another and the teacher.

Social Development Focus

- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.
- Students help one another improve their writing.

J DO AHEAD

- ✓ Consider reading this week’s read-aloud selection with your English Language Learners before you read it to the whole class. Stop during the reading to discuss vocabulary and to check for understanding.
- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA1) on page 14 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, review the pieces you have written so far this year and select a short passage to use to model deleting extraneous information and clarifying confusing passages. Prepare your sample writing to display. Alternatively, you can use the “Sample First Draft” chart (WA3).
- ✓ Prior to Day 2, make a class set the “Conference Notes” record sheet (CN1) on page 17 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA2) on page 15 of the *Assessment Resource Book*.

Day 1

Selecting and Completing Drafts

Materials

- “More About Jon Scieszka” (see page 92)
- *The Frog Prince Continued* from Unit 1
- *The True Story of the 3 Little Pigs!* from Unit 1
- “Questions About First Drafts” chart (WA1)
- “Class Assessment Record” sheet (CA1)

Teacher Note

In this unit, the students will work with the same partners they had in Unit 1.

In this lesson, the students:

- Learn about a professional author’s writing process
- Review their recent drafts, and each selects one to develop and publish
- Reread their writing critically
- Complete the first drafts of their selected writing pieces
- Use Writing Time responsibly

ABOUT TEACHING THE WRITING PROCESS

In Unit 2, the students are introduced to the writing process. They select drafts to develop, analyze and revise the drafts, proofread their work, and publish it. They confer about their drafts and consider various ways to improve their writing. The process they learn in this unit will be repeated in each of the genre units, so the students will have multiple opportunities to hone their revision, proofreading, and publishing skills.

If your students are familiar with the writing process from prior years, acknowledge this prior learning and explain that during this unit they will review and learn more about the writing process.

GETTING READY TO WRITE

1 Gather and Briefly Review

Gather the class with partners sitting together, facing you. Remind the students that over the past weeks they have been hearing various kinds of books and getting many different ideas for writing. Explain that in the coming weeks, each student will develop one piece of writing into a book for the classroom library. Point out that because other people will read their books, they will want to make the books as interesting, clear, and free of errors as any other book in the library. Today they will review all of the drafts they have written so far this year, and each will select one to finish and develop into a book.

Before the students select their drafts, explain that they will learn how Jon Scieszka, a professional author they met in Unit 1, develops a piece of writing into a book.

2 Review What the Class Has Learned About Jon Scieszka

Show the covers of *The Frog Prince Continued* and *The True Story of the 3 Little Pigs!* and remind the students that they heard these two stories by Jon Scieszka earlier. They also learned a little about the author. Ask:

Q *What do you remember about Jon Scieszka?*

After a few volunteers have shared, explain that today you will read more from an interview with Jon Scieszka. Point out that Jon Scieszka talks about his *writing process*, or how he writes, in this part of the interview.

Read the excerpt aloud slowly and clearly (see “More About Jon Scieszka” on page 92). Clarify vocabulary as you read.

Suggested Vocabulary

start out in longhand: begin writing by hand

I’m “in the zone”: (idiom) I’m focused and the work seems easy

After reading, use “Think, Pair, Share” to discuss:



Q *What did you learn about Jon Scieszka’s writing process?* [pause] *Turn to your partner.*

Q *What do you think he means when he says, “Sooner or later I write something worth rewriting”?* [pause] *Turn to your partner.*

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

Students might say:

“I learned that Jon Scieszka writes first in longhand, not on the computer.”

“I think he means that he writes down a lot of ideas, but he chooses just one idea to rewrite and make into a book.”

3 Prepare to Review Drafts

Point out that professional authors usually work a long time on a piece of writing to get it ready to be *published*, or made into a book to be read by others. Authors start with an idea or a first draft. After that, they rewrite, do research, add and take out words and information, and make the piece as interesting and clear as possible. This process is called *revision*. Explain that, in the coming two weeks, each student will revise a piece of writing to get it ready to publish.

ELL Note

You might provide the prompt “I remember . . .” to your English Language Learners to help them verbalize their answers to this question. For more information about supporting English Language Learners, see “Additional Strategies for Supporting ELLs” on page xlix. To learn more, view “Adapting Lessons for English Language Learners” (AV32).



Explain that you would like the students to carefully reread all the drafts they have written in their notebooks and each select one draft to revise and publish. Encourage the students to select drafts that interest them, that they can imagine making changes to, and that will be fun to develop into books for their classmates to read.

4 Reread Drafts and Select One to Develop

Have the students get their notebooks and pencils and sit at desks with partners together. Ask them to reread their drafts and each select one to develop into a book. Then have the students think about what they can add or change to make their drafts more interesting, clear, and complete.

As the students review their drafts, circulate around the room. Encourage the students to select pieces that offer revision possibilities. These include narratives of most kinds. If you notice them selecting pieces with limited potential for revision (for example, a list, pieces they feel are already “perfect,” or very long or very short pieces), gently guide them toward more appropriate choices. Also guide them away from drafts that are not double-spaced. Support the students by asking questions such as:

- Q *Why did you choose this piece to revise?*
- Q *What might you add or change in this piece to make it more interesting?*

5 Discuss Completing First Drafts

When the students have finished reviewing their drafts, display the “Questions About First Drafts” chart (WA1). Ask the students to think quietly to themselves about each of the questions. Then read the questions one at a time, pausing after each to give the students time to think. (Do not stop to discuss the questions at this point.)

WA1

Questions About First Drafts

- Does your writing make sense? What parts might you want to check again to make sure they make sense?
- What still needs to be added to your first draft for it to be finished?
- What else might readers want to know about when they are reading your piece?
- Read the last sentence of your piece. Does it feel like an ending? What more can you write to make it feel like an ending?



Have partners turn to face each other to discuss their thinking. After both partners have had a chance to share their writing and thinking, signal for the students’ attention and have a few volunteers share with the class.

Explain that the students will finish their drafts today, making sure they have included everything they want to say at this point. Any student who finishes early may set her draft aside until tomorrow and work on another piece of writing. Encourage the students to work responsibly and independently during Writing Time.

WRITING TIME

6 Complete First Drafts of Selected Pieces

Have the students work silently for 20–30 minutes to finish their first drafts. Join them in silent writing for 5–10 minutes, and then circulate around the room and observe, assisting students as needed.



CLASS ASSESSMENT NOTE

Observe the students as they work on their drafts. Ask yourself:

- Have the students selected drafts that lend themselves to revision?
- Will most of the students have finished drafts that they can start revising tomorrow?
- If not, how much additional time might they need to finish their first drafts?

If you notice that many students need more time to complete their first drafts, make time for them to do so before you go on to the Day 2 lesson. Any student who has finished may work on another piece of writing.

Record your observations on the “Class Assessment Record” sheet (CA1); see page 14 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Explain that they will begin to revise their drafts tomorrow.

SHARING AND REFLECTING

7 Reflect on Writing and Taking Responsibility

Help the students reflect on their work today by asking:

- Q *What did you do to take responsibility for your own work during Writing Time today?*
- Q *How does it help to build our community when you do that?*

Teacher Note

If necessary, remind students who finish writing their first drafts before Writing Time is over that they can look in the writing ideas section of their notebooks to get ideas for new pieces to write.

Teacher Note

If necessary, remind the students to use the discussion prompts they learned in Unit 1 as they respond. They are:

- “I agree with _____ because . . .”
- “I disagree with _____ because . . .”
- “In addition to what _____ said, I think . . .”

Technology Tip

For more information about using web-based resources, view the “Using Web-based Teaching Resources” tutorial (AV75).



Technology Tip

You might teach the following Technology Mini-lessons to help your students learn how to participate safely in online communities: Mini-lesson 1, “Navigating Safely Online”; Mini-lesson 2, “Maintaining Privacy Online”; and Mini-lesson 3, “Showing Respect Online,” in Appendix A. For more information, see “About Digital Citizenship Lessons” on page 702.



TECHNOLOGY EXTENSION

Learn More About Jon Scieszka

If the students are interested in finding out more about Jon Scieszka or his humorous books, have them watch a conversation with him or read another interview with him online. To find a video or print interview with the writer, search online with the author’s name and the keyword “video” or “interview.” After the students watch the video or read the interview, have them discuss what they learned about the author’s life and his thoughts about writing.

Day 2

Analyzing and Revising Drafts

Materials

- Pad of small (1½" x 2") self-stick notes for each student
- “Revising for Extra or Confusing Information” chart (WA2)
- Your sample writing OR “Sample First Draft” chart (WA3)
- “Writing Time” chart (WA4)
- Class set of “Conference Notes” record sheets (CN1)

Teacher Note

Teacher modeling is a regular feature of the *Being a Writer* program. You can use chart paper or interactive whiteboard charts (whiteboard activities) for your modeling. For more information about whiteboard activities in the *Being a Writer* program, view the “Using CCC’s Whiteboard Activities” tutorial (AV73).



In this lesson, the students:

- Reread their drafts critically
- Think about extraneous information or confusing parts in their drafts
- Revise their drafts
- Give their full attention to the person who is speaking

ABOUT TEACHING REVISION

The lessons in this unit are designed to give the students guided practice with rereading and critically analyzing their drafts before they put pencil to paper to revise. In the initial step of the process, you will ask the students specific questions about their drafts, and they will use self-stick notes to mark places where they could possibly revise. They will then watch you model making some revisions to your piece before they start to revise their own drafts.

GETTING READY TO WRITE

1 Facilitate Guided Rereading of Drafts

Have the students sit at their desks today. Explain that they will think about how they might revise and improve their drafts to make them into more interesting and enjoyable books. Have them open their notebooks to their completed first drafts and quietly reread them. Ask the students to look up when they are finished.

Distribute a pad of self-stick notes to each student. Explain that you will ask the students to look for and think about a couple of specific things in their drafts.

Display the “Revising for Extra or Confusing Information” chart (WA2) and read the prompts aloud, one at a time, giving the students several quiet minutes after each prompt to review their drafts and mark passages with self-stick notes.

Revising for Extra or Confusing Information

- Look for places in your draft where you might be able to delete, or take out, information that doesn't belong. Mark the margin next to each place with a self-stick note and write *delete* on it.
- Imagine reading your draft for the first time. Look for any places that might be confusing or where what's happening might be unclear. Mark the margin next to each place with a self-stick note and write *confusing* on it.

WA2

2 Model Revising and Deleting

Without sharing as a class, explain that during Writing Time today the students will look at the places they marked with self-stick notes and revise those places. Ask the students to watch as you model making revisions.

Display your own writing or the “Sample First Draft” chart (WA3) and read it aloud. If you are using your own writing, begin by writing *delete* in the margin next to extraneous information and *confusing* in the margin next to potentially confusing places. Then model deleting extraneous information and clarifying potentially confusing places by thinking aloud and revising on the draft.

You might say:

“This part is confusing. So it's clear what ball I mean, I think I will add: *that I throw for him when I come home from school*. The sentence about my mom being allergic to cats doesn't really go with the story. I think I will delete it. I'm going to delete the sentence about the policeman too, for the same reason.”

Teacher Note

The purpose of the guided rereading is to give the students experience thinking about their drafts and reading them critically *before* they begin to revise.

Teacher Note

Have pads of self-stick notes available for the students to use during the revision phase of this unit and of each genre unit. If necessary, model attaching a self-stick note to the outer margin of a notebook page so that it marks the text without covering it up.

Teacher Note

Learning to identify confusing and extraneous text can be very challenging for students. The goal in this lesson is to introduce the idea and to continue to build on it throughout the year. You will model revising and deleting in Step 2 of this lesson.

TEKS 11.C.ii

TEKS 11.C.vii

Student/Teacher Narrative
Steps 1 & 2

Sample First Draft

I have a nice dog named Pepper. He loves to lie in the sun. He loves to eat. He loves chasing the green ball, ^{that I throw for him when I come home from school}

Pepper loves most things, but there's one thing that Pepper really hates. He hates getting wet. ~~Cats hate getting wet too, but my mom is allergic to cats so we can't have one.~~ *delete*

One day I was throwing his green ball for him, and it landed in a bush covered with little pink flowers. Pepper ran right in after it. The flowers smelled like perfume. The bush was swarming with bees.

"Oh, no! Pepper! Bees!" I said.

Pepper had already figured that out. He came running out of the bush, flicking his ears and tail, with the bees in hot pursuit. He ran straight into a nearby pond. Splash!

The bees hovered for a few more minutes and then flew away. Pepper crawled out of the pond, dripping. I guess Pepper hates bees even more than he hates water!

~~A policeman came along and said, "You better put that dog on a leash."~~ *confusing*

Teacher Note

Save the revised "Sample First Draft" chart (WA3) to use on Day 4.

TEKS 11.C.ii
TEKS 11.C.vii
Student/Teacher Activity
Step 3

Explain that the students will follow the same procedure to delete and revise information in their own drafts.

WRITING TIME

3 Revise Drafts

Display the "Writing Time" chart (WA4) and have the students work silently on the charted tasks for 15–20 minutes.

Writing Time

- Review the places you marked with self-stick notes.
- Rewrite places that might be confusing.
- Cross out words or sentences that don't belong.
- If you finish, work on another piece of writing.

Join the students in writing for 5–10 minutes; then confer with individual students.



TEACHER CONFERENCE NOTE

Over the next two weeks, confer for 5-10 minutes with individual students about the piece each is developing for publication. Ask the student to tell you about the part he is working on now and to read his draft aloud. As you listen, ask yourself:

- Does this student's writing communicate clearly? If not, what is unclear?
- Do the ideas connect in a way that makes sense?
- Do the revisions make sense and improve the piece?

Help the student revise unclear writing by rereading those passages back to him and explaining what is confusing you. Ask questions such as:

- Q *What do you want your reader to be thinking at this part? How can you write that?*
- Q *What is another way you can say this? Write that down.*
- Q *What sentence could you add to give your reader more information?*
- Q *What part are you going to work on next?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 17 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Explain that they will continue to revise their drafts tomorrow.

SHARING AND REFLECTING

4 Share Revisions and Reflect on Participation

Have the students put their pencils away and gather with their notebooks to share their writing. Ask one or two volunteers to share revisions that they made today by reading the original passages aloud and then reading the revised passages. Encourage the students to give their full attention to the person who is sharing. Facilitate discussion about each volunteer's revised passage by asking questions such as:

- Q *[Jaya], why did you choose to revise that passage?*
- Q *How do you think [Jaya's] revision improves the piece?*
- Q *What questions can we ask [Jaya] about her revision?*

Help the students reflect on their participation in this discussion by asking:

- Q *How did you do with giving your full attention to the person who was sharing? Why is it important that we try to do that every time?*

Teacher Note

The students will use their pads of self-stick notes again on Day 4 of this week.

Day 3

Pair Conferencing

Materials

- Chart paper and a marker
- “Class Assessment Record” sheet (CA2)
- “Writing Time” chart (WA5)

Teacher Note

This lesson may require an extended class period. To ensure that the lesson moves smoothly, keep discussions focused and brief. (See the Facilitation Tip on page 231 for additional support for pacing class discussions.)

Teacher Note

If the students have difficulty answering this question, suggest some ideas like those in the “Questions for My Partner About My Draft” chart and ask, “What else can you ask your partner?”

In this lesson, the students:

- Ask for and receive feedback about their writing
- Give feedback in a helpful way
- Use pair conference time responsibly

GETTING READY TO WRITE

1 Prepare for Pair Conferences

Explain that today partners will meet to confer about their drafts. This is an opportunity for each student to get feedback from a reader about the strengths of a piece and how it might be improved.

Explain that, in the writing community, the goal of giving feedback is to help the other person create the best possible piece of writing. It is important that each student share what he likes about his partner’s piece and also offer suggestions and questions to help his partner improve the piece. Ask:

Q *What kind of feedback do you think would be helpful to improve a piece of writing? Why?*

Q *If you have questions about or suggestions for improving the piece, how would you want to communicate them so it helps your partner?*

Encourage partners to use a helpful tone when giving each other feedback about their writing.

2 Think About What to Ask Partners During Pair Conferences

Before beginning the pair conferences, ask the students to reread their own drafts and think about what they want to ask their partners about the drafts. After the students have had a chance to read, ask:

Q *What would you like to ask your partner today about your own draft?*

As the students generate ideas, record them on a sheet of chart paper titled “Questions for My Partner About My Draft” (see diagram on page 81).

Questions for My Partner About My Draft

What part do you like best?

Is anything confusing?

What can I write to make it clearer?

Explain that partners will take turns reading their drafts, including revisions, aloud. Remind the students to use questions on the chart to get specific feedback before going on to the other partner's draft.

Before the students work with their partners, model conferring with a volunteer. Begin by deciding together who will go first. When you discuss your draft, model referring to the "Questions for My Partner About My Draft" chart to get ideas. When you discuss your partner's draft, model giving helpful feedback.

You might say:

"Would you like to read first or would you like me to read first?"

"Is there anything in my draft that you found confusing?"

"I thought the part about seeing the boat tipping over was exciting. I wasn't sure if you were in the boat or watching from the shore. Maybe you can make that part clearer."

3 Confer in Pairs



Give the students ample time to confer in pairs. You might let pairs spread out in the classroom during the conferences so partners can hear each other.



CLASS ASSESSMENT NOTE

Observe conferring pairs without interacting with them. Ask yourself:

- Are pairs staying on task, reading and discussing their writing?
- Are they discussing questions from the "Questions for My Partner About My Draft" chart?
- Are partners giving each other specific feedback?
- Are they giving feedback in a helpful way?

Note any difficulties you observe so you can discuss them with the students in Step 4. Record your observations on the "Class Assessment Record" sheet (CA2); see page 15 of the *Assessment Resource Book*.

Teacher Note

For more information, view "Managing Pair Conferences" (AV8).



ELPS 2.I.iv
Steps 3 and 4



Facilitation Tip

Continue to prompt the students to **turn and look** at the person who will speak. (For example, you might say, “Genevieve is going to speak now. Let’s all turn and look at her.”) During the discussion, scan the class to ensure that the students are looking at the person who is speaking. If necessary, interrupt the discussion to remind them of your expectations.

Teacher Note

Save the “Questions for My Partner About My Draft” chart to use in Week 2.

When most pairs have had time to discuss their drafts, signal for the students’ attention.

4 Reflect on Pair Conferences and Feedback Received

Gather the class and briefly discuss questions such as:

- Q *What was helpful about the way your partner talked to you today?*
- Q *What problems, if any, did you have during pair conferences? What will you do to avoid those problems next time?*

Share any problems you noticed and discuss what the students will do to avoid those problems next time. Ask:

- Q *What is one thing your partner told you about your piece?*

Explain that authors pay close attention to feedback about what is unclear or confusing in their writing. Although authors might not follow every suggestion they receive, the feedback helps them improve their work until it is the best piece of writing possible.

WRITING TIME

5 Revise Drafts Based on Conference Feedback

Display the “Writing Time” chart (📄 WA5) and have the students work silently on the charted tasks for 15–20 minutes.

Writing Time

- Add or change things in your draft based on partner feedback.
- Rewrite places that might be confusing.
- Cross out words or sentences that don’t belong.
- If you finish, work on another piece of writing.

WA5

As the students work, circulate around the room. Support students who are having difficulty incorporating feedback into their drafts by having them join you at a back table and quietly discussing questions such as:

- Q *What feedback did your partner give you about your draft? Do you agree or disagree with it? Why?*
- Q *Your partner said that he [got confused at the end of your story]. What did he say was [confusing] to him? How can you rewrite it [so it’s clear]?*

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

6 Briefly Share Revisions

Have a few volunteers each share a revision made today by reading the original passage aloud and then reading the revised passage. Have the volunteers tell the class why they made their revisions and how the changes improve their pieces.

Analyzing and Revising Drafts

Day 4

In this lesson, the students:

- Generate alternatives for overused words
- Reread their drafts critically
- Revise their drafts
- Work independently during Writing Time
- Give their full attention to the person who is speaking

GETTING READY TO WRITE

1 Gather and Briefly Review

Have the students get their notebooks, pencils, and self-stick notes and sit at desks with partners together. Review that they began to revise their drafts earlier this week. Remind the students that the purpose of revision is to make their pieces of writing as interesting and clear as possible before publishing them. Explain that today you will ask them to think about several more specific ways they might improve their drafts.

2 Generate Interesting Words

Explain that one thing authors do to make their writing better is to replace overused words (uninteresting, everyday words that we use over and over) with other, more interesting words. Title a piece of chart paper “Use More Interesting Words” and write *I have a nice neighbor* beneath the title. Underline the word *nice*. Explain that the word *nice* is an example of an overused word. Ask:

Q *What other words could we use to mean nice in this sentence? For example, what words might we use to describe a neighbor who was really, really nice?*

Materials

- Chart paper and a marker
- “Revising for Overused Words” chart (WA6)
- Your revised sample writing OR revised “Sample First Draft” chart (WA3) from Day 2
- “Writing Time” chart (WA7)

Teacher Note

This lesson may require an extended period. To ensure that the lesson is well paced and that the modeling in Step 4 goes smoothly, you might prepare the draft you will use and your remarks about revision in advance.

Record the words on the chart as the students report them. Point out that the words the students suggest are not only more interesting and fun, but they also communicate exactly what the writer means.

Students might say:

“friendly”
“pleasant”
“generous”
“funny”
“happy-go-lucky”
“kindhearted”

Point out that in addition to adjectives (or descriptive words) like *nice*, there are many overused verbs (or action words), such as *run*, *walk*, *sit*, and *said*, that can be replaced with more interesting words.

Use “Think, Pair, Share” to discuss:



Q *What interesting words can you think of to replace said?* [pause] *Turn to your partner.*

Have partners discuss for a few moments. Then signal for the students’ attention and have volunteers report their ideas as you record them on the chart. Alternatives for *said* include *asked*, *shouted*, *replied*, *exclaimed*, *mumbled*, *whined*, and *cried*.

Follow the same procedure to have partners brainstorm alternative words for the verbs *run* and *look*. Alternatives for *run* include *dash*, *fly*, *shoot*, *speed*, *trot*, *sprint*, and *scamper*. Alternatives for *look* include *watch*, *stare*, *gaze*, *observe*, *spot*, *study*, and *scrutinize*. Add these to the chart.

3 Facilitate Guided Rereading of Drafts

Display the “Revising for Overused Words” chart (WA6). Using the same procedure you used previously (see Day 2, Step 1 on page 77), take the students through the charted prompts.

WA6

Revising for Overused Words

- Look for the words *nice*, *said*, *run*, and *look* in your draft. Mark them with self-stick notes.
- Look for other overused words that you might be able to replace with more interesting ones. For each one, mark the margin next to the word with a self-stick note and write *replace* on the note.

Have one or two volunteers share words they marked with the class. Probe their thinking by asking questions such as:

- Q** *Why did you decide to mark that word?*
- Q** *What word could you substitute for the one you marked?*

Skill Practice Note

If the students need more practice using adjectives and verbs, take time to review these skills (see Lesson 12 and Lesson 18 in the *Skill Practice Teaching Guide*).

Teacher Note

Save the “Use More Interesting Words” chart to use throughout the unit.

For more practice with generating interesting words, see the extensions “Generate Alternatives for Other Overused Words” on page 87 and “Use a Thesaurus” on page 90.

4 Model Revising

Explain that during Writing Time today the students will look at the words they marked with self-stick notes and replace them with more interesting words. Ask the students to watch as you model making revisions.

Display your own writing or the “Sample First Draft” chart (WA3) and read it aloud. If you are using your own writing, begin by identifying overused words and writing *replace* in the margin next to those places. Then model replacing words like *nice*, *run*, and *said* by crossing them out and writing alternative words above or below them.

You might say:

“I used the word *nice* to describe Pepper. *Nice* is an overused word. I’ll replace it with *fun*, *energetic*.”

Sample First Draft

replace I have a ^{*fun, energetic*} ~~nice~~ dog named Pepper. He loves to lie in the sun. He loves to eat. He loves chasing the green ball. ^{*that I throw for him when I come home from school*}

Pepper loves most things, but there’s one thing that Pepper really hates. He hates getting wet. ~~Cats hate getting wet too, but my mom is allergic to cats so we can’t have one.~~ *delete*

One day I was throwing his green ball for him, and it landed in a bush covered with little pink flowers. Pepper ^{*leaped*} ~~ran~~ *replace* right in after it. The flowers smelled like perfume. The bush was swarming with bees.

replace “Oh, no! Pepper! Bees!” I ^{*screamed*} ~~said~~.

Pepper had already figured that out. He ^{*shooting*} ~~came running~~ *replace* out of the bush, flicking his ears and tail, with the bees in hot pursuit. He ran straight into a nearby pond. Splash!

The bees hovered for a few more minutes and then flew away. Pepper crawled out of the pond, dripping. I guess Pepper hates bees even more than he hates water!

~~A policeman came along and said, “You better put that dog on a leash.”~~ *confusing*

WA3

Explain that the students will follow the same procedure to delete and replace overused words in their own drafts. Encourage them to refer to the “Use More Interesting Words” chart as they do so.

ELL Note

English Language Learners may benefit from talking with partners about places they have marked. Provide a place for them to confer quietly during Writing Time.

WRITING TIME

5 Revise Drafts

Display the “Writing Time” chart ( WA7) and have the students work silently on the charted tasks for 15–20 minutes.

WA7

Writing Time

- Review the places you marked with self-stick notes.
- Replace overused words with more interesting ones.
- Remove the self-stick notes when you finish the revision.
- If you finish, look for other places to make the words more interesting, or work on another piece of writing.

Explain that you will confer with students after the first 5–10 minutes of Writing Time, so you expect the students to work independently. Join the students in writing for a few minutes; then confer with individual students.



TEACHER CONFERENCE NOTE

Continue to confer for 5–10 minutes with individual students about the piece she is developing for publication. Ask the student to tell you about the part she is working on now and to read her draft aloud. As you listen, ask yourself:

- Does this student’s writing communicate clearly? If not, what is unclear?
- Do the ideas connect in a way that makes sense?
- Do the revisions make sense and improve the piece?

Help the student revise unclear writing by rereading those passages back to her and explaining what is confusing you. Ask questions such as:

- Q *What do you want your reader to be thinking at this part? How can you write that?*
- Q *What is another way you can say this? Write that down.*
- Q *What sentence could you add to give your reader more information?*
- Q *What part are you going to work on next?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 17 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Explain that they will continue to revise their drafts tomorrow.

SHARING AND REFLECTING

6 Share Revisions and Reflect on Participation

Have a few volunteers share one of the revisions they made today by reading their original passages aloud and then reading their revised passages. Encourage the rest of the students to give their full attention to the person who is sharing. Facilitate discussion about each volunteer's revised passage by asking questions such as:

- Q *[Robin], why did you choose to revise that passage?*
- Q *How do you think [Robin's] revision improves the piece?*
- Q *What questions can we ask [Robin] about her revision?*

Help the students reflect on their participation in this discussion by asking questions such as:

- Q *Were you able to give your full attention to the person who was sharing his or her writing today?*
- Q *If you weren't giving your full attention today, what will help you give your full attention the next time we have a class discussion?*

Students might say:

"I was distracted today. I think it would help for me to sit closer to the person who's sharing."

"It might help if we don't have our hands on our papers or pencils when people are sharing."

"I want to remember to turn and face the person who's sharing."

Teacher Note

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

EXTENSION

Generate Alternatives for Other Overused Words

Using the same procedure you used in today's lesson (see Step 2 on page 83), brainstorm and chart words that can replace other overused words, such as *bad* and *sad*. Add them to the "Use More Interesting Words" chart. (Examples of words you might substitute for *bad* are *awful*, *terrible*, *appalling*, *ghastly*, and *horrific*; for *sad*, examples include *depressing*, *gloomy*, *miserable*, *pitiful*, and *tragic*.) For an additional activity, see the extension "Use a Thesaurus" on page 90.

Materials

- *The True Story of the 3 Little Pigs!* from Unit 1
- *Meteor!* from Unit 1
- *Water Dance* from Unit 1
- *Can It Rain Cats and Dogs?* from Unit 1
- “Writing Time” chart (WA8)

In this lesson, the students:

- Explore strong opening sentences
- Reread their writing critically
- Finish revising their drafts
- Ask one another questions about their writing

GETTING READY TO WRITE

1 Read and Discuss Strong Opening Sentences

Have the students get their notebooks and pencils and sit at desks with partners together. Tell the students that today they will focus on the opening sentences (the first few sentences) of their pieces. Explain that authors pay especially close attention to these sentences because good opening sentences get readers interested and make them want to keep reading. Explain that the students will listen to opening sentences from several read-aloud books from earlier in the year. They will think about how each author tries to grab our attention at the very beginning of the book.

Show the cover of *The True Story of the 3 Little Pigs!* and read the title and author’s name aloud. Show and read page 5 aloud twice. Ask:

Q *What is Jon Scieszka doing to get us interested in reading this story?*

Students might say:

“He’s trying to get us curious about what the ‘true story’ is.”

“In addition to what [Becky] said, when he says ‘I’ll let you in on a little secret,’ it makes it seem like we’re going to find out something no one else knows.”

“In addition to what [Truong] said, the opening sentences make it seem like the book is going to be funny.”

Repeat this procedure using the opening sentences in *Meteor!* (page 3), *Water Dance* (page 3), and *Can It Rain Cats and Dogs?* (page 4). Point out that strong opening sentences often grab the reader’s attention with interesting details (“a star sputtered and flashed and started to fall”) or puzzling statements (“Some people say I am one thing. Others say I am many”). Strong opening sentences often hint at what is coming in the piece (“No—but it can rain frogs and fishes”).

2 Review Opening Sentences in Drafts

Ask the students to reread the first few sentences of their own drafts. Use “Think, Pair, Share” to discuss:



Q *How might you revise your opening sentences to grab the reader’s attention and make him or her want to keep reading? [pause] Turn to your partner.*

Signal for the students’ attention and have a few volunteers share their thinking with the class.

Students might say:

“I think my opening sentence will grab the reader’s attention because the first word is *Pow!* My partner agrees.”

“I think I’m going to revise my opening sentences because right now my piece starts with ‘Once there was a little boy.’ It’s not very interesting.”

Encourage the students to revise their opening sentences during Writing Time today.

WRITING TIME

3 Revise Drafts

Tell the students that next week they will start writing final versions of their pieces to go into their books. Display the “Writing Time” chart (WA8) and have the students work silently on the charted tasks for 15–20 minutes.

Writing Time

- Revise your opening sentences so they grab your reader’s attention.
- Make any other revisions you think are needed to make your piece the most interesting it can be.

WA8

Join the students in writing for 5–10 minutes; then confer with individual students.

Teacher Note

The students will learn more about the characteristics of strong opening sentences in the genre units this year.



TEACHER CONFERENCE NOTE

Continue to confer for 5–10 minutes with individual students about the piece each is developing for publication. Ask the student to tell you about the part he is working on now and to read his draft aloud. As you listen, ask yourself:

- Does this student's writing communicate clearly? If not, what is unclear?
- Do the ideas connect in a way that makes sense?
- Do the revisions make sense and improve the piece?

Help the student revise unclear writing by rereading those passages back to him and explaining what is confusing you. Ask questions such as:

- Q *What do you want your reader to be thinking at this part? How can you write that?*
- Q *What is another way you can say this? Write that down.*
- Q *What sentence could you add to give your reader more information?*
- Q *What part are you going to work on next?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 17 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Share Revised Opening Sentences as a Class

Have a few volunteers share opening sentences they revised by reading the original and revised sentences. As the students share, encourage discussion by asking the class questions like those that follow. Be ready to ask the volunteers to reread what they shared, if necessary.

- Q *How is [Antonia's] revised opening different from the original?*
- Q *What do you think about when you hear the revised opening?*
- Q *What questions can we ask [Antonia] about her revised opening sentences?*
- Q *What are you learning about revising to make writing better?*

EXTENSION

Use a Thesaurus

Distribute a thesaurus to each pair of students. Tell the students that today they will have the chance to discuss and practice using a reference book called a *thesaurus*. Tell the students that partners will first look



Technology Tip

This activity focuses on using a print thesaurus, but you can modify it to support the students in using an online thesaurus. To find one, search online using the keywords "online thesaurus." After the students have navigated to the thesaurus you selected, have them type a familiar word such as *happy* or *fun* into the Search box. Discuss the word entry format and the information provided for the word. Then have partners use the thesaurus to look up words from the "Use More Interesting Words" chart.

through their thesaurus and talk about what a thesaurus is and when they might use one. Then they will share their ideas with the class. Give each pair of students a couple of minutes to explore and discuss their thesaurus, and then discuss as a class:

Q *What is a thesaurus?*

Q *When might you use a thesaurus? In what ways might a thesaurus be helpful?*

If necessary, explain that a *thesaurus* is a “book of synonyms, or words that mean the same thing or almost the same thing.” You might use a thesaurus when you are writing to help you find just the right word or to avoid using the same word over and over again.

Have partners open their thesaurus to the first two-page spread of words. Point out that the words are listed alphabetically and that the guide words at the top of each page are the first and last words on the page. Explain that guide words help you find a word you are looking for. Also point out that for each word, the thesaurus provides the part of speech (for example, noun, verb, or adjective) and synonyms.

Direct the students’ attention to the “Use More Interesting Words” chart, and review that these are synonyms for the words *nice*, *said*, *run*, and *look* on the board. Explain that partners will choose one of these overused words, look it up in the thesaurus, and share the synonyms they find with the class.

Give partners a minute or two to choose a word, find it in the thesaurus, and discuss its synonyms. When most pairs have finished, discuss the words and their synonyms as a class by asking:

Q *What word did you look up? What synonyms did you find for the word?*

Follow up by asking:

Q *Which of these synonyms are already on our chart? Which synonyms should we add to the chart?*

Add the synonyms the students suggest to the chart.

Teacher Note

You might point out that most thesauruses include helpful information at the beginning about how to use the thesaurus. If the particular thesaurus your students are using includes other features, such as antonyms or related words, point these out as well.

Teacher Note

Circulate as the students look up the words. If the students are having trouble finding a word, call for their attention and show them how to use the guide words to locate a word.

Teacher Note

You might explain that, when using a thesaurus, it is a good idea for the students to look up the synonyms they are finding in a dictionary for more information about the words’ meanings and how they are used. Synonyms listed for a word in a thesaurus may have varying shades of meaning and use.



More About Jon Scieszka

excerpted from *Author Talk*, compiled and edited by Leonard S. Marcus

Do you have a daily work routine?

I can write anywhere—on the subway, on airplanes, or in the park. I always have a pen with me. I’m always ready! I write later drafts on my computer, but I start out in longhand because I can write faster that way.

The main thing is that I try to make myself write every day, no matter what. Sooner or later I write something worth rewriting! I have a notebook full of ideas. When I want to start a book, I come back to that notebook to see if I can get one of those ideas to take off.

Do you revise your work much?

Yes. I was amazed once, going through some old files, to realize how many reams of paper I had gone through before I finished the first *Time Warp* books. It was kind of scary! I try to polish my work as much as possible before showing it to my editor, because I’ve found that if I involve other people too soon, it confuses me. I lose track of what it was I wanted to say.

What is the best part of being a writer?

Being a writer is fun, but it’s also torture. The hardest part is sitting down to write on a nice summer day. It becomes fun once I get something going, when like an athlete I know I’m “in the zone.” That’s when ideas come, and that feels magical. But the best part of writing is finishing a good piece of writing.

“More About Jon Scieszka” excerpts from *Author Talk* compiled and edited by Leonard S. Marcus, copyright © 2000 by Leonard S. Marcus. Reproduced by permission.

Week 2

OVERVIEW

Writing Focus

- Students confer with one another and the teacher.
- Students learn procedures for proofreading their writing.
- Students write their final versions and publish them as books.
- Students present their books to the class from the Author's Chair.

Social Development Focus

- Students work in a responsible way.
- Students act in fair and caring ways.
- Students make decisions and solve problems respectfully.
- Students express interest in and appreciation for one another's writing.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA9–WA14

Assessment Forms

- “Class Assessment Record” sheet (CA3)
- “Social Skills Assessment Record” sheet (SS1)
- “Individual Writing Assessment” record sheet (IA1)
- “Student Self-assessment” record sheet (SA1)

Reproducible

- Unit 2 family letter (BLM1)

Professional Development Media

- “Assessing Student Writing” (AV39)
- “Using Web-based Whiteboard Activities” tutorial (AV74)

DO AHEAD

- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA3) on page 16 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, collect enough folders (manila, pocket, or any other kind) for each student in the class.
- ✓ Prior to Day 4, create a sample handmade book by stapling together several blank pages with a construction-paper cover.
- ✓ Prior to Day 5, establish a procedure for the students to follow when they are ready to present their completed books from the Author’s Chair. You might have the students place finished work in a basket; then, during the sharing time, you can call on authors in the order they completed their books to read them aloud to the class. Designate a place in the class library for the students’ published books after the students have shared them from the Author’s Chair and shown them to their families. (See “Tips for Managing the Program in Your Classroom” on page xli for other suggestions about organizing the writing program in your classroom.)
- ✓ Prior to Day 5, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student’s published piece.
- ✓ (Optional) If computers are available, you might have the students type and print their pieces this week. You can also recruit parent volunteers to help with this task.

TEACHER AS WRITER

“I believe more in the scissors than I do in the pencil.”

— Truman Capote

Carefully reread the draft you revised in Week 1. Consider:

- Are there words or sentences in this draft that seem extraneous—like they do not really belong?
- Are there ideas you can express in fewer words?

Think about what you can delete from your draft or rewrite for concision. Make these revisions, either by marking on your current draft or by writing a new one.

Day 1

Pair Conferencing

Materials

- “Questions for My Partner About My Draft” chart from Week 1
- “Writing Time” chart (WA9)
- Supply of loose, lined paper for final versions
- “Class Assessment Record” sheet (CA3)

In this lesson, the students:

- Begin writing the final versions of their pieces
- Initiate pair conferences
- Act responsibly while writing and conferring during Writing Time
- Ask for and receive feedback about their writing
- Give feedback in a helpful way

GETTING READY TO WRITE

1 Discuss Initiating Pair Conferences

Have the students stay at their seats. Explain that this week the students will work on final versions of the pieces they revised last week and make them into books for the class library. Explain that partners will confer about their revised drafts. Remind the students that in earlier lessons, everyone conferred at the same time. This week, however, the students may initiate their own conferences whenever they want feedback about their writing.

Explain that today you will signal about halfway through Writing Time that the students may confer in pairs about their writing, if they wish. If possible, designate a place in the room for pair conferences that is a little apart from where other students are writing. Tell the students that they should ask their assigned partners to confer first. If a student’s partner is busy writing and would rather not stop to confer, the student may ask someone else. Ask questions such as:

- Q *How can you respectfully ask someone to confer with you?*
- Q *If someone asks you to confer and you would rather keep writing, how can you respond to that person respectfully?*
- Q *What else will you do to be responsible if you confer with a partner today?*

Direct the students’ attention to the “Questions for My Partner About My Draft” chart from Week 1 and review the chart. Ask:

- Q *What other questions might you want to ask your partner about your draft?*

Add any new questions to the chart and encourage the students to use the questions if they choose to confer with a partner today.

WRITING TIME

2 Write Independently and Confer

Display the “Writing Time” chart (🗨️ WA9) and distribute loose, lined paper to each student. Have the students work silently on the charted tasks for 20–30 minutes.

Writing Time

- Reread your draft.
- Make any other revisions that you think are needed to make your piece the most interesting it can be.
- When you are satisfied with it, start copying it neatly in pencil on lined paper.

WA9



Join the students in silent writing for 5–10 minutes; then walk around and observe, assisting students as needed. About halfway through the writing period, signal that the students may confer in pairs, if they wish.



CLASS ASSESSMENT NOTE

Observe the students as they initiate and participate in pair conferences. Ask yourself:

- Are the students able to find partners and begin conferring with minimal disruption to the class?
- What problems are the students having initiating pair conferences?
- Do conferring pairs seem to stay on task, reading and discussing their writing?
- Do they return promptly to writing at the end of their conferences?
- Is the noise level such that students can continue to write if they wish?

Note any problems that you observe and be ready to bring them up during the reflection discussion. Record your observations on the “Class Assessment Record” sheet (CA3); see page 16 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

Facilitation Tip

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

Teacher Note

Save the "Questions for My Partner About My Draft" chart to use in the Personal Narrative and Fiction genre units.

SHARING AND REFLECTING

3 Reflect on Pair Conferences

Gather the students to discuss how they did writing and conferring during Writing Time today. Remind them that, in the writing community, the goal of giving feedback is to help the other person create the best possible piece of writing. Ask questions such as:

- Q *If you participated in a pair conference today, what questions did you ask your partner about your writing?*
- Q *What did your partner do or say that helped you?*
- Q *If you continued to write while pair conferences were going on, were you able to concentrate? Why or why not?*
- Q *I noticed that [the room got very noisy when people were walking around looking for partners to confer with]. What can we do next time to avoid this problem?*



SOCIAL SKILLS ASSESSMENT NOTE

During the final week of this unit, assess the students' social skill development using the "Social Skills Assessment Record" sheet (SS1). Access and print the record sheet from the CCC Learning Hub (ccclearninghub.org) or make a copy from page 176 of the *Assessment Resource Book*. Note that you will use the same record sheet to document each student's progress when you reassess social skill development in the winter and spring.

Day 2

Proofreading

Materials

- *Student Writing Handbooks*
- "Writing Time" chart (WA10)
- Supply of loose, lined paper for final versions
- Writing folder for each student

In this lesson, the students:

- Proofread their drafts for spelling
- Become familiar with their word banks and learn how to add words to them
- Act responsibly while writing and conferring during Writing Time
- Act considerately toward others

MORE ABOUT REVISION AND PROOFREADING EARLY IN THE YEAR

Remember that the students are just being introduced to the writing process in this unit. They will repeat the process in every genre unit, so they will have multiple opportunities to practice their revision and proofreading skills and

to learn new skills (see “Skills and Conventions” on page xxiii). Do not worry at this point if you notice that students are publishing pieces that could have undergone more revision. The students will improve with repeated practice over time.

GETTING READY TO WRITE

1 Discuss Proofreading for Spelling

Have the students stay at their seats. Review that this week the students are working on their final versions and making them into books for the class library. Point out that published pieces of writing need to include correct spelling and have as few errors as possible. Today and tomorrow the students will *proofread* their drafts, or check them for spelling, punctuation, and capitalization errors.

2 Introduce the Word Bank in the *Student Writing Handbook*

Ask the students to reread their revised drafts (even if they have already begun copying them as final versions) and circle any words for which they are unsure of the spelling. Stop the students after a couple of minutes and ask:

Q *What words have you circled so far?*

Have a few volunteers report the words they circled. Ask the students to open their *Student Writing Handbooks* to the Word Bank section. Explain that this section contains an alphabetical list of correctly spelled words that students their age often use in writing.

Ask the students to each look up the first word they circled in their word banks, check the spelling, and correct it in their drafts, if necessary. Ask:

Q *If the word does not appear in the word bank, what else might you do to check the spelling?*

Students might say:

“I could ask people at my table if they know how to spell it.”

“I could ask my partner about it during a conference.”

“I could ask you.”

“If I know where I read that word in a book, I can go look it up there.”

“I could look it up in a dictionary.”

Point out that each page of the word bank has blank lines where the students can add the new words they learn. After finding the correct spelling of a new word, they will add it to the appropriate page in the word bank (see diagram on page 100). The word will be there for them in the future, if they need it.

Teacher Note

If the students have difficulty looking up words, take time to review dictionary skills. Write a word on the board, and then look it up together as a class. Repeat with other words, if necessary. For more practice, see the technology extension “Use an Online Dictionary” on page 102.

Teacher Note

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



Explain that the word bank is the first place the students should go to check the spelling of a word. Tell them that they will check and correct their spelling before starting or continuing to work on their final versions today.

WRITING TIME

3 Write Independently and Confer in Pairs

Display the “Writing Time” chart (C WA10) and have the students work silently on the charted tasks for 20–30 minutes. Distribute more loose, lined paper to the students, if needed.

Writing Time

WA10

- Check and correct your draft for spelling.
- Start or continue to write your final version neatly in pencil.

If necessary, remind the students who have already begun writing their final versions to correct any misspellings they may have copied into them. Remind the students that you will signal after 10–15 minutes of silent writing to indicate that they may confer in pairs, if they wish. Briefly discuss:

Q *If you choose to confer with a partner today, how will you go about it in a way that is considerate of your classmates?*

Encourage the students to act responsibly and considerately during Writing Time.

Join the students in writing for a few minutes; then confer with individual students.



TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece that each is developing for publication. Ask the student to tell you about the part she is working on now and to read her draft aloud. As you listen, ask yourself:

- Does this student’s writing communicate clearly? If not, what is unclear?
- Do the ideas connect in a way that makes sense?
- Do the revisions make sense and improve the piece?
- Does the student recognize misspelled words and correct them?

Help the student revise unclear writing by rereading those passages back to her and explaining what is confusing you. Ask questions such as:

- Q *What do you want your reader to be thinking at this part? How can you write that?*
- Q *What is another way you can say this? Write that down.*
- Q *What sentence could you add to give your reader more information?*
- Q *What part are you going to work on next?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 17 of the *Assessment Resource Book*.



After 10–15 minutes, signal that the students may confer in pairs.

Signal to let the students know when Writing Time is over. Distribute a writing folder to each student and tell the students that they will keep any loose pages they are working on in their folders. Ask the students to write their names on the front of their folders.

SHARING AND REFLECTING

4 Reflect as a Class

Ask and briefly discuss questions such as:

- Q *What words did you check the spelling of today? Which of these words did you find in your word bank? How did you check on words that were not in the word bank?*
- Q *If you participated in a pair conference, what did you do to be considerate of your classmates? How do you think that helped your classmates today?*

Explain that the students will continue to work on their final versions tomorrow.



Technology Tip

To find an appropriate online dictionary, search the Internet using the keywords “children’s dictionary” or “online dictionary for students.”



TECHNOLOGY EXTENSION

Use an Online Dictionary

Write the following words where everyone can see them: *sputtered*, *bleated*, *tinkering*, *captivating*, *soothe*, *suffices*, and *undaunted*.

Have partners sit together at computers. Have the students navigate to the dictionary you selected. Direct their attention to the Search box. Ask them to type a familiar word such as *bridge* or *rocket* into the box and click the Search button or icon. Then discuss:

Q *What information is provided for the word [bridge]?*

Have volunteers share their thinking. As necessary, point out these key features:

- The division of the word into syllables
- The pronunciation of the word, which may include both a phonetic respelling and an audio pronunciation, accessed through an Audio button or icon
- The word’s part of speech (whether the word is a noun, verb, adjective, or other part of speech)
- The definition(s) of the word
- A sentence or phrase that shows how the word is used

Point out any additional information or features, which may include lists of synonyms or antonyms, the etymology (history) of the word, or links to related words or other information. Then briefly discuss:

Q *In what ways is this online dictionary [different from/the same as] a print (book) dictionary?*

Q *Which type of dictionary do you prefer? Why?*

Direct the students’ attention to the words on the board and explain that the words are from *Meteor!* and *Scranimals*, which they heard earlier in the year. Tell the students that partners will choose one of the words they want to know about, search for the word in the online dictionary, and share what they learned about the word with the class.

Give pairs a minute or two to choose a word, find it in the dictionary, and read and discuss the word’s entry. When most pairs have finished, discuss each word as a class by asking:

Q *Who looked up the word [suffices]? What did you find out about the word?*

Q *Who else looked up the word [suffices]? What can you add to what [Gretchen and Adam] told us about the word?*

Encourage the students to continue to use online or print dictionaries to look up the meanings of words they do not know.

In this lesson, the students:

- Proofread for punctuation and capitalization
- Become familiar with their proofreading notes and start using them
- Act responsibly while writing and conferring during Writing Time
- Discuss problems that arise in pair conferences

GETTING READY TO WRITE

1 Discuss Proofreading for Punctuation and Capitalization

Have the students stay at their seats. Review that yesterday the students learned how to proofread their drafts for spelling. Remind them that published pieces of writing need to be as free from errors as possible. Today they will learn how to proofread their drafts for punctuation and capitalization.

2 Introduce the Proofreading Notes in the *Student Writing Handbook*

Explain that the students will reread their revised drafts and check that each sentence begins with a capital letter and ends with a period, question mark, or exclamation point. Also ask them to check whether they have capitalized the first letter of any proper nouns. If necessary, remind students that a *proper noun* is a “noun that names a specific person, place, thing, or organization.”

Have the students take several minutes to proofread their drafts for punctuation and capitalization (even if they have already begun copying their final versions).

Ask the students to open their *Student Writing Handbooks* to the Proofreading Notes section as you display the “Proofreading Notes” chart (WA11). Explain that the students will use this section to keep track of the conventions (rules) of writing that they will learn this year. Over time, this section will become a checklist of things to pay attention to when they get ready to publish their drafts.

Write the notes from the diagram on page 104 on the chart, and ask the students to copy these notes onto the first page of the Proofreading Notes section in their handbooks.

Materials

- *Student Writing Handbooks*
- “Proofreading Notes” chart (WA11)
- “Writing Time” chart (WA12)
- Supply of loose, lined paper for final drafts
- (Optional) Computers for typing and printing final versions

Skill Practice Note

Using beginning and ending punctuation and capitalizing the first letters of proper nouns will be review skills for many of your students. However, if the students need more practice with these skills, take time to review them (see Lesson 1 and Lesson 7 in the *Skill Practice Teaching Guide*).

Teacher Note

Additional conventions are taught in the genre units of this program (see “Skills and Conventions” on page xxiii). The students will record the conventions they learn in the Proofreading Notes section as they learn them.

Proofreading Notes

Rule	Example	Notes
Capitalize the first letter of sentences.	Once upon a time . . .	
Punctuate the end of sentences.	He ran. Did he run? Boy, can he run!	
Capitalize the first letter of proper nouns.	Judy, Doctor Santos, Miami, Florida, United States, Thursday, February, Brooklyn Bridge	A proper noun names a specific person, place, thing, or group.

Explain that the students will check and correct their punctuation and capitalization before they work on their final versions today.

WRITING TIME

3 Write Independently and Confer in Pairs

Display the “Writing Time” chart (📄 WA12) and have the students work silently on the charted tasks for 20–30 minutes.

Writing Time

- Check and correct your draft for punctuation and capitalization.
- Finish checking and correcting your draft for spelling.
- Continue to write your final version neatly in pencil.

Remind the students who have already begun writing their final versions to correct any punctuation or capitalization errors they may have copied into them.

Tell the students that you will signal after 10–15 minutes of silent writing to indicate that they may confer in pairs. As the students write, confer with individual students.



Technology Tip

If computers are available, you might have some students type their final versions (see “Do Ahead” on page 95).



TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece that each is developing for publication. Ask the student to tell you about the part he is working on now and to read his draft aloud. As you listen, ask yourself:

- Does this student's writing communicate clearly? If not, what is unclear?
- Do the ideas connect in a way that makes sense?
- Do the revisions make sense and improve the piece?
- Does the student recognize misspelled words and correct them?
- Does the student proofread his writing using his proofreading notes?

Help the student revise unclear writing by rereading those passages back to him and explaining what is confusing you. Ask questions such as:

- Q *What do you want your reader to be thinking at this part? How can you write that?*
- Q *What is another way you can say this? Write that down.*
- Q *What sentence could you add to give your reader more information?*
- Q *What part are you going to work on next?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 17 of the *Assessment Resource Book*.



After 10–15 minutes, signal that the students may confer in pairs.

Signal to let the students know when Writing Time is over. Have them put their loose pages in their folders until tomorrow.

SHARING AND REFLECTING

4 Reflect on Pair Conferences

Remind the students that the goal of conferring is to help one another create the best possible piece of writing. By helping one another, they build the writing community. However, sometimes problems can arise during pair conferences. Ask questions such as:

- Q *What kinds of problems have you experienced when finding a partner to confer with? How can we avoid those problems?*
- Q *What kinds of problems have you experienced [during/at the end of] conferences? How can we avoid those problems?*
- Q *What can we do to make sure everyone is invited to confer sometimes?*

Students might say:

“Sometimes I have to ask five different people before anyone will confer with me. It’s frustrating.”

“It seems like people don’t know what to do after they finish a conference. They hang around and start bothering people.”

“We want to make sure everyone gets invited to confer so no one feels left out of our community. Maybe we can try to ask someone we haven’t asked before.”

At the end of this discussion, summarize the students’ ideas for avoiding or solving problems during pair conferences. Encourage the students to keep these things in mind the next time they confer. Tell them that you will check in with them to see how they are doing.



TECHNOLOGY EXTENSION

Use the Whiteboard to Play Web-based Grammar and Punctuation Games

Interactive games are an engaging way for students to review grammar and punctuation skills. Begin by teaching and practicing a skill using a lesson in the *Skill Practice Teaching Guide*. Then, for additional practice, use the interactive whiteboard to play a web-based game. To find age-appropriate games, search the community area provided by the manufacturer of your interactive whiteboard system or search online using the keywords “[grammar/punctuation] activities.” Introduce each game and play it as a class before inviting pairs of students or individuals to play the game.



Technology Tip

To learn more about using web-based whiteboard activities to support students’ writing, view the “Using Web-based Whiteboard Activities” tutorial (AV74).



In this lesson, the students:

- Explore features of published books
- Make their final versions into books
- Handle materials responsibly
- Share materials fairly

ABOUT PUBLISHING FOR THE CLASS LIBRARY

In this lesson, the students learn a simple procedure for turning a final version into a book. They will staple together the pages of their final versions, along with any illustrations they have created, using construction-paper covers. The goal at this point is to give the students a way to publish their writing quickly, without investing a great deal of time in a bookmaking project. For suggestions about publishing materials you might provide and other suggestions about managing the program, see “Tips for Managing the Program in Your Classroom” on page xli.

GETTING READY TO WRITE**1 Explore Features of Published Books**

Have the students stay at their seats. Explain that the students who have finished writing their final versions may create their books today.

Show the sample book you made and pass it around for the students to see. Explain that they may add illustrations on unlined paper, if they wish. They will assemble the completed pages in the proper order with construction-paper covers. They will write the book titles and their names on the covers.

Explain that the students may wish to include additional features that professional authors sometimes include in their books. Use the read-aloud books from Unit 1 to review some of the features the students could include, such as a title page, dedication, author note, and back-cover blurb. Tell the students that these books will be available during Writing Time so they can look at these features more closely.

Materials

- Read-aloud books from Unit 1
- Sample handmade book
- Supply of loose, lined paper for final versions
- Supply of unlined paper for illustrations
- Construction paper for book covers
- Markers, crayons, and other supplies for making illustrations
- Stapler
- “Writing Time” chart (WA13)
- (Optional) Computers for typing and printing final versions

**Technology Tip**

There are a number of methods for creating beautiful handmade books that you might want to teach your students later this year. Search for ideas online using the keywords “making books with children.”

Teacher Note

If you are teaching the *Making Meaning* reading comprehension program from Center for the Collaborative Classroom, you might include books from *Making Meaning* Units 1 and 2 in this discussion.

2 Discuss Handling Materials Responsibly and Sharing Them Fairly

Make sure all the necessary bookmaking materials are in a central location and explain the procedure you would like the students to follow to get and return the materials. Ask and briefly discuss questions such as:

- Q *How will you handle the bookmaking materials responsibly?*
- Q *You may need to share supplies, like markers or the stapler. If someone is using something you need, what can you do?*
- Q *If you're using something that someone else needs, what can you do to share it fairly?*

Encourage the students to keep these things in mind as they work today. Tell them that you will check in with them later to see how they did.

WRITING TIME

3 Write Independently and Confer in Pairs

Display the “Writing Time” chart (📄 WA13) and have the students work silently on the charted tasks for 20–30 minutes.

Writing Time

- Finish your final version.
- Include illustrations and other features, if you wish.
- Assemble your book and staple it together with a cover.
- Write the title and your name on the cover and decorate it.

WA13

Remind the students that you will signal after 10–15 minutes of silent writing to indicate that they may confer in pairs. As the students write, confer with individual students.



TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece that each is developing for publication. Ask the student to tell you about the part she is working on now and to read her draft aloud. As you listen, ask yourself:

- Does this student’s writing communicate clearly? If not, what is unclear?
- Do the ideas connect in a way that makes sense?
- Do the revisions make sense and improve the piece?
- Does the student recognize misspelled words and correct them?
- Does the student proofread her writing using her proofreading notes?

(continues)

TEACHER CONFERENCE NOTE *(continued)*

Help the student revise unclear writing by rereading those passages back to her and explaining what is confusing you. Ask questions such as:

- Q *What do you want your reader to be thinking at this part? How can you write that?*
- Q *What is another way you can say this? Write that down.*
- Q *What sentence could you add to give your reader more information?*
- Q *What part are you going to work on next?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 17 of the *Assessment Resource Book*.

After 10–15 minutes, call for the students’ attention and say that in a moment you will signal that they may confer in pairs. Remind them that yesterday they talked about some possible problems that could arise during pair conferences and how they might avoid those problems. Ask and briefly discuss:

- Q *What do you want to remember today to help avoid problems during pair conference time?*



Continue with Writing Time and signal that the students may confer in pairs.

Signal to let the students know when Writing Time is over. Have the students return classroom materials to their proper places.

SHARING AND REFLECTING

4 Reflect on Writing Time and Conferencing

Ask and briefly discuss questions such as:

- Q *How did you handle our class materials responsibly today?*
- Q *What problems did we have with sharing the materials today? How can we avoid those problems tomorrow?*
- Q *What problems were you able to avoid or solve during pair conference time today?*
- Q *I noticed today that [people returned to their seats when they finished their conferences]. How did that help our Writing Time go smoothly?*

Encourage the students to continue to think of ways to be responsible during Writing Time and pair conference time.



TECHNOLOGY EXTENSION

Publish Student Writing Online

There are a number of websites where students can publish their writing online. Publishing online allows family members and friends to easily access and enjoy students' writing. You might make this an option for interested students. Search online for such websites using the keywords "publishing student writing online."

Day 5

Publishing

Materials

- Chart paper and a marker
- "Writing Time" chart (WA14)
- A chair to use for the Author's Chair
- Copy of this unit's family letter (BLM1) for each student

Teacher Note

If the students need additional time to finish their writing, consider doing Steps 3-6 (Author's Chair sharing) on another day.

In this lesson, the students:

- Review and reflect on the writing process
- Finish making their books
- Present their books to the class from the Author's Chair
- Express interest in and appreciation for one another's writing
- Ask one another questions about their writing

GETTING READY TO WRITE

1 Reflect on Writing Process and Community

Gather the class with partners sitting together, facing you. Explain that over the past several weeks they have learned about how to take a piece of writing through the writing process, from the very first idea to a published book. Ask:

Q *What have you learned about how to take a piece of writing from a first draft to a published book?*

Title a sheet of chart paper "Writing Process" and write the steps that follow as you remind the students what they did (see the diagram on page 111).

Writing Process

1. Generate ideas.
2. Write drafts.
3. Select one to develop.
4. Analyze and revise it.
5. Proofread it.
6. Write a final version and publish it.

Explain that the students will go through this writing process numerous times this year as they explore different kinds of writing, including fiction, nonfiction, and poetry.

Remind the students that they have been building a writing community in which everyone feels safe, cared for, and supported. Use “Think, Pair, Share” to discuss questions such as:



- Q** *How will being part of a writing community help us as we go through the writing process? [pause] Turn to your partner.*
- Q** *What part(s) of the writing process do you want to get better at this year? [pause] Turn to your partner.*

Signal for the students’ attention and have a few volunteers share their thinking with the class.

WRITING TIME

2 Write Independently

Have the students return to their seats. Display the “Writing Time” chart (WA14) and have the students work silently on the charted tasks for 20–30 minutes.

Writing Time

- Finish your final version.
- Include illustrations and other features, if you wish.
- Assemble your book and staple it together with a cover.
- Write the title and your name on the cover and decorate it.
- If you finish, work on another piece of writing.

WA14

Teacher Note

Post the “Writing Process” chart where everyone can see it.

If necessary, review the procedures for getting materials. As the students write, confer with individuals.



TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece that each is developing for publication. Ask the student to tell you about the part he is working on now and to read his draft aloud. As you listen, ask yourself:

- Does this student's writing communicate clearly? If not, what is unclear?
- Do the ideas connect in a way that makes sense?
- Do the revisions make sense and improve the piece?
- Does the student recognize misspelled words and correct them?
- Does the student proofread his writing using his proofreading notes?

Help the student revise unclear writing by rereading those passages back to him and explaining what is confusing you. Ask questions such as:

- Q *What do you want your reader to be thinking at this part? How can you write that?*
- Q *What is another way you can say this? Write that down.*
- Q *What sentence could you add to give your reader more information?*
- Q *What part are you going to work on next?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 17 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. As the students return classroom materials to their proper places, move the chair you have designated as the Author's Chair to the front of the area where you gather the class.

SHARING AND REFLECTING

3 Introduce Author's Chair Sharing

Gather the class with partners sitting together, facing you. Explain that when they publish pieces of writing this year, they will present them to the class from the Author's Chair.

Explain the procedure you would like the students to follow when they are ready to present their books from the Author's Chair (see "Do Ahead" on page 95).

4 Discuss Speaking Clearly and Expressing Interest in Other People's Writing

Before asking a volunteer to share from the Author's Chair today, have a discussion about how the students will act, both as presenting authors

TEKS 1.C.ii
TEKS 1.C.iii
TEKS 1.C.iv
Student/Teacher Narrative
Step 4

and as members of the audience. Ask and briefly discuss questions such as:

- Q *Why is it important to speak in a loud, clear voice when you're sharing your book with the class?*
- Q *If you're in the audience and you can't hear the author, how can you politely let him or her know?*
- Q *How will you let the author know that you're interested in his or her writing? Why is it important to express interest in other people's writing?*

Encourage the students to be attentive and considerate audience members. Tell them that you will check in with them later to see how they did.

5 Conduct Author's Chair Sharing

Ask for a volunteer who has finished publishing her book to read it aloud from the Author's Chair. Encourage the author to show any illustrations and any additional features she included. At the end of the reading, facilitate a discussion using questions like those that follow. Give the author an opportunity to respond to the class's comments and questions.

- Q *What was interesting to you about [Janneke's] book?*
- Q *What part did you really like? Why?*
- Q *What parts were [funny/scary/suspenseful/surprising]? Why?*
- Q *What questions can we ask [Janneke] about her book?*

Follow this procedure and have a few more students share from the Author's Chair. Assure the students that they will all have a chance to share their books from the Author's Chair in the next few days.

6 Reflect on Audience Behavior During Author's Chair Sharing

Ask and briefly discuss questions such as:

- Q *How did we do today as an audience? What might we want to work on during the next Author's Chair sharing?*
- Q *If you shared a book today, how did you feel? What did the members of the audience do that made you feel [relaxed/nervous/proud]?*

Explain that the students may take their books home to share with their families. Then they will bring the books back to class to be kept in the class library. Show the students the place in the class library that you have designated for the students' published books. Explain that these books will be available for them to read during independent reading time. Emphasize that the students must handle their classmates' handmade books carefully and return them to the class library when they are done.

TEKS 1.A.iv
TEKS 1.C.iv
Student/Teacher Activity
Step 5

Teacher Note

For information about wrapping up this unit and conducting unit assessments, see "End-of-unit Considerations" on page 114.

Teacher Note

Prior to doing this activity, you will need to make a class set of the “Student Self-assessment” record sheet (SA1) on page 19 of the *Assessment Resource Book* for each student.

Teacher Note

If necessary, you might model filling out the “Student Self-assessment” record sheet using your own writing or the “Sample First Draft” chart (WA3) from earlier in the unit.

EXTENSION

Introduce “Student Self-assessment”

Have the students bring their published writing and pencils, and sit at desks with partners together. Tell the students that when writers complete a piece of writing, they often reread it and think about what they did well and what they might do better in their next piece. Distribute a “Student Self-assessment” record sheet (SA1) to each student. Explain that the sheet lists characteristics of good writing. Tell the students that today they will read their published pieces to see which of the characteristics they included in their writing and which characteristics they need to work on next time.

Refer to the “Student Self-assessment” record sheet. Ask the students to follow along as you read aloud the characteristics in the left column. After reading, explain that the students will read their stories and look for these characteristics in their own writing. Point out that if they see a characteristic in their writing a lot, they will put a check in the box under the words “I did it!” If they see the characteristic some of the time, they will put a check in the box under the words “I did it some of the time.” If they still need to work on including a characteristic in their writing, they will put a check in the box under the words “I’m still working on it.”

Read the reflection questions at the bottom of the record sheet aloud. Ask the students to think about the questions and write their responses in the space provided.

Give the students enough time to analyze their writing and fill out the record sheet. When most students have finished, have partners share with one another what they did well and what they want to continue to work on. Then ask and briefly discuss:

- Q *What did you do to make your writing fun and interesting to read?*
- Q *What is something you want to continue to work on as you write this year?*

Collect the record sheets to put in the students’ writing portfolios. At the end of the next unit, you might have each student complete another self-assessment record sheet and compare his responses.

End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 2. The next unit you teach will be a genre unit. While the genre units may be taught in any order, Personal Narrative or Fiction is a good choice at this point. We recommend that you teach the Expository Nonfiction unit later in the year.
- You will need to reassign partners before you start the next unit.

- Send home with each student the student’s published piece and a copy of this unit’s family letter (BLM1). Encourage the students to share their published pieces with their families. Remind the students to bring the pieces back to class after their families have read them so they can be placed in the class library.
- Save the students’ published writing (or copies of it) to use for reflection and discussion in Unit 9.

Assessments

- Before continuing with the next unit, take this opportunity to assess individual students’ writing from this unit. See “Completing the Individual Writing Assessment” (IA1) on page 20 of the *Assessment Resource Book*.
- You might record your students’ progress over the course of the year using the “Individual Writing Assessment Class Record” sheet (CR1) on page 180 of the *Assessment Resource Book*.
- (Optional) Prior to sending the students’ published writing home to share with their families, you might have each student analyze her writing using the “Student Self-assessment” record sheet (SA1) on page 19 of the *Assessment Resource Book*. For more information about administering this assessment, see the extension “Introduce ‘Student Self-assessment’ ” on page 114.

Teacher Note

For more information, view “Assessing Student Writing” (AV39).



Genre

Personal Narrative

During this four-week unit, the students explore the genre of personal narrative and write about significant topics and events from their lives. They explore the characteristics of a good personal narrative, including sensory details, consistency in verb tenses, engaging openings, and effective endings. They learn about the writing practices of professional authors as they hear, discuss, and write personal narratives. Socially, they ask one another questions about their writing and give feedback in helpful and respectful ways. They also practice giving their full attention to the person who is speaking and expressing interest in and appreciation for other people's writing.



RESOURCES

Read-alouds

- *Knots in My Yo-yo String: The Autobiography of a Kid*
- *Still Firetalking*
- “On Respect: What I Learned from Carl”
- “On Helping Others: Learning a Valuable Lesson”

Writing About Reading Activities

- “Write Opinions About Jerry Spinelli’s Ideas Regarding Radio and TV”
- “Write Opinions About ‘On Respect: What I Learned from Carl’”



Technology Mini-lesson

- Mini-lesson 9, “Creating Documents”



Technology Extensions

- “Learn More About Patricia Polacco”
- “Publish Student Writing Online”
- “Record Personal Narratives”

Extensions

- “Discuss the Past Perfect Tense in ‘Never the Monkey’”
- “Read More from *Knots in My Yo-yo String*”
- “Write Letters Home About Personal Narratives”



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA25

Assessment Forms

- “Class Assessment Record” sheets (CA1–CA6)
- “Conference Notes” record sheets (CN1–CN2)
- “Individual Writing Assessment” record sheet (IA1)
- “Individual Writing Assessment Class Record” sheet (CR1)
- “Student Self-assessment” record sheet (SA1)

Reproducibles

- Personal Narrative genre unit family letter (BLM1)
- “Excerpt from ‘George Street’” (BLM2)

Professional Development Media

- “Building a Community of Writers” (AV1)

- “Managing Pair Conferences” (AV8)
- “Cooperative Structures Overview” (AV9)
- “Using ‘Turn to Your Partner’” (AV11)
- “Using ‘Think, Pair, Share’” (AV13)
- “Asking Open-ended Questions and Using Wait-time” (AV18)
- “Introducing Vocabulary During a Read-aloud” (AV30)
- “Conferring About Personal Narrative” (AV40)
- “Exploring Personal Narrative” (AV41)
- “Sharing One Sentence and Reflecting” (AV42)
- “Using CCC’s Whiteboard Activities” tutorial (AV73)
- “Using Web-based Teaching Resources” tutorial (AV75)

RESOURCES *(continued)*

Skill Practice Teaching Guide and Student Skill Practice Book

- Lesson 1, “Complete Sentences”
- Lesson 5, “Fragments and Run-on Sentences”
- Lesson 13, “Perfect Verb Tenses”
- Lesson 15, “Shifts in Verb Tense”

Assessment Resource Book

- Personal Narrative genre unit assessments

Student Writing Handbook

- “Excerpt from ‘Mrs. Seeton’s Whistle’”
- “On Respect: What I Learned from Carl”
- “On Helping Others: Learning a Valuable Lesson”
- “Opening Sentences from Three Personal Narratives”
- “Closing Sentences from Three Personal Narratives”

DEVELOPMENT ACROSS THE GRADES

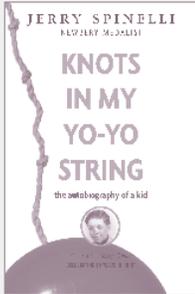
	Elements of Personal Narrative	Writing Craft	Language Skills and Conventions
Grade K	<ul style="list-style-type: none"> Writing about true stories from students' own lives 	<ul style="list-style-type: none"> Visualizing story ideas Drawing and writing to tell a story 	<ul style="list-style-type: none"> Using letters, words, or sentences to tell a story
Grade 1	<ul style="list-style-type: none"> Writing about true stories from students' own lives 	<ul style="list-style-type: none"> Writing stories with a beginning, middle, and end Including feelings in stories Exploring temporal words Exploring features of book covers 	<ul style="list-style-type: none"> Capitalizing proper nouns Using exclamation points
Grade 2	<ul style="list-style-type: none"> Writing about interesting events or topics from students' own lives 	<ul style="list-style-type: none"> Rereading and adding to writing Adding sight and sound words 	<ul style="list-style-type: none"> Capitalizing beginnings of sentences Punctuating sentences Capitalizing proper nouns
Grade 3	<ul style="list-style-type: none"> Writing about interesting events or topics from students' own lives 	<ul style="list-style-type: none"> Using sensory details Using temporal words and phrases Writing engaging openings Writing endings that draw a story's events to a close 	<ul style="list-style-type: none"> Identifying and correcting commonly misused words (<i>then/than; your/you're</i>) Recognizing and correcting sentence fragments Recognizing and correcting run-on sentences Proofreading for spelling, punctuation, and grammar
Grade 4	<ul style="list-style-type: none"> Writing about single events from students' own lives 	<ul style="list-style-type: none"> Using sensory details Using transitional words and phrases Writing engaging openings Writing endings that draw a story's events to a close 	<ul style="list-style-type: none"> Identifying and correcting commonly misused words (<i>its/it's; to/too/two</i>) Recognizing and correcting sentence fragments Recognizing and correcting run-on sentences Proofreading for spelling, punctuation, and grammar
Grade 5	<ul style="list-style-type: none"> Writing about significant experiences from students' own lives Exploring how those experiences resulted in learning or change 	<ul style="list-style-type: none"> Using sensory details Writing engaging openings Adding information about learning or change Writing endings that draw a story's events to a close 	<ul style="list-style-type: none"> Identifying and correcting commonly misused words (<i>there/their/they're</i>) Maintaining consistency in verb tenses Recognizing and correcting sentence fragments Recognizing and correcting run-on sentences Proofreading for spelling, punctuation, and grammar
Grade 6	<ul style="list-style-type: none"> Writing about significant experiences from the students' own lives Exploring how those experiences resulted in learning or change Exploring ways to organize or structure a personal narrative 	<ul style="list-style-type: none"> Using sensory and descriptive details Integrating information about learning or change Cultivating an individual voice Using transitional words and phrases Writing engaging openings and endings that draw a story's events to a close 	<ul style="list-style-type: none"> Identifying and correcting commonly misused words (<i>accept/except; lose/loose; who's/whose</i>) Recognizing and correcting sentence fragments and run-on sentences Proofreading for spelling, punctuation, and grammar

GRADE 5 OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
Immersion and Drafting					
Week 1	Exploring Personal Narrative: “Never the Monkey” Quick-write: ▪ Special objects	Exploring Personal Narrative: “Shortstop” Quick-write: ▪ Interesting events	Exploring and Drafting Personal Narrative: “George Street” Focus: ▪ Sensory details	Exploring and Drafting Personal Narrative: “Mrs. Seeton’s Whistle” Focus: ▪ Sensory details	Exploring and Drafting Personal Narrative Focus: ▪ Sensory details
Week 2	Exploring and Drafting Personal Narrative: <i>Still Firetalking</i> Quick-write: ▪ What students have learned from others	Exploring and Drafting Personal Narrative: <i>Still Firetalking</i> Focus: ▪ Things we collect	Exploring and Drafting Personal Narrative: “On Respect” Quick-write: ▪ A valuable lesson	Exploring and Drafting Personal Narrative: “On Helping Others” Quick-write: ▪ Compassion and respect	Exploring Personal Narrative and Pair Conferring Focus: ▪ Maintaining consistency in verb tense
Revision, Proofreading, and Publication					
Week 3	Selecting and Completing Drafts Focus: ▪ What to look for when selecting drafts	Analyzing and Revising Drafts Focus: ▪ Sensory details	Analyzing and Revising Drafts Focus: ▪ Thoughts, feelings, learning, or change	Analyzing and Revising Drafts Focus: ▪ Strong opening sentences	Analyzing and Revising Drafts Focus: ▪ Endings that draw a story’s events to a close
Week 4	Self-assessing and Pair Conferring Focus: ▪ Giving and receiving feedback	Proofreading Focus: ▪ Commonly misused words and sentence fragments	Proofreading Focus: ▪ Spelling, punctuation, and run-on sentences	Publishing Focus: ▪ Class book features	Publishing Focus: ▪ Author’s Chair sharing

Week 1

OVERVIEW



Knots in My Yo-yo String: The Autobiography of a Kid

by Jerry Spinelli

Author Jerry Spinelli recounts his youth in this memoir.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA3

Assessment Forms

- “Class Assessment Record” sheet (CA1)
- “Conference Notes: Focus 1” record sheet (CN1)

Reproducible

- (Optional) “Excerpt from ‘George Street’” (BLM2)

Professional Development Media

- “Cooperative Structures Overview” (AV9)
- “Using ‘Turn to Your Partner’” (AV11)
- “Using ‘Think, Pair, Share’” (AV13)
- “Asking Open-ended Questions and Using Wait-time” (AV18)
- “Introducing Vocabulary During a Read-aloud” (AV30)
- “Conferring About Personal Narrative” (AV40)
- “Exploring Personal Narrative” (AV41)

TEACHER AS WRITER

*“No surprise for the writer,
no surprise for the reader.
For me the initial delight is in
the surprise of remembering
something I didn’t know I knew.”*

— Robert Frost

Think about memorable events from your life that you could write about. List these in your notebook; then select one or two of the most vivid memories to describe in short drafts. Write about what happened, when it happened, who was involved, and what was memorable about each event.

Writing Focus

- Students hear and discuss personal narratives.
- Students learn about a professional author’s writing practice.
- Students generate writing ideas from their own lives.
- Students visualize sensory details.
- Students draft personal narratives, focusing on single, interesting events or topics from their own lives.

Social Development Focus

- Teacher and students build the writing community.
- Students listen respectfully to the thinking of others and share their own.
- Students express interest in and appreciation for one another’s writing.

DO AHEAD

- ✓ Consider reading this unit’s read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding. Since this week’s readings do not have illustrations, consider bringing in visual aids (such as a medal, a photograph, or an old baseball glove) to support the students’ comprehension.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see “Random Pairing” on page xxix and “Considerations for Pairing ELLs” on page lii. For more information, view “Cooperative Structures Overview” (AV9).
- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA1) on page 32 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make a class set of the “Conference Notes: Focus 1” record sheet (CN1) on page 38 of the *Assessment Resource Book*.



Day 1

Exploring Personal Narrative

Materials

- “Never the Monkey” (*Knots in My Yo-yo String*, pages 26–28)
- “Writing Time” chart (WA1)
- “Class Assessment Record” sheet (CA1)

Teacher Note

For more information about personal narrative, view “Exploring Personal Narrative” (AV41).



Teacher Note

The partners you assign today will stay together for the unit. If necessary, take a few minutes at the beginning of today's lesson to let them get to know each other better by talking informally in a relaxed atmosphere.

Teacher Note

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

In this lesson, the students:

- Work with new partners
- Hear and discuss a personal narrative
- Quick-write about special objects
- Write freely about things that interest them

ABOUT PERSONAL NARRATIVE

Personal narratives offer writers the opportunity to think about and write true stories about the meaningful experiences of their lives. Personal narratives describe significant events and explain how those events led to learning or a change of some kind. Character change in a narrative, whether of a fictional character or a real person, often results from learning an important lesson or gaining a new realization about oneself or the world. Personal narratives also include sensory details to make the writing come alive for the reader.

In the study of personal narrative at grade 5, the students identify significant single events or topics from their lives and write about them in detail. They learn to focus on the most important parts of the events they are describing, use sensory details, use verb tenses in a consistent way, and write engaging openings and endings that draw a story's events to a close.

GETTING READY TO WRITE

1 Pair Students and Discuss Working Together

Randomly assign partners and make sure they know each other's names (see “Do Ahead” on page 123). Have the students bring their notebooks and pencils and gather with partners sitting together, facing you.

Explain that today's lesson is the beginning of a four-week unit in which the students will explore a kind of writing called *personal narrative*. In personal narratives, authors tell stories about true things that have happened to them. Explain that partners will stay together for the unit. Ask:

Q *What have you learned about working with a partner that can help your new partnership go well?*

Students might say:

"We can ask each other questions and help each other."

"In addition to what [Sean] said, you can work better together if you get to know someone."

"I agree with [Cerule]. You don't have to be best friends—you just have to work together."

Encourage the students to keep these ideas in mind as they begin working with their new partners today.

2 Introduce and Read "Never the Monkey" Aloud

Show the cover of *Knots in My Yo-yo String* and read the title, subtitle, and author's name aloud. Explain that *Knots in My Yo-yo String* is made up of numerous short pieces that Jerry Spinelli wrote about growing up in Pennsylvania in the 1950s. Today you will read the piece called "Never the Monkey." In it, Jerry Spinelli writes about something special he owns. The object is special to him because it reminds him of proud and happy moments in his childhood. Invite the students to think about special things they own that they may be able to write about.

Read "Never the Monkey" (pages 26–28) aloud slowly and clearly, clarifying vocabulary as you read.

Suggested Vocabulary

cherished memento: favorite object kept to remember a place or event (p. 26)

Hartranft: the name of an elementary school (p. 27)

ELL Vocabulary

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

medal: prize given for winning a race (p. 26)

50-yard dash: running race 50 yards (150 feet) long (p. 26)

3 Discuss the Reading

Ask and briefly discuss the questions that follow. Be ready to reread passages to help the students recall what they heard. Remind the students to use the discussion prompts to add to the discussion.

Q *What events does Jerry Spinelli tell about in this story?*

Q *Why do you think he might have chosen to tell this story?*

Teacher Note

Regularly remind the students to use the discussion prompts they learned when they participate in class discussions. The prompts are:

- "I agree with _____ because . . ."
- "I disagree with _____ because . . ."
- "In addition to what _____ said, I think . . ."

Teacher Note

If necessary, explain that an *autobiography* is a "kind of personal narrative in which an author writes the story of his or her life."

Teacher Note

To review the procedure for defining vocabulary during the read-aloud, see Unit 1, Week 1, Day 1, Step 3 on page 8. For more information, view "Introducing Vocabulary During a Read-aloud" (AV30).



Teacher Note

Remember to pause for 10 seconds for the students to think before you say “Turn to your partner.” To review the procedure for “Think, Pair, Share,” see Unit 1, Week 2, Day 1 on page 30. To see an example, view “Using ‘Think, Pair, Share’” (AV13).



Teacher Note

Note that on Days 1 and 2 of this week, the students may write personal narratives or anything else they wish. On Day 3, after exposure to a couple of examples of personal narrative, they will all begin writing in this genre.

ELL Note

English Language Learners may benefit from drawing their ideas before they write. Encourage them to draw what they want to write about and then talk quietly with you or their partners about their drawings. If necessary, write out key words and phrases they want to use so they can copy the words into their writing.

Students might say:

“Maybe he chose to tell this story because winning was exciting.”

“In addition to what [David] said, I think he wanted to tell about a time he won a medal because he’s proud of himself.”

“I agree with [Destiny]. The author tells us about the medal at the beginning so we already know he’s going to win.”

4 Quick-write: Special Objects

Use “Think, Pair, Share” to discuss:



Q *Jerry Spinelli writes about an object that is very special to him—a gold-plated medal. What special object do you have that you could write about?* [pause] *Turn to your partner.*

Scan the class as partners talk. When most pairs have finished discussing the question, signal for the students’ attention. Have the students open their writing notebooks to the next blank page in the writing ideas section, label it “Special Objects,” and list special objects they could write about. After a few moments, call for the students’ attention and have a few volunteers share their ideas with the class.

Explain that during Writing Time today the students may write about an object that is special to them, as Jerry Spinelli does in “Never the Monkey,” or they may write about anything else that interests them.

WRITING TIME

5 Write Independently

Have the students sit at desks with partners together. Display the “Writing Time” chart (WA1) and have the students write silently for 20–30 minutes.

Writing Time

- Write about an object that is special to you.
- Write about anything else that interests you.

WA1

Remind the students to double-space their writing. If necessary, review that during Writing Time there should be no talking, whispering, or walking around.

Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students staying in their seats and writing silently?
- Do they write readily about themselves?
- Are they double-spacing their writing?
- Do the students who have difficulty getting started eventually do so?

If you notice many students having difficulty starting to write, call for the class's attention and have partners talk to each other about what they might write. Have a few volunteers share their ideas with the class, and then have them resume silent writing. If necessary, remind students to double-space their writing.

Record your observations on the "Class Assessment Record" sheet (CA1); see page 32 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

6 Briefly Share Writing and Reflect



Have partners share with each other what they wrote today. Then ask and briefly discuss questions such as those that follow. Invite the students to read passages of their writing aloud as they share.

- Q *Who wrote about something special that you own? Tell us about it.*
- Q *What other topics did you write about? Tell us about them.*

Help the students reflect on their partnerships by asking:

- Q *What did you find out about your partner today?*

EXTENSION

Discuss the Past Perfect Tense in “Never the Monkey”

Remind the students that in the story “Never the Monkey,” Jerry Spinelli says that he knew how to position himself on the starting line of the 50-yard dash because he had watched many track meets before the day of his own race. Read this sentence from the story aloud: “I knew what to do from the many meets I had attended with my father.”

Point out that Jerry Spinelli uses a special verb tense to show that he had watched those other track meets *before* he raced in the 50-yard dash. He puts the helping verb *had* before *attended*. Explain that when writers want to show that one action in the past happened before another action in the past, they add a form of the helping verb *to have* to a past tense of the main verb. Tell the students that this verb tense is called the *past perfect tense*. Explain that *perfect*, in this sense, means “completed”; the tense shows that one action was completed before another.

Read the following sentence from “Never the Monkey” (page 27) and ask students to identify the verb that is in the past perfect tense: “‘Froggy,’ as he was known to everyone but his teachers, had won the fifty-yard dash the year before as a mere fifth grader.” If necessary, explain that *had won* is the verb in the past perfect tense: Froggy won a race one year, and then the next year he ran in the 50-yard dash with Jerry. The past perfect tense helps make clear which action happened first.

Write the following sentence where everyone can see it: *Jerry _____ other races before he ran in his own race.* Explain that a form of the verb *watch* in the past perfect tense is needed to complete the sentence. Ask:

Q *What had Jerry done before he ran in his own race?*

Have a few volunteers share their thinking with the class. If necessary, follow up by asking questions such as:

Q *How do we know that [“had watched”] is in the past perfect tense?*

Skill Practice Note

For more practice with forming and using the perfect verb tenses, see Lesson 13 in the *Skill Practice Teaching Guide*.

In this lesson, the students:

- Informally explore features of personal narratives
- Hear and discuss a personal narrative
- Quick-write about interesting events
- Write freely about things that interest them

GETTING READY TO WRITE

1 Start “Notes About Personal Narratives” Chart

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Remind them that yesterday they heard “Never the Monkey,” a personal narrative by Jerry Spinelli.

Title a sheet of chart paper “Notes About Personal Narratives.” Remind the students that *a personal narrative tells a true story from the author’s own life*. Add this to the chart. Explain that you will continue to add to the chart as they learn more about what makes personal narratives different from other kinds of writing.

2 Read Part of “Shortstop” Aloud

Explain that you will read part of another personal narrative from *Knots in My Yo-yo String* called “Shortstop.” In “Shortstop” the author writes about learning an important lesson. Invite the students to think about the important lesson he learns.

Read the first part of “Shortstop” aloud slowly and clearly (pages 29–31: “From ages eleven to sixteen . . . I nodded. And I never forgot.”), clarifying vocabulary as you read.

Suggested Vocabulary

shortstop: baseball position that requires especially quick thinking and excellent catching and throwing skills (p. 29)

console: comfort (p. 30)

ELL Vocabulary

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

precious cargo: important things being carried (p. 29)

error: mistake (p. 30)

Materials

- Excerpt from “Shortstop” (*Knots in My Yo-yo String*, pages 29–31)
- Chart paper and a marker
- “Writing Time” chart (WA2)

Teacher Note

Save the “Notes About Personal Narratives” chart to use later this week and throughout the unit.



Facilitation Tip

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



Teacher Note

The students began their "Ideas from My Own Life" list on Unit 1, Week 2, Day 1, Step 4 (see page 31).

3 Discuss the Reading

Ask and briefly discuss the questions that follow. Be ready to reread from the text to help the students recall what they heard.

Q *What event does Jerry Spinelli describe in this story?*

Students might say:

"He writes about playing Little League baseball."

"In addition to what [Arturo] said, Jerry learns a lesson when he makes his first error."

"I agree with [Renata]. He learns that he isn't supposed to stand there pounding his glove if he makes an error. He's supposed to keep playing."



Q (Reread the following passage on page 30: "I could hear the ball crunching along the sandy ground. . . the manager was waiting for me.") *What do you see in your mind when you hear this passage? Turn to your partner.*

Point out that in many personal narratives, including this one, the author tells about interesting events from his life and includes sensory details to help the reader see, hear, smell, taste, and feel what is happening.

4 Quick-write: Interesting Events

Ask the students to think quietly about the questions that follow. Say the questions one at a time, pausing after each question (without discussing it) to give the students time to think.

Q *Jerry Spinelli writes about an interesting event that happened to him when he was learning how to play baseball. What are some interesting events you could write about from your own life?*

Q *Jerry Spinelli says he learned a lesson he never forgot from his manager. When did you learn something that you've never forgotten?*

Without discussing the questions, have the students open their notebooks to the page in the writing ideas section labeled "Ideas from My Own Life." Have them review the list and add other interesting events from their own lives that they could write about. Stop the students after 3-4 minutes of silent writing and have partners talk about their thinking; then have them resume writing for a few more minutes.



Signal for the students' attention and ask several volunteers to share their ideas with the class.

Explain that today the students may continue the writing they began during the quick-write, or they may write about anything else that interests them.

WRITING TIME

5 Write Independently

Ask the students to return to their seats. Display the “Writing Time” chart (WA2) and have the students write silently for 20–30 minutes.

Writing Time

- Continue the writing you began in the quick-write.
- Write about anything else that interests you.

WA2

Remind the students to double-space their writing. If necessary, review that during the writing period there should be no talking, whispering, or walking around.

Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

6 Reflect on Writing

Ask and briefly discuss questions such as those that follow. Invite the students to read passages of their writing aloud as they share.

- Q *Who wrote about an interesting event from your life? Tell us about it.*
- Q *What other topics did you write about today? Tell us about them.*

Day 3

Exploring and Drafting Personal Narrative

Materials

- Excerpt from “George Street” (*Knots in My Yo-yo String*, pages 41–42)
- “Notes About Personal Narratives” chart from Day 2
- Class set of “Conference Notes: Focus 1” record sheets (CN1)

In this lesson, the students:

- Hear, discuss, and draft personal narratives
- Visualize sensory details

GETTING READY TO WRITE

1 Gather and Review Sensory Details

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Remind them that yesterday they heard the narrative “Shortstop” by Jerry Spinelli. Ask and briefly discuss:

Q *What do you remember about the story “Shortstop”?*

Review that Jerry Spinelli uses sensory details in his narrative. Remind the students that *sensory details help the reader see, hear, smell, taste, and feel what happens*. Direct the students’ attention to the “Notes About Personal Narratives” chart and add this to it.

2 Read Aloud from “George Street”

Explain that today you will read part of another personal narrative by Jerry Spinelli called “George Street” in which he describes a street he lived on as a child in the 1950s. Point out that in the 1950s, people sometimes used coal to heat their houses. Trucks delivered the coal, which was stored in large bins (boxes) in people’s basements.

Read the first part of “George Street” aloud slowly and clearly (pages 41–42: “Baseball is still baseball . . . Or if I wasn’t pretending that day, I simply ran outside.”), clarifying vocabulary as you read.

Suggested Vocabulary

avalanche: large mass of snow, ice, or earth that suddenly slides down the side of a mountain (p. 41)

cellar: basement (p. 41)

bombardment: heavy gunfire attack (p. 42)

ELL Vocabulary

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

racket: loud noise (p. 42)

3 Discuss the Reading

Ask and briefly discuss the questions that follow. Be ready to reread from the text to help the students recall what they heard.

Q *What was coal day like at Jerry's house?*



Q (Reread the following passage on page 42: "He lifted the hatch and the coal started coming . . . enemy battleship and its sixteen-inch guns.") *What words did you hear that helped you see and hear what was happening? Turn to your partner.*

Students might say:

"Coal day was noisy and dirty."

"I agree with [Blair]. I heard the word *racket*."

"In addition to what [Stuart] said, I heard 'black, choking blizzard.' That makes me imagine black dust everywhere."

4 Visualize Sensory Details

Have the students open their notebooks to the interesting events they listed yesterday. Ask them to choose one of those events and to imagine it with their eyes closed as they listen to the questions that follow. Say the questions one at a time, pausing after each question (without discussing it) to give the students time to think.

Q *What is the event you are imagining?*

Q *Where is the event happening? What does it look like around you?*

Q *What sounds do you hear? What do you smell?*

Q *What do you see moving? How is it moving?*



Ask the students to open their eyes, and have partners talk to each other about what they imagined. After a few moments, signal for their attention and ask:

Q *What did your partner tell you about what she imagined?*

Have a few volunteers share their partners' thinking with the class.

Explain that today you would like all of the students to try writing a true story about an experience from their own lives. They may continue a piece they started earlier or begin a new one. Direct their attention to the "Notes About Personal Narratives" chart and review the items on it. Encourage the students to keep these things in mind as they begin writing personal narratives today.

Teacher Note

To review the procedure for "Turn to Your Partner," see Unit 1, Week 1, Day 2 (page 11). To see an example, view "Using 'Turn to Your Partner'" (AV11).



Teacher Note

In this lesson, the students are just beginning to explore personal narrative. They are not expected to know or incorporate specific features of the genre into their writing at this point. They will build on their understanding as they explore the genre over the coming weeks.

Teacher Note

The students will write all first drafts of personal narratives, double-spaced, in their notebooks. In Week 3, they will select one of the drafts to develop and publish. Double-spacing now allows space for revision later. The students will write their final versions in Week 4 on loose, lined paper (or on a computer, if available).

Teacher Note

To see an example of a teacher conferring with individual students, view “Conferring About Personal Narrative” (AV40).



WRITING TIME

5 Draft Personal Narratives

Have the students return to their seats and work silently on personal narratives for 20–30 minutes. Remind them to double-space their writing.

Join the students in writing for a few minutes; then begin conferring with individual students.



TEACHER CONFERENCE NOTE

Over the next two weeks, confer with individual students about their personal narratives. Ask each student to show you his writing and read some of it aloud to you. Help the student extend his thinking about personal narrative by asking questions such as:

- Q *Why did you choose to write about this [event/memory/thing]?*
- Q *What else do you remember about it that you can add to the narrative?*
- Q *What words are you using to describe what you [saw/heard/smelled/tasted/felt]?*
- Q *What other experiences from your own life might you want to write about?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 38 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

6 Share and Reflect on Writing

Ask and discuss the question that follows, inviting the students to read passages of their writing aloud if they wish.

- Q *What interesting event from your own life did you write about? Tell us about it.*

Explain that the students will continue to write drafts of personal narratives during the coming weeks.

WRITING ABOUT READING

Write Opinions About Jerry Spinelli's Ideas Regarding Radio and TV

Show the cover of *Knots in My Yo-yo String* and remind the students that earlier they heard a story from the book called "George Street." Remind the students that in the story, the author, Jerry Spinelli, explains his ideas regarding radio and TV. Ask:

Q *What do you remember about Jerry Spinelli's thoughts on radio and TV?*

Have a few volunteers share their thinking. Then explain that you will reread what Jerry Spinelli wrote about radio and TV. Distribute copies of "Excerpt from 'George Street'" and explain that the passage you will read is reproduced there. Ask the students to follow along as you read aloud. Reread the first full paragraph on page 43 of the book aloud, starting with "For radio was a partnership" and ending with ". . . when the camera is the person."

Q *What does Jerry Spinelli think about radio and TV? What in the story makes you think so?*

Students might say:

"I think Jerry Spinelli doesn't like TV. He says that it makes you a 'passive dartboard.'"

"I agree with [Rashida] because Jerry Spinelli also says that 'our eyes enslave us' when we watch TV."

"I agree with [Binh and Rashida] because he makes it sound as though kids had better imaginations when they listened to radio and had to create pictures in their own heads."

Explain that the students will each write a paragraph about what they think of Jerry Spinelli's ideas about radio and TV. Tell the students that readers often have different opinions about what is written in a story, and that is fine. What is important is that they understand the author's opinion and explain it accurately. Ask the students to watch as you think aloud and model writing a paragraph about what you think of Jerry Spinelli's ideas about radio and TV.

Materials

- *Knots in My Yo-yo String* from Day 3
- Copy of "Excerpt from 'George Street'" (BLM2) for each student

Teacher Note

Prior to doing this activity, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Excerpt from 'George Street'" (BLM2). Make a copy for each student; set aside a copy for yourself.

You might say:

"I think that some of what Jerry Spinelli says makes good sense, but I don't think television is always bad. I'll start by writing: *In Jerry Spinelli's story 'George Street,' the author says that it takes more imagination to listen to the radio than it does to watch TV. I think that is often true, but I still think people can learn a lot while watching some TV programs.* Notice that I stated my opinion and put the title of the story and author in the opening sentences. Now I need to explain my thinking using facts and details. I'll write: *Jerry Spinelli writes that the radio 'furnished the sounds, and the listener supplied the pictures.' I agree that radio makes us picture things in our own heads, but we have to know what the things look like to be able to picture them. Television can show me things I could never imagine. For instance, when I watch nature programs about African jungles, I see animals and plants I could never picture from just listening to sounds.* Now I need a closing sentence. I'll write: *Jerry Spinelli complains about television, but I think that sometimes TV can show us things we could never imagine on our own."*

Explain that each student should start her paragraph with an opening sentence that states her opinion and includes the title and author of the story, give a reason for her opinion and a fact or detail from the story to support her reason, and provide a closing sentence that wraps up her writing. Have the students return to their seats and write about their opinions. If time permits, invite the students to share their opinions with the class.

Day 4

Exploring and Drafting Personal Narrative

Materials

- Excerpt from "Mrs. Seeton's Whistle" (WA3)
- "Notes About Personal Narratives" chart from Day 3
- *Student Writing Handbook* page 6

In this lesson, the students:

- Hear and discuss a personal narrative
- Explore sensory details in a passage
- Draft personal narratives
- Express interest in and appreciation for one another's writing
- Ask one another questions about their writing

GETTING READY TO WRITE

1 Briefly Review Personal Narrative

Have the students bring their *Student Writing Handbooks* and pencils and gather with partners sitting together, facing you. Review that

yesterday they began writing drafts of personal narratives. Ask and briefly discuss:

Q *What makes personal narrative writing different from other kinds of writing?*

If necessary, review the “Notes About Personal Narratives” chart to help the students remember what they learned. Add any new ideas they mention.

2 Read Part of “Mrs. Seeton’s Whistle” Aloud

Explain that you will read aloud a part of a personal narrative called “Mrs. Seeton’s Whistle” in which Jerry Spinelli writes about one small memory he has. Ask the students to think about what he does to make this memory feel real to us as readers.

Read aloud the section on pages 53–55 that begins “In the warmer months of the year . . .” and ends with “. . . waiting where I have yet to arrive.” Clarify vocabulary as you read.

Suggested Vocabulary

flanking the ice: on either side of the ice (p. 54)

castanet: musical instrument that makes a clacking noise (p. 54)

relishing: greatly enjoying (p. 54)

ELL Vocabulary

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

our routes about town changed: our ways of going around town changed (p. 54)

3 Explore Sensory Details

Ask and briefly discuss:

Q *What did you imagine seeing as you listened to this passage?*

Q *What did you imagine hearing?*

Q *What other senses did you imagine using?*



Ask the students to open to *Student Writing Handbook* page 6 as you display “Excerpt from ‘Mrs. Seeton’s Whistle’” (© WA3). Ask partners to reread the passage and together underline words that help them imagine using their senses.

After a few moments, ask pairs to share words they underlined with the class. Underline words on the displayed excerpt as the students report them.

Teacher Note

If it is helpful, write the five senses on the board for students to refer to: *sight, hearing, smell, taste, and touch.*

Some sensory details in this narrative are “clacked it like a castanet,” “the winter on our tongues,” and “heat waves dance above the street.”

Point out that Jerry Spinelli’s memories become real to us because he includes sensory details, or words that help us imagine what is happening, using our senses.

Explain that the students will continue to write personal narratives today, and encourage them to look for places where they can include sensory details. They may continue a personal narrative they started earlier or begin a new one.

WRITING TIME

4 Draft Personal Narratives

Have the students return to their seats and work silently on personal narratives for 20–30 minutes. Join them in writing for a few minutes; then confer with individual students.



TEACHER CONFERENCE NOTE

Continue to confer with individual students, having each show and read some of her writing aloud to you. Help the student extend her thinking about personal narrative by asking questions such as:

- Q *Why did you choose to write about this [event/memory/thing]?*
- Q *What else do you remember about it that you can add to the narrative?*
- Q *What words are you using to describe what you [saw/heard/smelled/tasted/felt]?*
- Q *What other experiences from your own life might you want to write about?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 38 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Share and Reflect on Writing

Have a few volunteers read their writing aloud. Encourage the other students to express their interest or appreciation after each reading. Ask questions such as:

- Q *What did you like about [Marie’s] piece?*
- Q *What questions can we ask [Jorge] about what he wrote?*

Explain that the students will continue to draft personal narratives tomorrow.

In this lesson, the students:

- Review sensory details
- Draft personal narratives
- Express interest in one another’s writing
- Ask one another questions about their writing

Materials

- “Notes About Personal Narratives” chart from Day 4

GETTING READY TO WRITE

1 Gather and Review Sensory Details

Gather the class with partners sitting together, facing you. Review that yesterday the students heard “Mrs. Seeton’s Whistle” by Jerry Spinelli. Ask and briefly discuss:

Q *What do you remember about the story “Mrs. Seeton’s Whistle”?*

Review that Jerry Spinelli uses sensory details in his narrative. Direct the students’ attention to the “Notes About Personal Narratives” chart and remind them that including sensory details in a story helps the reader see, hear, smell, taste, or feel what is happening.

Explain that the students will continue to write personal narratives today, and encourage them to look for places where they can include sensory details. They may continue a personal narrative they started earlier or begin a new one.

WRITING TIME

2 Draft Personal Narratives

Have the students return to their seats and work silently on personal narratives for 20–30 minutes. Join them in writing for a few minutes; then confer with individual students.

Teacher Note

The intention in this activity is to hear one sentence from every student in the class. This lets the students hear what their classmates are writing and builds their accountability. After they underline their sentences, have them put their pencils away. Have them read their sentences promptly, one after another, without stopping to comment. In the discussion afterward, they are not expected to remember every sentence they heard.



TEACHER CONFERENCE NOTE

Continue to confer with individual students, having each show and read some of his writing aloud to you. Help the student extend his thinking about personal narrative by asking questions such as:

- Q *Why did you choose to write about this [event/memory/thing]?*
- Q *What else do you remember about it that you can add to the narrative?*
- Q *What words are you using to describe what you [saw/heard/smelled/tasted/felt]?*
- Q *What other experiences from your own life might you want to write about?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 38 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

3 Share One Sentence and Reflect

Ask the students to review the writing they did today and have them each underline one sentence they would like to share with the class. Give the students a moment to select their sentences; then go around the room and have each student read her sentence aloud, without comment.

Facilitate a brief discussion using questions such as:

- Q *What sentence did you hear that got you interested in someone else’s writing?*
- Q *What questions do you want to ask a classmate about his or her writing?*

Explain that the students will continue to write drafts of personal narratives during the coming weeks.

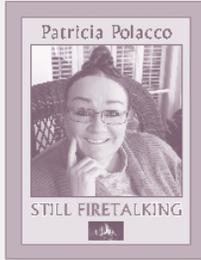
EXTENSION

Read More from *Knots in My Yo-yo String*

If your students are interested, read and discuss other chapters from *Knots in My Yo-yo String*. Take time to discuss the way the author's everyday experiences provided ideas for an entire book. Encourage the students to continue to think about interesting events in their own lives that they can write about.

Week 2

OVERVIEW



Still Firetalking

by Patricia Polacco

Patricia Polacco tells her true life story.

Essays

“On Respect” and “On Helping Others”

excerpted from *Writing from the Heart: Young People Share Their Wisdom*, edited by Peggy Veljkovic and Arthur J. Schwartz
(see pages 160-162)

Two young people learn important lessons from people they meet.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA4–WA9

Assessment Forms

- “Class Assessment Record” sheet (CA2)
- “Conference Notes: Focus 1” record sheet (CN1)

Professional Development Media

- “Building a Community of Writers” (AV1)
- “Sharing One Sentence and Reflecting” (AV42)
- “Using Web-based Teaching Resources” tutorial (AV75)

TEACHER AS WRITER

“Try to be one of the people on whom nothing is lost!”

— Henry James

Select one of the pieces you wrote last week about a memorable event and reread it. Where could you include words and phrases that would help a reader imagine using her senses? See how many senses you can appeal to with the sensory details you add to your piece.

Writing Focus

- Students hear, discuss, and draft personal narratives.
- Students explore sensory details.
- Students informally explore learning (or change) in personal narratives.
- Students confer with one another and the teacher.

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students make decisions and solve problems respectfully.
- Students express interest in and appreciation for one another’s writing.

DO AHEAD

- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA2) on page 33 of the *Assessment Resource Book*.

Day 1

Exploring and Drafting Personal Narrative

Materials

- *Still Firetalking*
- *Meteor!* from Unit 1
- *My Rotten Redheaded Older Brother* from Unit 1
- “Writing Time” chart (WA4)

In this lesson, the students:

- Hear, discuss, and draft personal narratives
- Explore writing about things they learned from others
- Quick-write about things they learned from others
- Listen respectfully to the thinking of others and share their own

GETTING READY TO WRITE

1 Gather and Briefly Review Week 1

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Review that they have been exploring personal narratives. Last week, they heard several selections from *Knots in My Yo-yo String*. This week, they will hear personal narratives by some other writers, and they will continue to write their own drafts. Next week they will select one of their drafts to work on and publish for the class library.

2 Read the First Half of *Still Firetalking* Aloud

Show the cover of *Still Firetalking* and read aloud the title and author’s name. Show the covers of *Meteor!* and *My Rotten Redheaded Older Brother* and remind the students that they heard these two stories by Patricia Polacco earlier this year. Explain that in *Still Firetalking*, Patricia Polacco tells about her own life and how she became a writer. The students will hear the first half of the book today and the second half tomorrow.

Read pages 1–15 aloud, showing the photographs, illustrations, and map and clarifying vocabulary as you read.

Suggested Vocabulary

restoring ancient icons: taking care of very old works of art (p. 14)

ELL Vocabulary

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

traveling salesman: person whose job is to travel around selling things (p. 10)

scrambles: puts things out of order (p. 13)

3 Briefly Discuss the Reading

Ask and briefly discuss:

- Q *What challenges did Patricia face as a child?*
- Q *What did she learn from others?*

4 Quick-write: What Students Have Learned from Others

Use “Think, Pair, Share” to discuss:



- Q (Reread page 9 aloud.) *Patricia tells us that she wrote about something her grandmother taught her how to do. What is something that someone has taught you how to do that you might be able to write about? [pause] Turn to your partner.*

Have the students open their notebooks to the next blank page and spend a few minutes writing about something they have learned from someone else. Encourage them to describe who taught them the lesson and to explain how the person taught it to them. After a few moments, call for the students’ attention and have a few volunteers share what they wrote with the class.

Explain that during Writing Time today the students may continue the piece each started during the quick-write or work on any personal narrative.

WRITING TIME

5 Write Independently

Ask the students to return to their seats. Display the “Writing Time” chart (WA4) and have the students write silently for 20–30 minutes.

Writing Time

- Continue the piece you started during the quick-write.
- Write about something else that someone has taught you how to do.
- Work on a personal narrative you started earlier.
- Start a new personal narrative about anything from your own life.

WA4

Join the students in writing for a few minutes; then confer with individual students.



TEACHER CONFERENCE NOTE

As you did in Week 1, continue to confer with individual students, having each show and read some of her writing aloud to you. Help the student extend her thinking about personal narrative by asking questions such as:

- Q *Why did you choose to write about this [event/memory/thing]?*
- Q *What else do you remember about it that you can add to the narrative?*
- Q *What words are you using to describe what you [saw/heard/smelled/tasted/felt]?*
- Q *What other experiences from your own life might you want to write about?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 38 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

6 Briefly Share Writing and Reflect

Ask and briefly discuss questions such as those that follow. Invite the students to read passages of their writing aloud as they share.

- Q *Who wrote about something that someone taught you how to do? Tell us about it.*
- Q *What other topics did you write about? Tell us about it.*

In this lesson, the students:

- Hear, discuss, and draft personal narratives
- Explore writing about things they collect
- Share their partners' thinking with the class
- Discuss and solve problems that arise in their work together

GETTING READY TO WRITE

1 Read the Second Half of *Still Firetalking* Aloud

Gather the class with partners sitting together, facing you. Review that yesterday the students heard the first half of *Still Firetalking* by Patricia Polacco. Ask and briefly discuss:

Q *What did we learn about Patricia Polacco from yesterday's reading?*

Explain that you will read the second half of the book today. Encourage the students to listen for the way Patricia Polacco got ideas for stories from her own life.

Read pages 16–31 aloud slowly and clearly, showing the photographs and illustrations and clarifying vocabulary as you read.

Suggested Vocabulary

geodes: rocks that contain crystals (p. 21; refer to the photograph)

manuscripts: an author's draft writing (p. 26)

condense: make shorter (p. 26)

2 Discuss the Reading

Ask and briefly discuss:

Q *What ideas for stories did Patricia get from her own life?*

Q *What did you learn about the process Patricia goes through to make a book?*

Use “Think, Pair, Share” to discuss the following question. Alert the students to be ready to share what their partners said with the class.



Q (Reread page 21 aloud.) *Patricia tells us that her mother collected geodes and rocks. What do you collect, or what would you like to collect, and why?*
[pause] *Turn to your partner.*

Have a few volunteers share with the class what their partners said.

Materials

- *Still Firetalking*
- “Writing Time” chart (WA5)

ELL Note

You might provide the prompt “I learned that she . . .” to your English Language Learners to help them verbalize their answers to this question.

Students might say:

“My partner collects shells and pebbles from the beach.”

“My partner said he wants to collect stickers. He has a few already.”

“My partner says she has a collection of model airplanes.”

Invite the students to continue thinking about something they collect or would like to collect. Have them write about it during Writing Time, if they wish. Explain that you would like everyone to work on a personal narrative today. Encourage the students to try to include sensory details in their writing.

WRITING TIME

3 Write Independently

Have the students get out their notebooks and pencils and sit at desks with partners together. Display the “Writing Time” chart (WA5) and have the students write silently for 20–30 minutes.

Writing Time

- Write about something you collect or would like to collect.
- Work on a personal narrative you started earlier.
- Start a new personal narrative about anything from your own life.

WA5

Join the students in writing for a few minutes; then confer with individual students.



TEACHER CONFERENCE NOTE

Continue to confer with individual students, having each show and read some of his writing aloud to you. Help the student extend his thinking about personal narrative by asking questions such as:

- Q *Why did you choose to write about this [event/memory/thing]?*
- Q *What else do you remember about it that you can add to the narrative?*
- Q *What words are you using to describe what you [saw/heard/smelled/tasted/felt]?*
- Q *What other experiences from your own life might you want to write about?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 38 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Share Writing in Pairs

Explain that partners will share with each other what they wrote today. Alert the students to be ready to share something their partners wrote about during the whole-class discussion.



Have partners share; then signal for their attention and ask questions such as:

- Q *What did your partner write about today?*
- Q *Did your partner include any sensory details in his or her writing? Tell us about one.*

Have the students reflect on their partner work by asking:

- Q *What problems, if any, did you and your partner have working together today? What can you do to avoid those problems next time?*



TECHNOLOGY EXTENSION

Learn More About Patricia Polacco

To learn more about Patricia Polacco and her work, have the students watch a video of her speaking about her writing or read an interview with her. To find a video or print interview with the author, search online with her name and the keyword “video” or “interview.” Have the students listen to or view portions of the interview to learn more about how Patricia Polacco gets ideas and creates the illustrations for her stories. You might provide the students with the opportunity to use some of Patricia Polacco’s techniques to create illustrations for their own stories.

Teacher Note

Questions like this help the students develop good working relationships with their partners. When students feel connected to others, they learn to relax and take the risks necessary to grow academically, socially, and ethically. For more information, view “Building a Community of Writers” (AV1).



Technology Tip

For more information about using web-based resources, view the “Using Web-based Teaching Resources” tutorial (AV75).



Day 3

Exploring and Drafting Personal Narrative

Materials

- “On Respect: What I Learned from Carl” (see page 160)
- *Student Writing Handbook* page 8
- “Writing Time” chart (WA6)

In this lesson, the students:

- Hear, discuss, and draft personal narratives
- Explore learning (or change) in personal narratives
- Quick-write about a lesson they learned

GETTING READY TO WRITE

1 Read “On Respect: What I Learned from Carl” Aloud

Have the students bring their *Student Writing Handbooks*, notebooks, and pencils and gather with partners sitting together, facing you. Review that the students have been writing drafts of personal narratives and that next week they will select one to develop, revise, and publish for the class.

Explain that today you will read a personal narrative written by a 17 year old named Nick Maney. Read the title of the piece and invite the students to listen to the story and think about what Nick learns from Carl.

Read the essay aloud slowly and clearly (see “On Respect: What I Learned from Carl” on page 160). Clarify vocabulary as you read.

Suggested Vocabulary

commuters: people traveling to or from work or school



ELL Vocabulary

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

occupant of the seat: person sitting in the seat

Teacher Note

Some sensory details in this narrative are “mechanical hiss,” “dizzying engine-exhaust fumes,” “rocking of the bus,” and “older man in a grey suit, well-worn dress shoes, and a black hat like I always pictured reporters wearing, but without the little press card.”

2 Discuss the Reading

Ask the students to open their *Student Writing Handbooks* to page 8, where the narrative you just read is reproduced. Ask them to reread the narrative quietly. After several minutes, signal for their attention and ask:

- Q *What is the episode that Nick Maney describes?*
- Q *What sensory details tell you what it is like on this bus?*
- Q *What does Nick learn from Carl, and what sentences tell you so?*

Students might say:

"Nick describes meeting an older man on the bus and talking to him."

"In addition to what [Angela] said, Nick learns that Carl is like him, even though he's an older man. He says 'I would have never thought before that day that I could have anything in common with someone so much older than I, just because of age.'"

3 Quick-write: A Valuable Lesson

Use "Think, Pair, Share" to discuss:



Q *If you were going to write a personal narrative about something you've learned from someone, what might you write about? [pause] Turn to your partner.*

Ask the students to open their notebooks to the next blank page and spend a few minutes writing about something they learned from someone. If the students have difficulty generating ideas, call for their attention and model thinking aloud and writing a few sentences about a time when you learned something.

You might say:

"One day, I learned a lesson at the beach. I left my clothes and towel on the sand and forgot about them. Later, the lifeguard told me that the tide had come in and washed them out to sea!"

After about 5 minutes, signal for their attention and have a few volunteers share what they wrote with the class.

Explain that the students will continue to work on personal narratives today. They may work on the pieces they started during the quick-write or on other personal narratives. Encourage the students to think about what they learned from the episodes they are writing about and to include this information in their narratives.

WRITING TIME

4 Draft Personal Narratives

Ask the students to return to their seats. Display the "Writing Time" chart (WA6) and have the students write silently for 20–30 minutes.

Writing Time

- Work on the piece you started during the quick-write.
- Continue a personal narrative you started earlier.
- Start a new personal narrative.
- Include sensory details in your writing.

WA6

Join the students in writing for a few minutes; then confer with individual students.



TEACHER CONFERENCE NOTE

Continue to confer with individual students, having each show and read some of her writing aloud to you. Help the student extend her thinking about personal narrative by asking questions such as:

- Q *Why did you choose to write about this [event/memory/thing]?*
- Q *What else do you remember about it that you can add to the narrative?*
- Q *What words are you using to describe what you [saw/heard/smelled/tasted/felt]?*
- Q *What other experiences from your own life might you want to write about?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 38 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Briefly Share Writing and Reflect

Ask and briefly discuss questions such as the ones that follow. Invite the students to read passages of their writing aloud as they share.

- Q *Who wrote about a time you learned something? Tell us about it.*
- Q *What other topics did you write about? Tell us about it.*

In this lesson, the students:

- Hear, discuss, and draft personal narratives
- Explore the idea of learning in personal narratives
- Quick-write about compassion and respect
- Express interest in one another's writing

GETTING READY TO WRITE

1 Add to “Notes About Personal Narratives” Chart

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Remind the students that they heard “On Respect: What I Learned from Carl” by Nick Maney yesterday. Ask:

Q *We talked about how Nick learned something in this story. What did he learn?*

Explain that good personal narratives usually include some information about what the writer learns or how he or she changes as a result of what happens. In “On Respect,” Nick changes the way he thinks about other people as a result of meeting Carl on the bus.

Direct the students' attention to the “Notes About Personal Narratives” chart and add *the writer learns something* to it. Explain that you will read another narrative by a young person today. Invite the students to listen for what the writer learns.

2 Read “On Helping Others: Learning a Valuable Lesson” Aloud

Explain that today's personal narrative was written by a 19 year old named Laia Mitchell. She describes an episode in which she “learns a valuable lesson.”

Read the essay aloud slowly and clearly (see “On Helping Others: Learning a Valuable Lesson” on page 162). Clarify vocabulary as you read.

Materials

- “On Helping Others: Learning a Valuable Lesson” (see page 162)
- “Notes About Personal Narratives” chart from Week 1
- “Writing Time” chart (WA7)
- “Class Assessment Record” sheet (CA2)

Teacher Note

The concept of learning (or change) in personal narratives can be challenging for students. In this unit, the students begin to explore the idea very informally. They are not expected to incorporate this concept consistently into their own personal narratives at this point, although some students may be able to.

Suggested Vocabulary

migrant workers: people who move from farm to farm in order to work

renovating: repairing, fixing

ELL Vocabulary

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

team of youth: group of young people

labor: work

slowing their routine: slowing down their normal work

3 Discuss the Reading

Ask and briefly discuss the questions that follow. Be ready to reread from the text to help the students recall what they heard.

- Q** *What does Laia write about in this personal narrative?*
- Q** (Reread the following passage: “I think often of the girl . . . be part of the human family.”) *What valuable lesson do you think Laia Mitchell learns?*

Students might say:

“I think Laia learns about caring for other people. She says ‘Her family sparked my belief in the necessity of caring, compassionate respect for others.’”

“I agree with [Renaldo]. Laia also says that people who have a lot have a responsibility to share with people who don’t have much.”

4 Quick-write: Compassion and Respect

Use “Think, Pair, Share” to discuss:



- Q** *Laia comes to believe in the necessity of “caring, compassionate respect for others.” When was a time you acted in a caring and compassionate way toward another person? [pause] Turn to your partner.*

Ask the students to open their notebooks to the next blank page and spend a few minutes writing about a time they acted in a caring and compassionate way toward another person. After about 5 minutes, call for the students’ attention and have a few volunteers share what they wrote with the class.

Explain that the students will continue to work on personal narratives today. They may work on the piece they started during the quick-write or on another personal narrative. Encourage them to think about what they learned or how they changed as a result of the experience they are writing about.

WRITING TIME

5 Draft Personal Narratives

Ask the students to return to their seats. Display the “Writing Time” chart (WA7) and have the students write silently for 20–30 minutes.

Writing Time

- Work on the piece you started during the quick-write.
- Write about things you have heard or learned from other people.
- Continue a personal narrative you started earlier.
- Start a new personal narrative.

WA7

Join the students in writing for a few minutes; then walk around and observe, assisting students as needed.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students write with engagement about their own lives?
- Do they include sensory details in their writing?
- Do they attempt to include information about what they learned or how they changed in their personal narratives?
- Will all the students have personal narrative drafts that they can start to develop for publication next week?

If necessary, work with individual students to ensure that all students will have drafts that they can develop for publication, beginning on Day 1 of next week.

Record your observations on the “Class Assessment Record” sheet (CA2); see page 33 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

TEKS 12.A.i
Student/Teacher Activity
Step 5

Teacher Note

To see an example of this technique, view “Sharing One Sentence and Reflecting” (AV42).



SHARING AND REFLECTING

6 Share One Sentence and Reflect

Ask the students to review the writing they did today and each underline one sentence to share with the class. Give the students a moment to select their sentences; then go around the room and have each student read his sentence aloud, without comment.

After all the students have read their sentences, facilitate a brief discussion by asking questions such as:

- Q *What sentence did you hear that got you interested in someone else’s writing?*
- Q *What questions do you want to ask a classmate about his or her writing?*

Day 5

Exploring Personal Narrative and Pair Conferencing

Materials

- “On Helping Others” (WA8)
- *Student Writing Handbook* page 10
- “Writing Time” chart (WA9)

In this lesson, the students:

- Explore verb tense consistency
- Draft personal narratives
- Practice procedures for pair conferences
- Express interest in and appreciation for one another’s writing

GETTING READY TO WRITE

1 Gather and Briefly Review

Have the students bring their *Student Writing Handbooks*, notebooks, and pencils and gather with partners sitting together, facing you. Remind the students that they heard “On Helping Others” by a 19-year-old author named Laia yesterday. Ask:

- Q *We talked about how Laia learned something from the people she met on the farms in Florida. What did she learn?*

If necessary, review that in “On Helping Others,” Laia learns that people need to be compassionate and share with one another. Review that a good personal narrative usually includes some information about what the writer learns or how she changes as a result of what happens.

2 Analyze Verb Tense Consistency in “On Helping Others”

Display “On Helping Others” (WA8) and tell the students that the author, Laia, does something that good writers do: she makes sure that the verbs in her story are in the same tense. Explain that keeping verb tenses consistent (the same) helps readers follow the events of the story. Underline the pairs of simple subjects and simple predicates in the first paragraph: *plants looked*, *It was*, *I was*, and *lesson came*. Point out that Laia keeps the verb tenses in the past tense because all the actions occurred before she wrote her personal narrative. Explain that if she had wanted the story to sound as though it were happening while the reader was reading it, she would have used all present tense verbs: *look*, *is*, *is*, and *come*. Remind the students that it is important to keep verb tenses consistent to avoid confusing readers about when events took place.



Ask the students to open to *Student Writing Handbook* page 10 where the personal narrative is reproduced. Have partners work together to underline the pairs of simple subjects and simple predicates in the second paragraph.

After a few minutes, have volunteers share their list of predicates and identify their tense. As they identify the verbs, underline them on the displayed essay. Some students may incorrectly identify words that look like verbs but function as nouns, adjectives, or adverbs. Affirm their attempts by saying, “In other situations, that word does function as a verb. But here it isn’t the action that the subject performs.” Then redirect the students’ attention to the subject and predicate pair in the sentence.

3 Analyze Writing for Consistency in Verb Tense

Have the students reread the writing they did yesterday and underline the subject and predicate pairs in their sentences. After a moment, have partners turn to each other and share the verbs they underlined. Ask:



Q *Are the verbs all in the same tense?*

Q *If not, is there a good reason to shift the verb tense? Will the shift in verb tense confuse readers?*

Have students correct any verbs they found that are not in the correct tense.

Skill Practice Note

For more practice with recognizing and correcting shifts in verb tense, see Lesson 15 in the *Skill Practice Teaching Guide*.

Teacher Note

The pairs of subjects and predicates in the second paragraph of “On Helping Others” are: “family invited,” “we rose,” “we dressed,” “we went,” “They smiled,” “I met,” “who was,” “She and her brother taught,” “they showed,” “they kept,” “they laughed,” “we took,” “I realized,” “I had,” “I learned,” “I met,” “They came,” “life depended,” “family took,” “They understood,” “We were,” “who seemed,” “it was,” “who had,” “I saw,” “who had,” and “They understood.”

Teacher Note

You may want to shorten today's Writing Time slightly to leave more time for the pair conferences in Step 5.

WRITING TIME

4 Draft Personal Narratives

Ask the students to return to their seats. Display the “Writing Time” chart (WA9) and have the students write silently for 20–30 minutes.

Writing Time

- Write about things you have heard or learned from others.
- Continue a personal narrative you started earlier.
- Start a new personal narrative.

WA9

Join the students in writing for a few minutes; then confer with individual students.



TEACHER CONFERENCE NOTE

Continue to confer with individual students, having each show and read some of his writing aloud to you. Help the student extend his thinking about personal narrative by asking questions such as:

- Q *Why did you choose to write about this [event/memory/thing]?*
- Q *What else do you remember about it that you can add to the narrative?*
- Q *What words are you using to describe what you [saw/heard/smelled/tasted/felt]?*
- Q *What verb tense—for example, past or present tense—are you using in your story?*
- Q *What other experiences from your own life might you want to write about?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 38 of the *Assessment Resource Book*. Beginning next week, the focus of the individual student conferences will change. If you have not met with all of your students to discuss the questions above, you may wish to do so before changing the conference focus.

Signal to let the students know when Writing Time is over.

5 Confer in Pairs About Personal Narrative Drafts

Explain that today each student will read one of her personal narrative drafts to her partner and confer about it. Briefly review the procedure you established for pair conferring (see Unit 1, Week 3, Day 2 on page 52) and remind the students that *conferring* means not only reading their writing to each other but talking about it as well. Explain that today partners will tell each other one thing they like about the other's draft. Ask and briefly discuss:

Q *What will you do during the conference to show that you are interested in your partner's draft?*

Students might say:

"I'll show I'm interested by asking my partner questions about his draft."

"I'll make sure to keep my hands and body still so that I don't get distracted."

"I'll listen to my partner's whole story without interrupting."

"I will tell her things I liked in her story."



Have partners share their writing. Have the students pay attention to what their partners do to show they are interested in each others' drafts.

SHARING AND REFLECTING

6 Reflect on Pair Conferences

Help partners reflect on their work together by asking questions such as:

- Q** *What did your partner do to show interest in your draft? How did that feel?*
- Q** *What did your partner say to show you that he was interested? How did that make you feel?*
- Q** *Why is it important that we all get to feel that our partners are interested in our writing?*

TEKS 1.A.ii
Student/Teacher Activity
Step 5 (all)

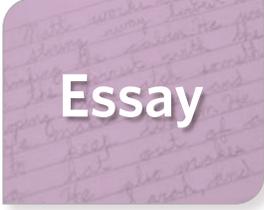
Teacher Note

Consider having pairs spread out so partners can better hear each other. If necessary, signal about halfway through sharing time so partners can switch roles if they have not yet done so.



Facilitation Tip

Notice the **open-ended questions** that you are asking during this discussion. To study the effect of open-ended questions on students' thinking, experiment by asking a closed question first (*Did your partner do or say something to show interest in your draft? Do you think it's important that we all get to feel that our partners are interested in our writing?*) and noting the response. Then restate the question as an open-ended question and note the response. Remember to use 5-10 seconds of **wait-time** after the question before you invite the students to respond.



Essay

On Respect: What I Learned from Carl

by Nick Maney, age 17

from *Writing from the Heart: Young People Share Their Wisdom*,
edited by Peggy Veljkovic and Arthur J. Schwartz

My mind seems always to return to the day that I met Carl. The city bus, with its mechanical hiss and its slightly dizzying engine-exhaust fumes, stopped at the corner of 31st and Centennial Drive to pick up the daily commuters, a group in which I was included. Boarding the bus, I looked, seemingly in vain, for a place to sit, because I hated standing in the aisle and being subjected to the rocking of the bus. At last, I spotted a place to sit near the back. The occupant of the seat next to the one I was going for was an older man in a grey suit, well-worn dress shoes, and a black hat like I always pictured reporters wearing, but without the little press card. Sliding into the seat next to the man, I began to read the book I'd been carrying, which was Jack Kerouac's *On the Road*. The man in the seat next to me introduced himself by asking if I'd read any other books like the one I was currently holding, books from the same era. When I told him I had, he seemed to become interested, and, to tell the truth, so did I.

He introduced himself as Carl. He told me about how he used to play the trumpet back in the fifties in jazz clubs. He asked if I like jazz, and I told him that I didn't really listen to it, that I liked punk music. Waiting for Carl to tell me that I should listen to "real music" I was shocked when he just smiled and nodded. He said, "you remind me of myself when I was your age. I remember how my parents hated jazz, how they couldn't see how I could listen to 'that awful noise.' I bet your parents say the same thing, don't they?" Now it was my turn to smile, amused with how right he was.

As the bus ferried us from one side of the city to the other, Carl and I talked about a lot of different things. The more we talked, the more amazed I became at how much the two of us really had in common, despite the age difference. Finally, Carl got off at his stop, and mine was soon after. I haven't seen him since then, but the thought of our connection that day rarely leaves my mind.

(continues)

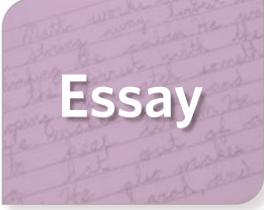
Excerpt "On Helping Others: Learning a Valuable Lesson," by Laia Mitchell from *Writing from the Heart*, edited by Peggy Veljkovic and Arthur J. Schwartz, 2001. Reprinted with the permission of Templeton Foundation Press, Philadelphia, PA.

On Respect: What I Learned from Carl

(continued)

Carl really made me think about how much we can learn from each other if we just break through the barriers we've got. I mean, I would have never thought before that day that I could have anything in common with someone so much older than I, just because of age. But Carl taught me that no matter what, we're all just people, and that we should make an extra effort to try and get to know our neighbors and people we see every day, regardless of age, or of race, religion, sex, or anything else. If we all took the time to attempt to understand each other, I think that the world would be a much better place that we could share together, as humans.

Excerpt from "On Respect: What I Learned from Carl" by Nick Maney from *Writing from the Heart*, edited by Peggy Veljkovic and Arthur J. Schwartz, 2001. Reprinted with the permission of Templeton Foundation Press, Philadelphia, PA.



Essay

On Helping Others: Learning a Valuable Lesson

by Laia Mitchell, age 19

from *Writing from the Heart: Young People Share Their Wisdom*,
edited by Peggy Veljkovic and Arthur J. Schwartz

From my seat in the van, the rows of tomato plants looked like neatly laid pick-up-sticks. It was harvest time near Quincy, Florida, picking season for hundreds of migrant workers. With a team of youth, I was ready to spend a week renovating an old church and community center. Yet after that week of labor, my most valuable lesson came not from my own efforts, but from spending time with the church community.

One kind family invited us to come with them to the tomato fields. Early in the morning we rose, dressed in long sleeves for protection, and went to meet the family. They smiled, slowing their routine to be patient with us. I met their daughter, who was almost my age. She and her brother taught me how to pick the best tomatoes, those of good size and color. In the hot sun, they showed us where they kept water, and laughed with us when we took breaks. I realized how much I had in common with the girl, two young people with hopes and dreams, separated only by space and culture. I learned what it is to understand, to be open to new people and ways of life. That Sunday, I met the girl and her brother again. They came to the church bringing tomatoes and fresh watermelon to share. This family, whose life depended on filling baskets with tomatoes, took precious time to share their profits with us, with me. They understood the joy and goodness of life far better than any of us, teenagers from the city. We were the ones who seemed to have everything, yet it was I who had so much to learn. From their warm and open kindness, I saw the beauty of sharing with others. They, who had little, truly understood the value of giving.

I think often of the girl and her family, where they moved, and how they are living. Her family sparked my belief in the necessity of caring, compassionate respect for others. The migrant people showed me that I, one with so much, have a responsibility to share with those who have little. I went to spend a week giving and ended up receiving so much more. I believe that by giving, with honest respect and cooperation, we can truly be part of the human family.

Excerpt "On Helping Others: Learning a Valuable Lesson," by Laia Mitchell from *Writing from the Heart*, edited by Peggy Veljkovic and Arthur J. Schwartz, 2001. Reprinted with the permission of Templeton Foundation Press, Philadelphia, PA.

Week 3

OVERVIEW

Writing Focus

- Students review their drafts, and each selects one to develop, revise, proofread, and publish.
- Students add sensory details to their writing.
- Students maintain the consistency of verb tenses in their writing.
- Students explore strong opening sentences.
- Students explore endings that draw a story's events to a close.

Social Development Focus

- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA10–WA18

Assessment Forms

- “Class Assessment Record” sheets (CA3–CA5)
- “Conference Notes: Focus 2” record sheet (CN2)

Professional Development Media

- “Asking Open-ended Questions and Using Wait-time” (AV18)
- “Using CCC’s Whiteboard Activities” tutorial (AV73)

DO AHEAD

- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA3) on page 34 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, review the pieces you have written so far this year and select a page of personal narrative to use to model how to develop and revise a draft. Prepare your sample writing to display (see “Charts” on page xli for more information). Alternatively, you can use the “Sample Personal Narrative” chart (WA11).
- ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA4) on page 35 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA5) on page 36 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a class set of the “Conference Notes: Focus 2” record sheet (CN2) on page 39 of the *Assessment Resource Book*.
- ✓ (Optional) If computers are available, you might have some students type and print their drafts or recruit parent volunteers to help the students do so.

TEACHER AS WRITER

“I am always surprised. I go through life perpetually astonished at everything that happens around me.”

— Eugene Ionesco

Select one of the personal narrative drafts you wrote in Week 1 and think about what you learned or how you changed as a result of the event you wrote about. Perhaps you expected something different to happen than what actually did. Perhaps you learned or realized something. Write a second draft of your narrative, including information about what you were like before the event, what you were like after it, and how the experience changed you.

Day 1

Selecting and Completing Drafts

Materials

- “Notes About Personal Narratives” chart from Week 2
- “Class Assessment Record” sheet (CA3)

In this lesson, the students:

- Review their drafts, and each selects one to develop and publish
- Reread their writing critically
- Complete the first draft of the selected writing pieces
- Use Writing Time responsibly

GETTING READY TO WRITE

1 Briefly Review Personal Narrative

Gather the class with partners sitting together, facing you. Review that over the past two weeks the students have been writing drafts of personal narratives. Ask:

Q *What have you learned about personal narrative compared to other kinds of writing?*

Direct the students’ attention to the “Notes About Personal Narratives” chart and review the items on it.

Explain that this week each student will select one of his drafts and begin to develop it for publication. He will revise it to make it clearer and more interesting, proofread it for correctness, and publish it by contributing it to a class book.

2 Prepare to Review Drafts

Explain that today the students will reread all the personal narrative drafts they have written so far and each select one to develop for the class book. Explain that the drafts they select do not have to be complete and should be ones that they can imagine making changes to. Ask:

Q *As you’re looking through your drafts, what might you want to look for to help you decide which one to develop?*

Students might say:

“I want to look for a draft that I’m really interested in or have some strong feelings about.”

“I will look for drafts that describe situations where I learned something.”

“I want my story to be different from everyone else’s, so I’m going to look for a draft that is unique.”

3 Reread Drafts and Select One to Develop

Have the students return to their seats, reread their drafts, and each select one to develop and publish. Students who select their drafts before time is up can start thinking about what they can change, add to, or improve in the drafts.

As the students review their drafts, circulate around the room and support students by asking them questions such as:

- Q *Why did you choose this piece to revise?*
- Q *What can you imagine adding or changing in this piece to make it more interesting?*

If you notice the students selecting pieces with limited potential for revision (for example, pieces they feel are already “perfect,” very long or very short pieces, pieces that are not double-spaced), gently guide them toward a more workable choice.

WRITING TIME

4 Complete First Drafts of Selected Pieces

Have the students work silently for 20–30 minutes to finish their drafts. Encourage them to use verb tenses in a consistent way. Join them in writing for 5–10 minutes, and then circulate around the room and observe, assisting students as needed.



CLASS ASSESSMENT NOTE

Observe the students as they work on their drafts. Ask yourself:

- Have the students selected drafts that lend themselves to revision?
- Will the students have finished drafts that they can start revising tomorrow?

If you notice that many students need more time to finish their drafts, make time for them to finish before going on to the Day 2 lesson. Students who have finished may work on another piece of writing.

Record your observations on the “Class Assessment Record” sheet (CA3); see page 34 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

Facilitation Tip

After asking open-ended questions, remember to use wait-time to give everyone a chance to think before talking. If you often hear from the same few students during class discussions, extend the wait-time to encourage broader participation in the discussion. To see this Facilitation Tip in action, view “Asking Open-ended Questions and Using Wait-time” (AV18).



SHARING AND REFLECTING

5 Reflect on Writing and Taking Responsibility

Help the students reflect on their work today by asking:

- Q *What did you do to take responsibility for your own work during Writing Time today?*
- Q *How does it help to build our community when you do that?*

Explain that the students will begin revising their drafts tomorrow.

Day 2

Analyzing and Revising Drafts

Materials

- Pad of (1½" x 2") small self-stick notes for each student
- “Revising for Sensory Details” chart (WA10)
- Your sample writing OR the “Sample Personal Narrative” chart (WA11)
- “Writing Time” chart (WA12)
- “Class Assessment Record” sheet (CA4)

Teacher Note

The purpose of the guided rereading is to give the students experience reading their drafts critically *before* they begin to revise.

Teacher Note

Have pads of self-stick notes available for students to use during the revision phase of each genre unit. If necessary, model attaching a self-stick note to the outer margin of a notebook page so that it marks the text without covering it up.

In this lesson, the students:

- Reread their writing critically
- Mark places in their drafts where they might add sensory details
- Begin revising their drafts
- Use Writing Time responsibly

GETTING READY TO WRITE

1 Facilitate Guided Rereading of Drafts

Have the students get out their notebooks and pencils and sit at desks with partners together. Ask them to open their notebooks to the personal narrative draft they each selected yesterday. Explain that the students will carefully reread their drafts and that you will help them think about ways they can add to, revise, and improve them. Have them quietly reread their drafts and look up when they are finished.

Distribute a pad of self-stick notes to each student. Explain that you will ask the students to look for and think about several specific things in their drafts.

Display the “Revising for Sensory Details” chart (WA10) and read the prompts aloud, one at a time, giving the students several quiet minutes after each prompt to review their drafts and mark passages with self-stick notes.

Revising for Sensory Details

- Find a place in your draft where you describe, or could describe, what something looks like. Put a self-stick note in the margin next to that place and write *looks* on it.
- Find a place in your draft where you describe, or could describe, what something sounds like. Mark the margin with a self-stick note and write *sounds* on it.
- Find a place where you describe, or could describe, what something feels like. Put a self-stick note in the margin and write *feels* on it.
- Find a place in your draft where you describe, or could describe, how things smell or taste. Put a self-stick note in the margin and write *smells* or *tastes* on it.

WA10

When most students have finished, call for their attention and ask a few volunteers to read what they marked.

2 Model Developing a Marked Section of the Draft

Explain that during Writing Time today the students will look at the places they marked with self-stick notes and add details to help their readers imagine what is happening. Ask the students to watch as you model adding details to a draft.

Display your own writing or the “Sample Personal Narrative” chart (WA11) and read it aloud. If you are using your own writing, begin by writing *looks*, *sounds*, *feels*, *smells*, or *tastes* in the margin next to places where you describe or could describe things using these sensory details. Wonder aloud about sensory details you could add. Model using an arrow (caret) to insert new text.

You might say:

“I want to add a couple of sentences about what the Chatterjees were like after I got to know them. I remember that their kitchen always smelled like spices and that Mrs. Chatterjee always wanted me to taste the wonderful curries she made. I think I’ll add that sensory detail.”

Teacher Note

Teacher modeling is a regular feature of the *Being a Writer* program. You can use chart paper or interactive whiteboard charts (whiteboard activities) for your modeling. For more information, view the “Using CCC’s Whiteboard Activities” tutorial (AV73).



TEKS 11.C.i
TEKS 11.C.vi
Student/Teacher Narrative
Step 2

I stood outside the back door and shuffled my feet for a while until the girl noticed me. Finally, we smiled at each other.

That day, I found out that her name was Anya and that her family was from India. She was also ten, and she spoke a beautifully accented English. I learned that she would be in my class at school. We became great friends that year.

smells, tastes I visited the Chatterjees often after that. Their kitchen always smelled of spices, and *Mrs. Chatterjee always gave me wonderful curries to taste.*
 From Anya and the Chatterjees I learned that people who seem strange or different at first are really a lot like me when I get to know them.

Teacher Note

Save the revised “Sample Personal Narrative” to use on Day 3.

Explain that the students will follow the same procedure to add details to their own drafts today. Use “Think, Pair, Share” to discuss:



Q What sensory details might you add to your piece to help the reader imagine what’s happening? [pause] Turn to your partner.

WRITING TIME

3 Revise First Drafts

Display the “Writing Time” chart (WA12) and have the students write silently for 20–30 minutes.

Writing Time

- Add sensory details to places you marked to help the reader imagine what’s happening.
- Remove the self-stick notes when you finish adding details.

Join the students in writing for a few minutes; then walk around the classroom and observe, assisting students as needed.

TEKS 11.C.i
TEKS 11.C.vi
 Student/Teacher Activity
 Step 3



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to add sensory details to their drafts?
- Do they seem engaged in thinking of ways to develop their drafts?

Support any student who is having difficulty by asking her questions such as:

- Q *What were you thinking about when you marked this place on your draft?*
- Q *What words could you add to help the reader imagine what's happening?*

Record your observations on the "Class Assessment Record" sheet (CA4); see page 35 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Reflect on Writing and Taking Responsibility

Have the students put their pencils and self-stick notes away and gather with their notebooks to share their writing. Discuss questions such as those that follow and invite students to read from their drafts as they share.

- Q *What sensory details did you add to your draft? Read us that part.*
- Q *What do you imagine when you hear [Manny's] passage?*

Help the students reflect on their work today by asking:

- Q *What did you do to take responsibility for your own work during Writing Time today?*
- Q *How does that help to build our community?*

Explain that the students will continue to work on their drafts tomorrow.

Materials

- “Revising for Feelings, Thoughts, and Learning” chart (WA13)
- Your revised sample writing OR the revised “Sample Personal Narrative” chart (WA11) from Day 2
- “Writing Time” chart (WA14)

In this lesson, the students:

- Reread their writing critically
- Mark places in their drafts that might show learning or change
- Revise their drafts
- Give their full attention to the person who is speaking
- Ask one another questions about their writing

GETTING READY TO WRITE

1 Briefly Review Purpose of Revision

Have the students get out their notebooks, pencils, and self-stick notes and sit at desks with partners together. Ask them to open their notebooks to the personal narratives they are developing. Review that they began to analyze and revise their drafts yesterday. Remind them that the purpose of revision is to make their pieces as interesting and readable as possible before they publish them for their classmates. Explain that today you will ask the students to think about a few more ways they might improve their drafts.

2 Facilitate Guided Rereading of Drafts

Have the students quietly reread their drafts and look up when they are finished. Display the “Revising for Feelings, Thoughts, and Learning” chart (WA13) and read the prompts aloud, one at a time, giving the students several quiet minutes after each prompt to review their drafts and mark passages with self-stick notes.

Revising for Feelings, Thoughts, and Learning

- Find a place in your draft where you describe, or could describe, how you felt or thought about something. Put a self-stick note in the margin next to that place and write *feelings* or *thoughts* on it.
- Do you change or learn something as a result of what happens in your story? Find a place where you tell about that, or where you could tell about that. Put a self-stick note in the margin next to that place and write *learning/change* on it.

WA13

3 Model Developing a Marked Section of the Draft

Explain that during Writing Time today, the students will look at the places they marked with self-stick notes and add to them to tell how they felt, what they thought, or what they learned. Ask the students to watch as you model adding to your draft.

Display your own writing or the “Sample Personal Narrative” chart (WA11) and read it aloud. If you are using your own writing, begin by identifying places where you describe, or could describe, feelings, thoughts, and learning or change, and writing *feelings*, *thoughts*, and *learning/change* in the margin next to those places. Wonder aloud about what information you could add to show how you felt, what you thought, or what you learned. Model using a caret (arrow) to insert new text.

You might say:

“I want to add a detail after ‘I could hear them talking to one another in a language I didn’t understand’ to show more clearly how different I thought the Chatterjees were before I got to know them, so I’ll write: *Their language sure sounds strange, I thought.* I want to show that I was worried I’d feel embarrassed if the Chatterjees didn’t understand me. So, in the sentence ‘Maybe they would just stare at me’ I’ll add: *and I would feel embarrassed.*”

colored cloths wrapped around their bodies. The dad and the boy wore turbans, and the mom and the girl had gold rings on their fingers and in their noses and ears.

Through the window, I could hear them talking to one another in a language I didn’t understand. *Their language sure sounds strange, I thought.* thoughts

My mother came into the room and joined me at the window. “Their name is the Chatterjees. Why don’t you go and welcome them to the neighborhood?”

I gulped. Maybe they wouldn’t understand me. Maybe they would just stare at me. *and I would feel embarrassed* feelings

WA11

Explain that the students will follow the same procedure to add thoughts, feelings, or information about learning or change to their own drafts today. Use “Think, Pair, Share” to discuss:



Q What information could you add to show how you felt, what you thought, or what you learned? [pause] Turn to your partner.

Teacher Note

Save the revised “Sample Personal Narrative” to use in Week 4, Day 1.

WRITING TIME

4 Revise First Drafts

Display the “Writing Time” chart (🗨️ WA14) and have the students write silently for 20–30 minutes.

Writing Time

- Add thoughts, feelings, and information about learning or change to your draft.
- Add more sensory details.
- Check to be sure your verb tenses are consistent.
- Remove the self-stick notes when you finish revising.
- Add to your story until it is finished.

WA14

As the students work, circulate around the room. Support students who are having difficulty adding to their drafts by having them join you at a back table and quietly discussing questions such as:

- Q *What were you thinking about when you marked this place on your draft?*
- Q *What were you thinking or feeling at this point in this situation? What sentence could you add to help your reader understand that?*
- Q *What words could you add here to help your reader [see/hear/smell/taste/feel] what’s happening?*

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Reflect on Revisions and Participation

Have a few volunteers share by reading an original and a revised passage aloud to the class. Encourage discussion by asking the class questions such as those that follow. Be ready to have the volunteers reread aloud, if necessary.

- Q *What did you imagine as you listened to [Raquel’s] revision?*
- Q *How is [Raquel’s] revision different from her original passage?*
- Q *What questions can we ask [Raquel] about her revision?*

Help the students reflect on their participation in this discussion by asking questions such as:

- Q *How did you do today giving your full attention to the people who were sharing their writing?*
- Q *If you weren’t giving your full attention today, what will help you give your full attention the next time we have a class discussion?*

In this lesson, the students:

- Explore strong opening sentences
- Reread their writing critically
- Revise their drafts
- Give their full attention to the person who is speaking

GETTING READY TO WRITE

1 Analyze Strong Opening Sentences

Have the students get out their notebooks, pencils, and *Student Writing Handbooks* and sit at desks with partners together. Explain that they will continue to work on their personal narrative drafts today. Before they start working, they will take some time to think about an important feature of all narratives: strong opening sentences.

Explain that the opening sentences of a piece of writing need to grab the reader's attention, making him want to keep reading. Explain that you will read the opening sentences from a personal narrative they heard earlier in the unit. Ask them to think about how the author gets the reader interested with this opening.

Have the students open their *Student Writing Handbooks* to page 12, where the opening sentences are reproduced. At the same time, display the "Opening Sentences from Three Personal Narratives" chart (WA15). Together read the first passage, from "Never the Monkey," and ask:

- Q *What does the author do to get us interested in reading this piece?*
- Q *What words or phrases help us imagine what's happening?*

Students might say:

"He makes it seem like it's something really special, tucked into a gray cotton pouch and inside a green metal box."

"In addition to what [Cam] said, I can really see the medal tucked inside the box and the pouch."

As volunteers respond, underline the words and phrases they mention on the chart.



Ask the students to work in pairs to read the remaining opening sentences and underline words and sentences that they feel are especially effective at making the reader want to keep reading the story.

Materials

- *Student Writing Handbook* page 12
- "Opening Sentences from Three Personal Narratives" chart (WA15)
- "Writing Time" chart (WA16)
- "Class Assessment Record" sheet (CA5)

Teacher Note

Words or phrases the students might report include:

- “mechanical hiss,” “slightly dizzying engine-exhaust fumes,” “31st and Centennial Drive,” “daily commuters” (from “On Respect: What I Learned from Carl”)
- “rows of tomato plants looked like neatly laid pick-up-sticks” (from “On Helping Others: Learning a Valuable Lesson”)

After several minutes, signal for the students’ attention. Ask volunteers to report what they talked about for each of the openings, and underline words and phrases they mention on the chart. As they report, ask:

Q *How does that [word/phrase/sentence] help you get interested in reading the story?*

2 Review Opening Sentences in Drafts

Ask the students to reread the first few sentences of their own personal narratives. Ask and have the students think to themselves about:

Q *How might you revise your opening sentences to grab the reader’s attention and make him or her want to keep reading?*

Without discussing as a class, explain that the students will revise their opening sentences and then work on completing the writing and revision of their personal narratives today.

WRITING TIME

3 Revise and Complete Drafts

Display the “Writing Time” chart (🗒️ WA16) and have the students write silently for 20–30 minutes.

Writing Time

- Revise your opening sentences so they grab your reader’s attention.
- Make any other revisions or additions so your piece is as complete and as interesting as it can be.

WA16

Join the students in writing for a few minutes; then walk around the classroom and observe, assisting students as needed.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to revise their opening sentences so they grab the reader’s attention?
- Do they seem engaged in thinking of ways to develop their drafts?

Support any student who is having difficulty by asking him questions such as:

Q *What were you thinking about when you wrote this opening sentence?*

(continues)

CLASS ASSESSMENT NOTE *(continued)*

Q *How could you revise this sentence to grab your reader’s attention and make him or her want to keep reading?*

Record your observations on the “Class Assessment Record” sheet (CA5); see page 36 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Share Opening Sentences as a Class

Have a few volunteers share the opening sentences of their personal narratives. As students share, encourage discussion by asking the class questions such as the ones that follow. Be ready to ask the volunteers to reread what they shared, if necessary.

Q *What words did you hear in [Annie’s] opening sentence(s) that make you want to keep reading?*

Q *What ideas, if any, does this give you for your own opening sentences?*

Analyzing and Revising Drafts

Day 5

In this lesson, the students:

- Explore endings that draw a story’s events to a close
- Reread their writing critically
- Revise their drafts
- Give their full attention to the person who is speaking

GETTING READY TO WRITE

1 Analyze Closing Sentences

Have the students get out their notebooks, pencils, and *Student Writing Handbooks* and sit at desks with partners together. Review that yesterday the students thought about how to make their opening sentences strong. Direct the students’ attention to the “Notes About

Materials

- “Notes About Personal Narratives” chart from Day 1
- *Student Writing Handbook* page 13
- “Closing Sentences from Three Personal Narratives” chart (WA17)
- “Writing Time” chart (WA18)
- Class set of “Conference Notes: Focus 2” record sheets (CN2)

Personal Narratives” chart and add *strong openings grab readers’ attention and make them want to keep reading*. Tell the students that they will continue to work on their personal narrative drafts today. Before they start working, they will take some time to think about an important feature of all narratives: endings that draw a story’s events to a close.

Explain that the closing sentences of a piece of writing need to wrap up the piece. Tell the students that you will read the closing sentences from a personal narrative they heard earlier in the unit. Ask them to think about how the author draws the story’s events to a close.

Have the students open their *Student Writing Handbooks* to page 13, where the closing sentences are reproduced. At the same time, display the “Closing Sentences from Three Personal Narratives” chart (WA17). Together read the first passage, from “Never the Monkey,” and ask:

Q *What does the author do to wrap up this piece?*

Q *What words or phrases show you that the story has reached an end?*

Students might say:

“When the author says ‘But that was yet to come. For the moment . . . I knew only,’ that makes it sound like he’s going to wrap things up.”

“I agree with [Keith]. When the author says ‘I knew only,’ he lets you know that he’s going to say what he learned.”

“In addition to what [Linda] said, the author talks about the medal he was ‘about to receive,’ so he lets you know what happens right after the story ends.”

As volunteers respond, underline the words and phrases they mention on the chart.



Ask the students to work in pairs to read the remaining closing sentences and underline words and sentences that they feel are especially effective at wrapping up the pieces.

After several minutes, signal for the students’ attention. Ask volunteers to report what they talked about for each of the closings, and underline words and phrases they mention on the chart. As they report, ask:

Q *How do those words help wrap up the story?*

2 Review Closing Sentences in Drafts

Direct the students’ attention to the “Notes About Personal Narratives” chart and add *endings that draw a story’s events to a close*. Ask the students to reread the last few sentences of their own personal narratives. Ask and have the students think to themselves about:

Q *How might you revise your closing sentences to wrap up your piece?*

Without discussing as a class, explain that the students will revise their closing sentences and then work on completing the writing and revision of their personal narratives today.

Teacher Note

Words or phrases the students might report include:

- “I think that” (from “On Respect: What I Learned from Carl”)
- “I believe that” (from “On Helping Others: Learning a Valuable Lesson”)

WRITING TIME

3 Revise and Complete Drafts

Display the “Writing Time” chart (📄 WA18) and have the students write silently for 20–30 minutes.

Writing Time

- Revise your closing sentences to wrap up your piece in a satisfying way.
- Make any other revisions or additions so your piece is as complete and as interesting as it can be.

WA18

During Writing Time, begin conferring with individual students about the pieces they are developing for publication.



TEACHER CONFERENCE NOTE

Today and over the next week, confer with individual students about the piece each is developing for publication. Ask each student to tell you about the part he is working on now and to read his draft aloud. As you listen, ask yourself:

- Does this student’s writing communicate clearly? If not, what is unclear?
- Does this student’s piece describe an interesting personal experience?
- Does the student use descriptive sensory details?
- Are the verb tenses consistent throughout the piece?
- Does the piece have a strong opening and a closing that wraps it up?
- Do the revisions make sense and improve the piece?

Help the student revise unclear writing by rereading those passages back to him and explaining what is confusing you. Ask questions such as:

Q *What do you want your reader to be thinking at this part? How can you write that?*

Document your observations for each student on a “Conference Notes: Focus 2” record sheet (CN2); see page 39 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Share Closing Sentences as a Class

Have a few volunteers share the closing sentences of their personal narratives. As students share, encourage discussion by asking the class

Materials

- “On Respect: What I Learned from Carl” from Week 2, Day 3 (see page 160)
- *Student Writing Handbook* page 8
- “Notes About Personal Narratives” chart

questions such as those that follow. Be ready to ask the volunteers to reread what they shared, if necessary.

- Q *What words did you hear in [Janae’s] closing sentence(s) that wrapped up the piece for you?*
- Q *What ideas, if any, does this give you for your own closing sentences?*

WRITING ABOUT READING

Write Opinions About “On Respect: What I Learned from Carl”

Remind the students that earlier they heard a story called “On Respect: What I Learned from Carl” by a 17 year old named Nick. Ask:

- Q *What do you remember about the story “On Respect: What I Learned from Carl”?*

Have a few volunteers share their thinking. Then explain that you will reread the story. Ask the students to open to *Student Writing Handbook* page 8 and follow along as you read. Reread the story; then ask:

- Q *What do you like about this story?*

Direct the students’ attention to the “Notes About Personal Narratives” chart and reread the items on it. Ask:

- Q *Which of these things does Nick do in “On Respect: What I Learned from Carl”? What in the story makes you say that?*

Students might say:

“I like the fact that Nick doesn’t tell you right away who Carl is.”

“He’s telling a true story about a single event that he remembers well.”

“In addition to what [Chris] said, he has an opening that grabs the reader’s attention, and he wraps it up with a strong ending.”

“He uses a lot of sensory details, like *mechanical hiss* and *dizzying engine-exhaust fumes*.”

Explain that one way of judging whether “On Respect: What I Learned from Carl” is well written is to consider whether it includes the things that good personal narratives usually include. Explain that people may differ about how well written they think the piece is, and that is fine. The important thing is that they explain their thinking by using facts and details from the story and from the “Notes About Personal Narratives” chart. Ask the students to watch as you think aloud and model writing an opinion about “On Respect: What I Learned from Carl.”

You might say:

"I think that overall, Nick's story is a good example of personal narrative. I'll start by writing: *Nick Maney's story 'On Respect: What I Learned from Carl' is a strong example of personal narrative.* Notice that I stated my opinion and put the name and author in the opening sentences. Now I need to explain my thinking using facts and details. I'll write: *Nick tells a true story about a memory. He has a strong opening that pulls me in as a reader by making me wonder who Carl is and why he is important to Nick. He includes an ending that wraps up his piece by summarizing the lesson that he learned. Nick includes lots of sensory details that bring the bus ride to life. Those details strengthen the piece.* Now I need a closing sentence. I'll write: *Overall, I think this is a strong personal narrative that finds deep meaning in a small incident.*"

Explain that the students will write their own opinions about Nick's piece. They should start with an opening sentence that states their opinion and includes the name and author of the story, give a reason for their opinion and a fact or detail to support their reason, and provide a closing sentence that wraps up their writing. Have the students return to their seats and write about their opinions. If time permits, invite the students to share their opinions with the class.

Week 4

OVERVIEW

Writing Focus

- Students assess their own writing.
- Students proofread for spelling, grammar, and punctuation.
- Students write their final versions and publish them in a class book.
- Students present their personal narratives to the class from the Author’s Chair.
- Students confer with one another and the teacher.

Social Development Focus

- Students work in a responsible way.
- Students help one another improve their writing.
- Students act in fair and caring ways.
- Students express interest in and appreciation for one another’s writing.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA11, WA19–WA25

Assessment Forms

- “Class Assessment Record” sheet (CA6)
- “Conference Notes: Focus 2” record sheet (CN2)
- “Individual Writing Assessment” record sheet (IA1)
- “Student Self-assessment” record sheet (SA1)

Reproducible

- Personal Narrative genre unit family letter (BLM1)

Professional Development Media

- “Managing Pair Conferences” (AV8)
- “Using Web-based Teaching Resources” tutorial (AV75)

DO AHEAD

- ✓ Prior to Day 1, create a chart labeled “Self-assessment Questions” with the following questions written on it:
 - Does my piece describe an interesting personal experience?*
 - Is my meaning clear in every sentence?*
 - Are there sensory details in it?*
 - Are the verb tenses consistent throughout the piece?*
 - Does it include a strong opening?*
 - Does it include a closing that wraps the piece up?*
- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA6) on page 37 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, visit the CCC Learning Hub (cclearninghub.org) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student’s published piece.
- ✓ (Optional) If computers are available, you might teach Technology Mini-lesson 9, “Creating Documents,” in Appendix A to help the students type and print the final versions of their stories. Alternatively, you might recruit parent volunteers to help them do so.

TEACHER AS WRITER

“For him no simple feeling any longer exists. All that he sees, his joys, his pleasures, his suffering, his despair, all instantaneously become objects of observation.”

— Guy de Maupassant

Look at the personal narrative draft you wrote in Week 3, in which you described an event and how it changed you. Close your eyes and try to remember what you thought and felt before, during, and after the event. Look for places in your draft where you can insert information about your thoughts or feelings before, during, and after the event.

Day 1

Self-assessing and Pair Conferencing

Materials

- “Self-assessment Questions” chart, prepared ahead
- Your revised sample writing OR the revised “Sample Personal Narrative” chart (WA11) from Week 3
- “Questions for My Partner About My Draft” chart from Unit 2, Week 1
- “Class Assessment Record” sheet (CA6)
- “Writing Time” chart (WA19)

In this lesson, the students:

- Assess their own writing
- Ask for and receive feedback about their writing
- Give feedback in a helpful way
- Ask one another questions about their writing
- Use pair conference time responsibly

GETTING READY TO WRITE

1 Prepare to Self-assess

Have the students get their notebooks and pencils and sit at desks with partners together. Explain that partners will meet to confer about their drafts today. Before conferring, each student will ask himself some questions about his own draft and decide what he wants to ask his partner when they meet.

Direct the students’ attention to the “Self-assessment Questions” chart. Explain that you would like the students to ask themselves these questions as they reread their drafts. Read the questions aloud and then display your revised writing from Week 3 or the revised “Sample Personal Narrative” chart (WA11). Model rereading your draft, asking yourself the questions, and thinking aloud about the answers.

2 Self-assess and Think About What to Ask Partners

Have the students reread their own drafts and ask themselves the charted self-assessment questions. After most students have had time to finish, signal for their attention and ask:

Q *What questions do you want to ask your partner today about your draft?*

As the students report questions, record them on the “Questions for My Partner About My Draft” chart. Remind the students that they started this chart earlier in the year, and review the questions on it. Ask:

Q *What other questions on this chart do you want to ask your partner today?*

Students might say:

“I want to ask my partner if she can imagine what’s happening.”

“I want to ask my partner if he can tell what I learned from what I wrote.”

“I want to find out whether anything is confusing to my partner.”

Explain that partners will read their drafts aloud to each other, including revisions, and then ask each other questions about their own drafts.

3 Confer in Pairs



Give the students ample time to confer in pairs.



CLASS ASSESSMENT NOTE

Circulate among pairs and observe without intervening. Ask yourself:

- Are pairs staying on task, reading and discussing their writing?
- Are the students asking each other questions about their own drafts?
- Are partners giving each other specific feedback?
- Are they giving feedback in a helpful way?

Note any difficulties you observe to discuss with the students in Step 4.

Record your observations on the “Class Assessment Record” sheet (CA6); see page 37 of the *Assessment Resource Book*.

When most pairs have had time to discuss their drafts, signal for the class’s attention.

4 Reflect on Feedback

Gather the class and briefly discuss:

- Q *What was helpful about the way your partner talked to you today?*
- Q *What problems, if any, did you have during pair conferences? What will you do to avoid those problems next time?*

Share any problems you noticed and discuss what the students will do to avoid those problems next time. Ask:

- Q *What is one thing your partner told you about your piece?*

Remind the students that authors pay close attention to feedback about what is unclear or confusing in their writing. Although authors might not follow every suggestion they receive, the feedback helps them improve their work until it is the best piece of writing possible.

Explain that during Writing Time today each student will revise her draft based on her self-assessment and the feedback she received from her partner. Encourage students to finalize their drafts today so they can begin proofreading and publishing them tomorrow.

Teacher Note

Consider having pairs spread out so partners can better hear each other. If necessary, signal about halfway through sharing time so partners can switch roles if they have not yet done so. For more information, view “Managing Pair Conferences” (AV8).



WRITING TIME

5 Revise and Complete Drafts

Have the students return to their seats. Display the “Writing Time” chart (📄 WA19) and have the students write silently for 20–30 minutes.

Writing Time

- Revise your draft based on self-assessment and partner feedback.
- Finish revising your draft.
- If you finish, work on another piece of writing.

WA19

During Writing Time, confer with individual students about the pieces they are publishing.



TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece each is developing for publication. Ask each student to tell you about the part he is working on now and to read his draft aloud. As you listen, ask yourself:

- Does this student’s writing communicate clearly? If not, what is unclear?
- Does this student’s piece describe an interesting personal experience?
- Does the student use descriptive sensory details?
- Are the verb tenses consistent throughout the piece?
- Does the piece have a strong opening and a closing that wraps it up?
- Do the revisions make sense and improve the piece?

Help the student revise unclear writing by rereading those passages back to her and explaining what is confusing you. Ask questions such as:

Q *What do you want your reader to be thinking at this part? How can you write that?*

Document your observations for each student on a “Conference Notes: Focus 2” record sheet (CN2); see page 39 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

6 Reflect on Writing

Help the students reflect on their work today by briefly discussing:

Q *Who incorporated feedback from your partner in your revision today? Tell us about it.*

Explain that the students will start proofreading their final versions tomorrow.



TECHNOLOGY EXTENSION

Publish Student Writing Online

This week the students will publish their personal narratives for the class library. Some students might also be interested in publishing their writing online. There are a number of websites where students can publish their writing online; search for them using the keywords “publishing student writing online.” Publishing online allows family members and friends to easily access and enjoy students’ writing.



Technology Tip

For more about online publishing sites and other Internet resources for students and teachers, view the “Using Web-based Teaching Resources” tutorial (AV75).



Proofreading

Day 2

In this lesson, the students:

- Check for correct use of *there/their/they're* and *its/it's*
- Proofread for sentence fragments
- Begin writing their final versions

GETTING READY TO WRITE

1 Prepare to Proofread First Drafts

Have the students stay at their desks today. Explain that tomorrow the students will begin copying their first drafts into final versions for the class book. Today they will take time to proofread their writing to make sure it is free from errors.

Remind the students that they learned to proofread their drafts using the proofreading notes in their *Student Writing Handbooks* (see Unit 2, Week 2, Day 3 on page 103). They will use this resource to proofread their personal narratives.

Materials

- “Proofreading Notes” chart (WA20)
- *Student Writing Handbooks*
- “Personal Narrative with Sentence Fragments” chart (WA21)
- “Writing Time” chart (WA22)
- Supply of loose, lined paper for final versions
- (Optional) Computers for typing and printing final versions

Teacher Note

If you have students who have not yet finished revising their first drafts, plan time for them to finish before they move on to proofreading. Ask all of the students to pay attention as you teach them about proofreading so they will be able to do this step when they are ready.

2 Discuss Proofreading for Commonly Misused Words

Write the words *there*, *their*, and *they're* where everyone can see them. Ask:

Q *What do you notice about these words?*

If necessary, explain that *there*, *their*, and *they're* are pronounced the same but have different spellings and meanings. Explain that sometimes, writers are not sure which of these words to use in a sentence. Tell the students that to use the words correctly, they need to think about what each word means. Explain that *there* refers to a location (the word *here* appears in the word as a clue), *their* means “belonging to them,” and *they're* is short for “they are.”

Ask the students to open their *Student Writing Handbooks* to the Proofreading Notes section as you display the “Proofreading Notes” chart (WA20). Write the notes in the diagram below on the chart and ask the students to copy them into their proofreading notes.

Rule	Example	Notes
<i>there</i>	<i>over there</i>	“here” is the hidden word
<i>their</i>	<i>their house</i>	means “belonging to them”
<i>they're</i>	<i>they're funny</i>	short for “they are”

WA20

Ask the students to see whether they used these words anywhere in their personal narratives and to circle them if they did. Explain that they will have an opportunity during Writing Time to make sure they used the words correctly.

Follow the same procedure to help the students distinguish *it's* (short for “it is”) from *its* (“belonging to it”).

3 Discuss Proofreading for Sentence Fragments

Explain that the students will also proofread their drafts today to see if they have any *sentence fragments*, or incomplete sentences. Point out that incomplete sentences should be changed to form complete sentences.

Display the “Personal Narrative with Sentence Fragments” chart (WA21). Ask the students to watch and listen as you read the first passage aloud. Ask:

Q *What did you notice about the way the passage sounded when I read it?*

Students might say:

“It doesn’t sound right.”

“In addition to what [Minh] said, some of the sentences sound funny—like something is missing.”

Q *What sentence fragments, or incomplete sentences, do you see in the passage?*

If necessary, point out that right now the passage does not sound right when read aloud, because it contains several sentence fragments. Model rereading the passage and thinking aloud about how to transform the fragments into complete sentences or combine them with other complete sentences.

You might say:

“‘One Saturday’ is a fragment because it lacks a subject and a predicate. I can fix that mistake by using the word *when* to combine the fragment with the two sentences that follow it. In the same way, I can fix the fragment ‘Carry in their belongings’ by adding it to the sentence that precedes it. ‘Wrapped around their bodies’ is a fragment too, but I can add it to the sentence that comes before it. To fix the fragment ‘The mom and the girl,’ I can combine it with the sentence after it by eliminating the pronoun *They*. Finally, I can add the fragment ‘In their noses and ears’ to the same sentence.”

WRITING TIME

4 Proofread and Write Final Drafts

Display the “Writing Time” chart (WA22) and have the students write silently for 20–30 minutes.

Writing Time

- Proofread your draft for correct use of *there/their/they’re* and *it’s/its*.
- Check for sentence fragments.
- If you finish proofreading, work on another piece of writing.

WA22

During Writing Time, confer with individual students.

Skill Practice Note

You might explain that a complete sentence contains a *subject* (the part that tells who or what the sentence is about) and a *predicate* (the part that tells what the subject does or did). The subject usually includes a noun or pronoun, and the predicate always includes a verb. Explain that many sentence fragments can be identified because they do not have both a subject and a predicate. For more practice using subjects and predicates and recognizing and correcting fragments, see Lesson 1 and Lesson 5 in the *Skill Practice Teaching Guide*.



TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece each is developing for publication. Ask each student to tell you about the part he is working on now and to read his draft aloud. As you listen, ask yourself:

- Does this student's writing communicate clearly? If not, what is unclear?
- Does this student's piece describe an interesting personal experience?
- Does the student use descriptive sensory details?
- Are the verb tenses consistent throughout the piece?
- Does the piece have a strong opening and a closing that wraps it up?
- Do the revisions make sense and improve the piece?
- Does the student recognize and correct the commonly misused words *there/their/they're* and *it's/its*?

Help the student revise unclear writing by rereading those passages back to him and explaining what is confusing you. Ask questions such as:

Q *What do you want your reader to be thinking at this part? How can you write that?*

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 39 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Reflect on Proofreading

Briefly discuss questions such as:

Q *What corrections did you make when you proofread your draft?*

Q *Who found errors by using your proofreading notes? Tell us about the errors.*

In this lesson, the students:

- Proofread for spelling and punctuation
- Listen for run-on sentences as they read their drafts aloud
- Begin writing their final versions

GETTING READY TO WRITE**1 Prepare to Proofread First Drafts**

Have the students stay at their desks today. Explain that the students will begin copying their first drafts into final versions for the class book. Before this step, they will take time to proofread their writing for a few more things to make sure that it is free from errors.

Remind the students that they learned to proofread their drafts for spelling and punctuation using the word banks and proofreading notes in their *Student Writing Handbooks*. Explain that they will use these resources today to finish proofreading their personal narratives.

2 Discuss Proofreading for Spelling

Ask the students to begin rereading their drafts (even if they are not finished with them) and ask them to circle any words that they are not sure how to spell. Stop the students after a couple of minutes and ask:

Q *What words have you circled so far?*

Have a few volunteers report the words they circled. Have the students check their word banks to see if the words they circled are listed. If not, encourage them to check the spelling by another method during Writing Time today and to make sure to add the correctly spelled word to their word banks. The students can check the spelling of a word by asking you or another student, finding the word in a published book, or looking it up in a dictionary or online.

3 Discuss Proofreading for Run-on Sentences

Remind the students that their proofreading notes are a checklist of things to pay attention to when they proofread their drafts. Ask:

Q *What is listed in your proofreading notes that you will check for in your draft today?*

Materials

- *Student Writing Handbooks*
- “Personal Narrative with Run-on Sentences” chart (WA23)
- “Writing Time” chart (WA24)
- Supply of loose, lined paper for final versions
- (Optional) Computers for typing and printing final versions

Teacher Note

If you have students who have not yet finished revising their first drafts, plan time for them to finish before they move on to proofreading. Ask all of the students to pay attention as you teach them about proofreading so they will be able to do this step when they are ready.

Point out that, in addition to checking for capital letters at the beginnings of sentences and punctuation at the ends, the students should also look for any run-on sentences. Explain that a *run-on sentence* is usually made of two or more complete sentences that have been “run together” without a joining word (a conjunction) such as *or*, *and*, *so*, or *but*. Point out that run-on sentences often look like really long sentences.

Display the “Personal Narrative with Run-on Sentences” chart (C WA23). Ask the students to watch and listen as you read the first passage aloud, pausing only at the comma and the period at the end. Ask:

Q *What did you notice about the way the passage sounded when I read it?*

Students might say:

“It doesn’t sound right.”

“In addition to what [Reese] said, some of the sentences sound funny—like they go on too long.”

“I noticed a sentence that sounded like it might be two sentences squished together. It was confusing.”

Q *What run-on sentences do you notice in the passage?*

If necessary, point out that right now the passage does not sound right when it is read aloud because it contains several run-on sentences. Model rereading and revising the passage while thinking aloud about how to split the run-ons into two or more complete sentences, capitalizing the first word in each new sentence and adding a period at the end.

You might say:

“The sentence ‘I gulped maybe they wouldn’t understand me maybe they would just stare at me, and I would feel embarrassed’ sounds really long. I think it might be a run-on. ‘I gulped maybe they wouldn’t understand me’ sounds like the end of one sentence and the beginning of another sentence squished together. I’ll put a period between *gulped* and *maybe*, remembering to capitalize the *M* in *Maybe*. I’ll put another period between *me* and the second *maybe* because that sounds really long, too.”

Follow this same procedure with the second passage on the “Personal Narrative with Run-on Sentences” chart.

Explain that during Writing Time you would like the students to read their drafts aloud to listen for run-on sentences. Encourage the students to split any run-on sentences into two or more complete sentences. Remind them to capitalize the first word of each complete sentence and add a period at the end.

Skill Practice Note

The students will have more opportunities to practice proofreading for spelling, and to practice recognizing run-on sentences, in the other genre units. For more practice producing complete sentences and correcting run-on sentences, see Lesson 1 and Lesson 5 in the *Skill Practice Teaching Guide*.

WRITING TIME

4 Proofread and Write Final Drafts

Display the “Writing Time” chart (📊 WA24) and have the students work silently for 20–30 minutes.

Writing Time

- Proofread your draft for spelling and punctuation.
- Check for run-on sentences.
- If you finish proofreading, begin copying your final version on loose, lined paper.

WA24

During Writing Time, confer with individual students.



TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece each is developing for publication. Ask each student to tell you about the part she is working on now and to read her draft aloud. As you listen, ask yourself:

- Does this student’s writing communicate clearly? If not, what is unclear?
- Does this student’s piece describe an interesting personal experience?
- Does the student use descriptive sensory details?
- Are the verb tenses consistent throughout the piece?
- Does the piece have a strong opening and a closing that wraps it up?
- Do the revisions make sense and improve the piece?
- Does the student recognize and correct the commonly misused words *there/their/they’re* and *it’s/its*?

Help the student revise unclear writing by rereading those passages back to her and explaining what is confusing you. Ask questions such as:

Q *What do you want your reader to be thinking at this part? How can you write that?*

Document your observations for each student on a “Conference Notes: Focus 2” record sheet (CN2); see page 39 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.



Technology Tip

If computers are available, you might teach Technology Mini-lesson 9, “Creating Documents,” in Appendix A to help the students type and print the final versions of their stories. Alternatively, you might recruit parent volunteers to help them do so.

SHARING AND REFLECTING

5 Reflect on Proofreading

Briefly discuss questions such as:

- Q *What corrections did you make when you proofread your draft?*
- Q *What words did you find in your word bank? How did you check on words that were not in the word bank?*
- Q *Who found errors using your proofreading notes? Tell us about them.*



TECHNOLOGY EXTENSION

Record Personal Narratives

If you have access to recording equipment, consider having the students create audio or video recordings of their personal narratives. Make the recorded narratives available in the classroom, school library, or online for others to enjoy.

Day 4

Publishing

Materials

- Supply of loose, lined paper for final versions
- Construction and/or drawing paper for class book cover and other features
- Chair to use for the Author's Chair
- (Optional) Read-aloud books from Weeks 1 and 2
- (Optional) Computers for typing and printing final versions

In this lesson, the students:

- Discuss features for their class book
- Write their final versions
- Share their writing from the Author's Chair
- Give their full attention to the person who is speaking
- Express interest in and appreciation for one another's writing

GETTING READY TO WRITE

1 Plan Features of the Class Book

Gather the class with partners sitting together, facing you. Explain that the students will have today and tomorrow to finish the final versions of their personal narratives. Students who are finished will begin sharing their narratives from the Author's Chair today. Remind the students that the pages of all their stories will be bound together as a class book.

As a class, brainstorm and decide on a title for the class book and decide whether any other features—such as a dedication page, back cover blurb, or illustrations—will be included. If helpful, review what these features look like by showing examples in read-aloud books from earlier in the unit. Assign volunteers to work on the cover and any other features when they finish their final versions.

WRITING TIME

2 Finish Final Versions

Ask the students to return to their seats and work on their final versions for 20–30 minutes. Provide the materials needed for creating a cover, illustrations, and any other features the students have agreed upon for the class book. As they work, confer with individual students.



TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece each is developing for publication. Ask each student to tell you about the part he is working on now and to read his draft aloud. As you listen, ask yourself:

- Does this student’s writing communicate clearly? If not, what is unclear?
- Does this student’s piece describe an interesting personal experience?
- Does the student use descriptive sensory details?
- Are the verb tenses consistent throughout the piece?
- Does the piece have a strong opening and a closing that wraps it up?
- Do the revisions make sense and improve the piece?
- Does the student recognize and correct the commonly misused words *there/their/they’re* and *it’s/its*?

Help the student revise unclear writing by rereading those passages back to him and explaining what is confusing you. Ask questions such as:

Q *What do you want your reader to be thinking at this part? How can you write that?*

Document your observations for each student on a “Conference Notes: Focus 2” record sheet (CN2); see page 39 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

3 Review Sharing Writing from the Author’s Chair

Gather the class with partners sitting together, facing the Author’s Chair. Explain that each student will read his personal narrative to the class from the Author’s Chair. Remind the students of the procedure you would like them to follow when they are ready to present their

personal narratives from the Author’s Chair. If necessary, review the procedures you established for Author’s Chair sharing in Unit 2, Week 2, Day 5 (see “Do Ahead” on page 95).

4 Review Speaking Clearly and Expressing Interest in One Another’s Writing

Before asking anyone to share from the Author’s Chair today, have a discussion about how the students will act, both as presenting authors and as members of the audience. Ask and briefly discuss questions such as:

- Q *Why is it important to speak in a loud, clear voice when you’re sharing your narrative with the class?*
- Q *If you’re in the audience and you can’t hear the author, how can you politely let him or her know?*
- Q *How will you let the author know that you’re interested in his or her writing? Why is it important to express interest in other people’s writing?*

Encourage the students to be attentive audience members. Tell them that you will check in with them later to see how they did.

5 Conduct Author’s Chair Sharing

Ask a student who has completed her personal narrative to read it aloud from the Author’s Chair. At the end of the reading, facilitate a discussion using questions like those that follow, giving the author a chance to respond to the class’s comments and questions.



- Q *What was interesting to you about [Jordan’s] personal narrative? Turn to your partner.*
- Q *What does [Jordan] learn as a result of this experience?*
- Q *What sensory details did you hear as you listened to her narrative? What did they make you imagine?*
- Q *(Have the student reread her opening sentences.) How does [Jordan] grab the reader’s attention with her opening sentences?*
- Q *What questions can we ask [Jordan] about her narrative?*

Collect the students’ completed narratives to be sent home to show their families and then bound into the class book.

Follow this procedure to have a few more students share from the Author’s Chair. Explain that they will continue to share tomorrow and that everyone will have an opportunity to share a personal narrative from the Author’s Chair.

Facilitation Tip

Reflect on your experience over the past four weeks with **asking open-ended questions** and **using wait-time**. Do these techniques feel comfortable and natural for you? Do you find yourself using them throughout the school day? What effect has repeated use of them had on your students’ thinking and participation in discussions? We encourage you to continue to use and reflect on these techniques throughout the year.

6 Reflect on Audience Behavior During Author's Chair Sharing

Ask and briefly discuss questions such as:

- Q *What did we do as an audience today to help Author's Chair sharing to go well? What might we want to work on during the next Author's Chair sharing?*
- Q *If you shared a narrative today, how did the audience make you feel? What did they do that made you feel [relaxed/nervous/proud]?*

Publishing

Day 5

In this lesson, the students:

- Reflect on personal narrative
- Write their final versions
- Share their writing from the Author's Chair
- Give their full attention to the person who is speaking
- Express interest in and appreciation for one another's writing

GETTING READY TO WRITE

1 Reflect on Personal Narrative

Gather the class with partners sitting together, facing you. Review that over the past four weeks they learned about personal narrative and took their own personal narratives through the writing process, from first drafts to a published book. Ask the following question, referring the students if necessary to the "Notes About Personal Narratives" chart.

- Q *What have you learned about writing a good personal narrative?*

Students might say:

"I learned that personal narratives tell about something interesting that happened to the author."

"I learned that a good personal narrative has sensory details in it."

"I learned that a good personal narrative uses the same verb tense all the way through unless there's a good reason to switch it."

"I learned that a good personal narrative tells what the author learned or how he changed."

Materials

- "Writing Time" chart (WA25)
- Supply of loose, lined paper for final versions
- Copy of this unit's family letter (BLM1) for each student
- (Optional) "Notes About Personal Narratives" chart
- (Optional) Computers for typing and printing final versions

Use “Think, Pair, Share” to discuss questions such as the following:



- Q *What is one way your final personal narrative has turned out better than your first draft?* [pause] *Turn to your partner.*
- Q *What is one thing you like about writing personal narrative?* [pause] *Turn to your partner.*
- Q *What did you find challenging about writing personal narrative?* [pause] *Turn to your partner.*

Remind the students that writers become better over time the more they practice. Encourage students who feel particularly drawn to personal narrative to continue to write personal narratives during their free time.

Explain that the students will work on finishing the final versions of their personal narratives today. Those who have finished may write whatever they wish during Writing Time. After Writing Time, they will continue to share their narratives from the Author’s Chair.

WRITING TIME

2 Finish Final Versions

Have the students return to their seats. Display the “Writing Time” chart (WA25) and have them write silently for 20–30 minutes. As they work, confer with individual students.

WA25

Writing Time

- Finish your final version.
- If you finish, work on another piece of writing.



TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece each is developing for publication. Ask each student to tell you about the part she is working on now and to read her draft aloud. As you listen, ask yourself:

- Does this student’s writing communicate clearly? If not, what is unclear?
- Does this student’s piece describe an interesting personal experience?
- Does the student use descriptive sensory details?
- Are the verb tenses consistent throughout the piece?

(continues)

Teacher Note

If most students have completed their pieces, you might shorten Writing Time to leave more time for Author’s Chair sharing.

TEACHER CONFERENCE NOTE *(continued)*

- Does the piece have a strong opening and a closing that wraps it up?
- Do the revisions make sense and improve the piece?
- Does the student recognize and correct the commonly misused words *there/their/they're* and *it's/its*?

Help the student revise unclear writing by rereading those passages back to her and explaining what is confusing you. Ask questions such as:

Q *What do you want your reader to be thinking at this part? How can you write that?*

Document your observations for each student on a “Conference Notes: Focus 2” record sheet (CN2); see page 39 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

3 Gather for Author’s Chair Sharing

Gather the class with partners sitting together, facing the Author’s Chair. Briefly discuss how they will act, both as presenting authors and as members of the audience. Ask:

Q *What will you do to be a respectful member of the audience today?*

Encourage the students to be attentive and considerate audience members, and tell them that you will check in with them to see how they did.

4 Conduct Author’s Chair Sharing

Have some of the students read their personal narratives aloud from the Author’s Chair. Facilitate brief discussions about each of the readings, using questions like those that follow and giving the author a chance to respond to the class’s comments and questions.

Q *What was interesting to you about [Beto’s] personal narrative?*



Q *What did you [see/hear/smell/taste/feel] as you listened to his narrative, and what words helped you imagine? Turn to your partner.*

Q (Have the student reread his opening sentences.) *How does [Beto] grab the reader’s attention with his opening sentences?*

Q *What questions can we ask [Beto] about his narrative?*

Collect the students' personal narratives to be sent home for the students to share with their families and then bound into the class book.

If all the students have not had a chance to share, assure them that they will all share their personal narratives from the Author's Chair in the next few days.

5 Reflect on Audience Behavior During Author's Chair Sharing

Ask and briefly discuss questions such as:

- Q *What did we do as an audience today to help Author's Chair sharing go well? What might we want to work on during the next Author's Chair sharing?*
- Q *If you shared a personal narrative today, how did the audience members make you feel? What did they do that made you feel [relaxed/nervous/proud]?*

Explain that after the students have shared their personal narratives from the Author's Chair, they may take the narratives home to share with their families. Then the students will bring the narratives back to class, and you will compile them into a class book. This book will be available for the students to read during independent reading time.

Teacher Note

For information on wrapping up this unit and conducting unit assessments, see "End-of-unit Considerations" on page 201.

EXTENSION

Write Letters Home About Personal Narratives

Provide letter-writing practice for the students by having them write letters home about what they learned about personal narrative writing. Stimulate their thinking by reviewing the "Notes About Personal Narratives" chart and discussing questions such as:

- Q *What's special about personal narrative writing?*
- Q *What steps did you go through to develop and publish your personal narrative?*
- Q *What is one thing you're proud of about your published personal narrative?*

If necessary, review the elements of a letter (date, salutation, body, closing, and signature) by modeling or writing a shared sample letter with the class. Have the students write and proofread their letters; then attach each student's letter to a copy of her own published personal narrative and send it home.

End-of-unit Considerations

Wrap Up the Unit

- This is the last week of the Personal Narrative unit. You will need to reassign partners before you begin the next unit.
- Send home with each student the student's published personal narrative and a copy of this unit's family letter (BLM1). Encourage the students to share their published pieces with their families. Remind the students to bring the pieces back to class after their families have read them so they can be placed in the class library.
- Save the students' published writing (or copies of it) to use for reflection and discussion in Unit 9.

Assessments

- Before continuing with the next unit, take this opportunity to assess individual students' writing from this unit. See "Completing the Individual Writing Assessment" (IA1) on page 42 of the *Assessment Resource Book*.
- (Optional) Prior to sending the students' published writing home to share with their families, you might have each student analyze his writing using the "Student Self-assessment" record sheet (SA1) on page 41 of the *Assessment Resource Book*. For more information about administering this assessment, see the extension "Introduce 'Student Self-assessments'" on page 114.

Genre

Fiction

During this six-week unit, the students explore fiction writing and they draft, revise, and publish their own stories. By hearing different kinds of fiction and exploring how authors get ideas and put stories together, the students learn how to integrate elements of character, setting, and plot into their own writing. They explore features of good fiction writing including developing interesting plots, using transitional words and phrases, and creating endings that bring a story's events to a close. They learn important skills and conventions pertinent to fiction writing, such as punctuating dialogue, maintaining consistent verb tenses, and using first- and third-person points of view. They cultivate a relaxed and creative attitude toward their writing and continue to be contributing members of the classroom writing community.



RESOURCES

Read-alouds

- *The Wreck of the Zephyr*
- *Moirá's Birthday*
- *Nothing Ever Happens on 90th Street*
- *Sweet Music in Harlem*
- *The Sweetest Fig*
- *Uncle Jed's Barbershop*
- *The Lotus Seed*
- *Just a Dream*
- *The Summer My Father Was Ten*
- "About Chris Van Allsburg"

Writing About Reading Activities

- "Write an Opinion Paragraph About What Happens in *Nothing Ever Happens on 90th Street*"
- "Write an Opinion Paragraph About the Character of Uncle Jed in *Uncle Jed's Barbershop*"



Technology Mini-lesson

- Mini-lesson 10, "Creating Presentations"



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA36

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA13)
- "Conference Notes" record sheets (CN1–CN3)
- "Individual Writing Assessment" record sheet (IA1)
- "Individual Writing Assessment Class Record" sheet (CR1)
- "Student Self-assessment" record sheet (SA1)

Reproducibles

- Fiction genre unit family letter (BLM1)
- "Excerpt from *Nothing Ever Happens on 90th Street*" (BLM2)
- "Excerpt from *Uncle Jed's Barbershop*" (BLM3)

Professional Development Media

- "Building a Community of Writers" (AV1)
- "Predictable Structure of the Writing Lessons" (AV3)

- "Cooperative Structures Overview" (AV9)
- "Using 'Turn to Your Partner'" (AV11)
- "Using 'Think, Pair, Share'" (AV13)
- "Social Reflection" (AV14)
- "Pacing Class Discussions" (AV20)
- "Introducing Vocabulary During a Read-aloud" (AV30)
- "Adapting Lessons for English Language Learners" (AV32)
- "Planning a Lesson" (AV33)
- "Conferring About Fiction" (AV43)
- "Exploring Fiction" (AV44)
- "Guided Visualization and Quick-write" (AV45)
- "Using CCC's Whiteboard Activities" tutorial (AV73)
- "Using Web-based Teaching Resources" tutorial (AV75)
- "Creating a Class Blog" tutorial (AV76)

RESOURCES *(continued)*



Technology Extensions

- “Use a Class Blog for Reflection”
- “Listen to Audiobook Versions of Stories”
- “Watch or Read an Interview with Chris Van Allsburg”
- “Publish Student Writing Online”

Extensions

- “Read Other Stories by Robert Munsch”
- “Write About Interesting People”
- “Conduct Interviews to Find Story Ideas”
- “Repeat Quick-write: Getting Ideas from Pictures”
- “Write Stories to Go with *The Mysteries of Harris Burdick*”
- “Discuss the Setting in *The Summer My Father Was Ten*”
- “Further Explore Point of View”
- “Continue to Explore Speech and Dialogue in Fiction”
- “Further Explore Verb Tense”
- “Write Letters Home About Fiction”

Skill Practice Teaching Guide and Student Skill Practice Book

- Lesson 1, “Complete Sentences”
- Lesson 2, “Compound Sentences”

- Lesson 5, “Sentence Fragments and Run-on Sentences”
- Lesson 15, “Shifts in Verb Tense”
- Lesson 20, “Prepositions and Prepositional Phrases”
- Lesson 27, “Commas to Set Off *Yes* and *No*, Tag Questions, and Nouns of Direct Address”
- Lesson 28, “Commas and Quotation Marks in Dialogue and Direct Quotations”

Assessment Resource Book

- Fiction genre unit assessments

Writing Performance Task Preparation Guide

- Narrative Writing unit

Student Writing Handbook

- “Excerpt from *The Sweetest Fig*”
- “Character-plot-setting” chart
- “Excerpt from *Just a Dream*”
- “Closing Sentences from Three Stories”
- “Excerpt from *The Summer My Father Was Ten*”
- “Point of View in Two Stories”
- “Verb Tense in Two Stories”
- “Speech Punctuation in Two Stories”
- “Run-on Fiction Sample”

DEVELOPMENT ACROSS THE GRADES

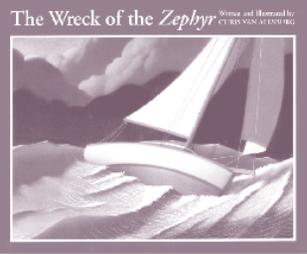
	Elements of Fiction	Writing Craft	Language Skills and Conventions
Grade 1	<ul style="list-style-type: none"> Exploring imaginary topics and events 	<ul style="list-style-type: none"> Telling more to help readers imagine what is happening in stories and to make them more interesting 	<ul style="list-style-type: none"> Capitalizing first letter of sentences and proper nouns Using end punctuation
Grade 2	<ul style="list-style-type: none"> Informally exploring character Exploring purely imaginary vs. realistic fiction 	<ul style="list-style-type: none"> Using descriptive words Using dialogue Exploring features of published books (e.g. title page, dedication, author notes, back cover blurb) 	<ul style="list-style-type: none"> Approximating spelling of polysyllabic words Capitalizing / and proper nouns Using question marks and exclamation points Punctuating speech Proofreading for spelling, punctuation, and capitalization
Grade 3	<ul style="list-style-type: none"> Developing characters using actions, description, speech, and thoughts Exploring settings 	<ul style="list-style-type: none"> Using descriptive details to convey character Using temporal words and phrases to convey event order Writing endings that bring a story's events to a close Writing creative and effective titles 	<ul style="list-style-type: none"> Using interesting verbs and adverbs Recognizing and correcting run-on sentences Punctuating speech Proofreading for spelling, punctuation, and grammar
Grade 4	<ul style="list-style-type: none"> Describing settings that work within a story Developing characters through speech and thoughts 	<ul style="list-style-type: none"> Using descriptive details to convey setting Using transitional words and phrases Writing endings that bring a story's events to a close 	<ul style="list-style-type: none"> Using interesting adjectives Exploring first- and third-person points of view Punctuating speech Recognizing and correcting run-on sentences Punctuating for effect Proofreading for spelling, punctuation, and grammar
Grade 5	<ul style="list-style-type: none"> Developing interesting plots that make sense (e.g., imaginary vs. real events, messy situations) Continuing to develop characters 	<ul style="list-style-type: none"> Using descriptive details to convey character and setting Using transitional words and phrases Connecting things that happen in the plot to what comes before and after Writing endings that bring a story's events to a close 	<ul style="list-style-type: none"> Using prepositions and prepositional phrases Exploring first- and third-person points of view Maintaining consistent verb tense Punctuating speech Recognizing and correcting run-on sentences Proofreading for spelling, punctuation, and grammar

GRADE 5 OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
Immersion and Drafting					
Week 1	Exploring Fiction: <i>The Wreck of the Zephyr</i> Focus: ▪ Imaginary vs. real events	Exploring Fiction: <i>Moira's Birthday</i> Focus: ▪ Messy situations	Drafting Fiction: <i>Nothing Ever Happens on 90th Street</i> Focus: ▪ Character and plot	Drafting Fiction: <i>Nothing Ever Happens on 90th Street</i> Quick-write: ▪ Messy situations	Drafting Fiction and Pair Conferring: <i>Nothing Ever Happens on 90th Street</i> Quick-write: ▪ What if?
Week 2	Drafting Fiction: <i>Sweet Music in Harlem</i> Quick-write: ▪ Getting ideas from pictures	Drafting Fiction: <i>The Sweetest Fig</i> Focus: ▪ Characters' actions, thoughts, and speech	Drafting Fiction: <i>Uncle Jed's Barbershop</i> Quick-write: ▪ Showing character through dialogue	Drafting Fiction: <i>Uncle Jed's Barbershop</i> Quick-write: ▪ Character, plot, and setting in a draft	Drafting Fiction and Pair Conferring Focus: ▪ Character, plot, and setting in a draft
Week 3	Drafting Fiction: <i>The Lotus Seed</i> Quick-write: ▪ Creating stories about single objects	Drafting Fiction: <i>Just a Dream</i> Focus: ▪ Characters' actions, thoughts, and speech	Drafting Fiction: <i>The Summer My Father Was Ten</i> Focus: ▪ Character, plot, and setting	Drafting Fiction: <i>The Summer My Father Was Ten</i> Quick-write: ▪ Character, plot, and setting in a draft	Drafting Fiction and Pair Conferring Focus: ▪ Character, plot, and setting
Revision, Proofreading, and Publication					
Week 4	Selecting and Completing Drafts: "About Chris Van Allsburg" Focus: ▪ Chris Van Allsburg	Analyzing and Revising Drafts Focus: ▪ Developing character	Analyzing and Revising Drafts Focus: ▪ Developing plot and using transitional words and phrases	Analyzing and Revising Drafts Focus: ▪ Endings that bring a story's events to a close	Pair Conferring Focus: ▪ Character and plot
Week 5	Analyzing and Revising Drafts Focus: ▪ Setting and descriptive language	Writing Second Drafts Focus: ▪ Improving on first drafts	Writing Second Drafts Focus: ▪ Prepositions and prepositional phrases	Writing Second Drafts Focus: ▪ First- and third-person points of view	Self-assessing and Pair Conferring Focus: ▪ Elements of fiction
Week 6	Completing Second Drafts and Proofreading Focus: ▪ Maintaining consistent verb tenses	Proofreading Focus: ▪ Punctuating speech	Proofreading Focus: ▪ Recognizing and correcting run-on sentences	Publishing Focus: ▪ Writing final versions	Publishing Focus: ▪ Author's Chair sharing

Week 1

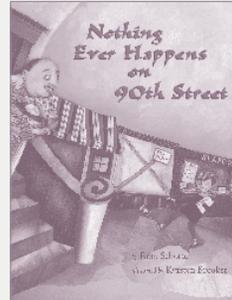
OVERVIEW



The Wreck of the Zephyr

by Chris Van Allsburg

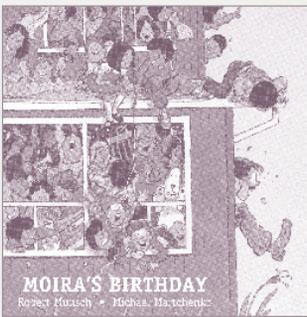
The wreck of a small sailboat lies at the edge of a cliff. How did it get there?



Nothing Ever Happens on 90th Street

by Roni Schotter, illustrated by Kyrsten Brooker

Eva sits on her stoop and watches her street, wondering what to write about.



Moir's Birthday

by Robert Munsch, illustrated by Michael Martchenko

Moir invites her whole school over for a birthday party.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA4

Assessment Forms

- “Class Assessment Record” sheets (CA1–CA2)
- “Conference Notes: Focus 1” record sheet (CN1)

Reproducible

- (Optional) “Excerpt from *Nothing Ever Happens on 90th Street*” (BLM2)

Professional Development Media

- “Cooperative Structures Overview” (AV9)
- “Using ‘Turn to Your Partner’” (AV11)
- “Using ‘Think, Pair, Share’” (AV13)
- “Introducing Vocabulary During a Read-aloud” (AV30)
- “Conferring About Fiction” (AV43)
- “Exploring Fiction” (AV44)
- “Creating a Class Blog” tutorial (AV76)

TEACHER AS WRITER

“My writing is full of lives I might have led. A writer imagines what could have happened, not what really happened.”

— Joyce Carol Oates

The work of the fiction writer is to invent new worlds. This week, imagine a life you might have led, and write your “memories” of this fictitious life. Perhaps you were born into a different culture, grew up in a different family, or chose a different profession. How do you imagine that these life experiences have shaped you? As you write, include your feelings and perspectives, and invent details to make that life seem real.

Writing Focus

- Students hear and discuss fiction.
- Students informally explore elements of fiction.
- Students generate and quick-write ideas for fiction.
- Students draft fiction pieces.

Social Development Focus

- Teacher and students build the writing community.
- Students cultivate a relaxed attitude toward writing.
- Students express interest in and appreciation for one another’s writing.

DO AHEAD

- ✓ Consider reading this unit’s read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding. Or, do a picture walk and have partners who speak the same primary language talk to each other in that language about what they see in the illustrations.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see “Random Pairing” on page xxix and “Considerations for Pairing ELLs” on page lii. For more information, view “Cooperative Structures Overview” (AV9).
- ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA1) on page 54 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA2) on page 55 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a class set of the “Conference Notes: Focus 1” record sheet (CN1) on page 67 of the *Assessment Resource Book*.



Day 1

Exploring Fiction

Materials

- *The Wreck of the Zephyr*
- *Meteor!* from Unit 1
- *My Rotten Redheaded Older Brother* from Unit 1
- *The Frog Prince Continued* from Unit 1
- *The True Story of the 3 Little Pigs!* from Unit 1
- Chart paper and a marker

Teacher Note

For more information about fiction writing, view “Exploring Fiction” (AV44).



Teacher Note

The partners you assign today will stay together for the unit. If necessary, take a few minutes at the beginning of today’s lesson to let them get to know each other better by talking informally in a relaxed atmosphere.

Teacher Note

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

In this lesson, the students:

- Work with new partners
- Hear and discuss fiction
- Informally explore the elements of fiction
- Write freely about things that interest them

IMMERSION IN AND DRAFTING OF FICTION

In a fiction story, *something happens to someone somewhere in time*. In this unit, the students build this understanding in stages over a six-week period.

The first half of this unit immerses the students in stories, stimulating their imaginations and developing their dispositions for creativity and experimentation. The students hear, enjoy, and make observations about different examples of fiction. Having heard some examples, they begin drafting fiction and continue to learn about the genre. Skills and conventions are taught later in the unit so that the students can focus first on the big ideas: inventing interesting characters, describing believable settings, and building imaginative plots that make sense.

GETTING READY TO WRITE

1 Pair Students and Discuss Working Together

Randomly assign partners and make sure they know each other’s names (see “Do Ahead” on page 209). Gather the class with partners sitting together, facing you.

Explain that over the next six weeks, partners will work together to explore writing fiction. They will hear and discuss fiction stories and learn how to write engaging stories.



Have partners take a few minutes to talk about some of the things they have written so far this year. Signal for their attention and ask:

Q *What did you learn about the writing your partner has done this year?*

2 Introduce Fiction

Show the covers of *Meteor!*, *My Rotten Redheaded Older Brother*, *The Frog Prince Continued*, and *The True Story of the 3 Little Pigs!* Remind the students that they heard these fiction stories at the beginning of the year. Ask and briefly discuss:

Q *What do you think you know about fiction?*

Students might say:

"Fiction is made up. It's make-believe."

"Fiction has characters, and things happen to them."

"Sometimes things happen in fiction that can't happen in real life, like people traveling into the past or future."

"Some fiction stories are based on the author's life."

Record the students' ideas on a sheet of chart paper titled "Notes About Fiction." Post the chart and tell the students that you will continue to add ideas to the chart as they learn more about fiction in the coming weeks.

Point out that fiction writers try to tell stories that capture the interest and imagination of their readers. Explain that by the end of the unit, the students will have learned and practiced different techniques for writing a good fiction story and will have published their own stories for the class library.

3 Read *The Wreck of the Zephyr* Aloud

Show the cover of *The Wreck of the Zephyr* and read the title and author's name aloud, pointing out that the author was also the illustrator. Invite the students to think as they listen about what it might be like to write such a story themselves.

Read the story aloud slowly and clearly, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

ominous: threatening, as if a storm is coming (p. 8)

boom: long, swinging bar that holds the bottom edge of a sail on a sailboat (p. 10; see illustration on p. 11)

treacherous reef: dangerous grouping of rocks and coral offshore (p. 16)

ELL Vocabulary

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

cliffs: high areas of land with a sharp drop-off (p. 4)

didn't recognize the shoreline: never saw the shoreline before (p. 14)

towing: pulling along (p. 14)

Stop after:

p. 14 "There they left the *Zephyr*."

Ask:



Q What has happened so far in the story? Turn to your partner.

Teacher Note

Save the "Notes About Fiction" chart to use in Day 2 and throughout the unit.

Teacher Note

Your students may be familiar with some of the read-alouds in this program. Encourage them to listen to the read-alouds as writers, noticing what the author is trying to do and thinking about what they could try in their own writing.

Teacher Note

To review the procedure for defining vocabulary during the read-aloud, see Unit 1, Week 1, Day 1, Step 3 (page 8). To see an example, view "Introducing Vocabulary During a Read-aloud" (AV30).



Teacher Note

To review the procedure for "Turn to Your Partner," see Unit 1, Week 1, Day 2 (page 11). To see an example, view "Using 'Turn to Your Partner'" (AV11).



Teacher Note

The discussion prompts are:

- “I agree with _____ because . . .”
- “I disagree with _____ because . . .”
- “In addition to what _____ said, I think . . .”

Teacher Note

Remember to pause for 10 seconds for the students to think before you say “Turn to your partner.” To review the procedure for “Think, Pair, Share,” see Unit 1, Week 2, Day 1 (page 30). To see an example, view “Using ‘Think, Pair, Share’” (AV13).



Teacher Note

Note that on Days 1 and 2 of this week, the students may write fiction or anything else they choose. On Day 3, after exposure to a couple more examples of fiction, all the students will be asked to begin writing in this genre.

ELL Note

English Language Learners may benefit from drawing their ideas before they write. Encourage them to draw what they want to write about and then talk quietly with you or their partners about their drawings. If necessary, write down key words and phrases they want to use so they can copy them into their writing.

Have partners discuss the question; then signal for their attention. Without sharing as a class, reread the last line and continue reading to the end of the story.

4 Discuss the Story

Ask and briefly discuss the questions that follow. Remind the students to use the discussion prompts to help them listen and build on one another’s thinking. Be ready to reread from the text to help the students recall what they heard.

Q *What events in this story could happen in real life? What events could happen only in the imagination?*

Students might say:

“A boy wants to learn how to sail above the water.”

“In addition to what [Vincent] said, boats can’t fly in real life.”

“I agree with [Lena]. But other things in the story could happen in real life, like the boy getting caught in a storm in his sailboat.”

Use “Think, Pair, Share” to discuss:



Q *What things could you write about that could happen only in the imagination?* [pause] *Turn to your partner.*

Have volunteers share their thinking.

Students might say:

“You could write about discovering a secret world in your backyard.”

“You could write about having superhuman powers, like being able to breathe under water.”

“To write a story about life on another planet, you would need to use your imagination.”

Point out that some fiction could happen in real life and some could happen only in the imagination. Invite the students to think about both kinds of events as they write freely today.

WRITING TIME

5 Write Independently

Have the students get their notebooks and pencils, sit at desks with partners together, and write silently for 20–30 minutes. During this time, they may write about anything they choose. Remind them that they should write double-spaced in their notebooks and that there should be no talking, whispering, or walking around.

Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

6 Briefly Share Writing and Reflect



Ask partners to talk briefly about what they wrote today. After a moment, signal for their attention and ask questions such as:

- Q *What did your partner write about today?*
- Q *What did you and your partner do to work well together when you were talking and sharing your writing?*

Exploring Fiction

Day 2

In this lesson, the students:

- Cultivate a relaxed attitude toward writing
- Hear and discuss fiction
- Informally explore the elements of fiction
- Write freely about things that interest them

THE IMPORTANCE OF ATTITUDE IN WRITING

To get enough practice writing during the elementary school years, it is extremely important that students learn to start writing fairly quickly after they sit down and to write freely, abundantly, and without fear. This requires a relaxed attitude, free from inhibitions, especially during the early drafting stages. In this lesson, the students hear a story about a silly, far-fetched situation. The intent is to inspire their imaginations and help them know that writing can be light-hearted and can be about *anything*.

Regularly remind the students that they are writing primarily for themselves. Encourage them to be willing to write something that is less than perfect. The important thing is to repeatedly practice getting their ideas on paper.

GETTING READY TO WRITE

1 Add to “Notes About Fiction” Chart

Gather the class with partners sitting together, facing you. Review that yesterday the students began exploring fiction, or invented stories. Remind the students that *some fiction could happen in real life* and *some fiction could happen only in the imagination*. Add this to the “Notes About Fiction” chart.

Explain that today they will hear another example of fiction and do more writing.

Materials

- *Moira’s Birthday*
- “Notes About Fiction” chart from Day 1
- “Messy Situations” chart (WA1)
- “Class Assessment Record” sheet (CA1)

Teacher Note

Remember that some of the read-alouds in this program are intentionally below the average reading level for your grade. The read-alouds are intended to inspire and provide models for the students' writing, which normally lags somewhat behind their reading levels.

2 Discuss Writing Attitude

Point out that learning to write is like learning any new sport, musical instrument, or skill; you must practice over and over to become good at it. Ask:

Q *What can be hard about starting to write or continuing to write for the whole Writing Time?*

Students might say:

"It's hard to start writing when I don't know what to write."

"I stop writing if I don't know how to spell something."

Explain that you expect the students' writing to have spelling errors and to be imperfect and incomplete. This is natural for young writers. Assure them that practicing by writing many, many imperfect pieces is more important than writing just a few perfect pieces.

Encourage the students to try to bring a fun, relaxed attitude to their writing today.

3 Read *Moira's Birthday* Aloud

Show the cover of *Moira's Birthday* and read the title and the names of the author and illustrator aloud. Invite the students to think as they listen about whether they might like to try writing such a story themselves.

Read the story aloud slowly and clearly, showing the illustrations.

Briefly discuss:

Q *What events in this story could happen in real life? What events would probably happen only in the imagination?*

Q *What other stories have you read or heard where things turn into a real mess, as they do in *Moira's Birthday*?*

Students might say:

"A little girl probably wouldn't invite the entire school to her birthday party."

"In addition to what [Taro] said, no one would deliver one hundred and ninety pizzas with a dump truck."

"But sometimes birthday parties do turn out to be bigger or crazier than we planned."

Ask and briefly discuss:

Q *If you were going to write about a messy situation, what might you write about?*

Display the “Messy Situations” chart (WA1) and record the students’ ideas on the chart as they generate them.

Messy Situations

- The washing machine explodes and clothes fly everywhere.
- A magic dog whistle can call in every dog in the neighborhood.
- One day at school the kindergartners turn into giants.

WA1

Explain that during Writing Time today the students may write about messy situations or anything else they choose. Encourage them to relax and write as freely and imaginatively as possible.

WRITING TIME

4 Write Independently

Ask the students to return to their seats and write silently for 20–30 minutes. They may write about messy situations or anything else they choose. Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students staying in their seats and writing silently?
- Are they double-spacing their writing?
- Do they seem to be writing with a relaxed and free attitude?

If necessary, remind the students to double-space their writing. If you notice many students having difficulty starting to write, call for the class’s attention and have partners talk to each other about what they might write. Have a few volunteers share their ideas with the class; then have the students resume silent writing.

Record your observations on the “Class Assessment Record” sheet (CA1); see page 54 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Reflect on Writing Attitude

Talk briefly as a class about the students' attitudes as they wrote today. Ask questions such as:

Q *Were you able to relax and write freely today without getting stuck? If so, what happened? If not, what made you feel stuck? What did you do to try to get unstuck?*

Explain that the students will continue to focus on developing a relaxed attitude toward their writing practice.

EXTENSION

Read Other Stories by Robert Munsch

If your students enjoyed hearing *Moira's Birthday* and seem inspired by Robert Munsch's humorous style of writing, consider reading several more of his stories. To read about how the author got the idea for each book, search on the Internet with the keywords "Robert Munsch" and "ideas for stories." Your students may be interested in hearing some of these explanations or exploring websites related to Robert Munsch's work themselves.

Technology Tip

For information about setting up and maintaining a class blog, view the "Creating a Class Blog" tutorial (AV76).



TECHNOLOGY EXTENSION

Use a Class Blog for Reflection

Create a class blog and invite the students to reflect on their writing attitude as they draft and revise their stories in the coming weeks. Post reflection questions such as those in Step 5 above. After discussing the questions as a class, have interested students post their comments. Review the comments periodically and, with the respondents' permission, discuss comments with the class.

In this lesson, the students:

- Hear, discuss, and draft fiction
- Informally explore character and plot
- Cultivate a relaxed attitude toward writing

GETTING READY TO WRITE**1** Read the First Half of *Nothing Ever Happens on 90th Street* Aloud

Gather the class with partners sitting together, facing you. Review that the students are hearing examples of fiction and thinking about ideas for fiction stories. Review that yesterday they heard a story in which things turn into a real mess. Add *things often turn into a real mess* to the “Notes About Fiction” chart.

Explain that today they will hear another story and begin drafting a fiction story.

Show the cover of *Nothing Ever Happens on 90th Street* and read the title and author’s name aloud. Explain that the students will hear the first half of the book today and the second half tomorrow. Ask the students to think as they listen about whether they might want to try writing a similar story.

Read pages 3–15 aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

Suggested Vocabulary

embarked on a daily promenade: went on a walk every day (p. 4)

mousse: pudding-like dessert (p. 6)

 **ELL Vocabulary**

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

cinnamon Danish: kind of sweet bread (p. 3)

dine on: eat (p. 12)

panting: breathing heavily (p. 12)

Materials

- *Nothing Ever Happens on 90th Street*
- “Notes About Fiction” chart from Day 2
- “Writing Time” chart (WA2)
- “Class Assessment Record” sheet (CA2)

Stop after:

p. 15 “Eva added this to her notebook and wondered what could possibly happen next. . . .”

Ask:



Q *What is happening to Eva in this story? Turn to your partner.*

2 Discuss the Story

Facilitate a brief class discussion using the questions that follow. Be ready to reread from the story to help the students recall what they heard.

Q *Which character in the story did you find the most interesting? What was interesting to you about that character?*

Q *What is Eva’s problem at the beginning of the story? How is the problem solved?*

Students might say:

“I thought Alexis Leora was the most interesting. She has a fancy name and she does her ballet exercises on the street.”

“Eva can’t think of anything to write, but her neighbors give her advice.”

“I agree with [Kendra]. One neighbor tells her to watch people carefully, and another one tells her to think of new ways to describe things.”

“In addition to what [Juan and Maddie] said, her neighbor Alexis tells her to ask ‘What if?’ and then make up a story that’s better than what’s happening.”

Explain that today you would like all the students to try writing a fiction story. They may make up a story about a problem that needs to be solved or an interesting character whom unusual things happen to, or they may write any other made-up story. Remind them to double-space their writing and to look at the “Notes About Fiction” chart to help them get more ideas.

WRITING TIME

3 Begin Drafting Fiction Pieces

Have the students get their notebooks and pencils, and sit at desks with partners together. Display the “Writing Time” chart (📄 WA2) and have the students write silently for 20–30 minutes.

Teacher Note

The students are just beginning to generate ideas for fiction. They are not expected to know or incorporate specific features of the genre into their writing at this point. They will build their understanding as they explore the genre over the coming weeks.

Teacher Note

The students will write all first drafts, double-spaced, in their notebooks. In Week 3, they will select one of the drafts to develop and publish. Double-spacing now allows space for revision later. The students will write their final versions in Week 6 on loose, lined paper (or on computers, if available).

Writing Time

- Make up a story about a messy situation.
- Make up a story about an interesting person you know.
- Continue a fiction story you started earlier.
- Start any new fiction story.

Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students staying in their seats and writing silently?
- Are they double-spacing their writing?
- Do they seem to be writing with a relaxed and free attitude?

If necessary, remind the students to double-space their writing. If you notice many students having difficulty starting to write, call for the class's attention and have partners talk to each other about what they might write. Have a few volunteers share their ideas with the class; then have the students resume silent writing.

Record your observations on the "Class Assessment Record" sheet (CA2); see page 55 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Reflect on Writing Process and Attitude

Briefly discuss questions such as:

- Q *What did you write about today?*
- Q (Point to the "Notes About Fiction" chart.) *Which notes did you think about as you started writing today?*

Help the students reflect on their attitudes toward writing by asking:

- Q *How did you feel as you wrote today? If you got stuck, what happened? What do you want to try tomorrow to help you in your writing?*

Explain that the students will continue to read and draft fiction for the next couple of weeks. They will eventually select one of their fiction drafts to develop and publish as a book for the class library.

EXTENSION

Write About Interesting People

Point out that Eva starts with interesting people she knows and uses her imagination to have unusual things happen to them. Have the students think quietly about:

Q *What interesting people do you know who you could write a story about?*

Without discussing the question, have the students open their notebooks to the next blank page of the writing ideas section, label it “Interesting People I Know,” and write a list of interesting people they know outside of school who they could write a story about. Stop them after 3–4 minutes and have partners share and discuss their lists with each other. Then have them resume listing for a few more minutes.

Have the students try writing a fiction story about one of the interesting people on their list.

Day 4

Drafting Fiction

Materials

- *Nothing Ever Happens on 90th Street* from Day 3
- “Notes About Fiction” chart from Day 3
- “Writing Time” chart (WA3)

In this lesson, the students:

- Hear, discuss, and draft fiction
- Quick-write ideas for messy situations to write about
- Cultivate a relaxed attitude toward writing

GETTING READY TO WRITE

1 Read the Second Half of *Nothing Ever Happens on 90th Street* Aloud

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Review that yesterday the students heard the first half of *Nothing Ever Happens on 90th Street*. Ask and briefly discuss:

Q *What happened in the first half of the story?*

Explain that you will read the second half of the book today. Read pages 16–31 aloud slowly and clearly, showing the illustrations. Clarify vocabulary as you read.

Suggested Vocabulary

gutter: part of a street that is next to the curb (p. 19)

gourmet: having fancy tastes in food (p. 21)

precarious: dangerous (p. 25)

ELL Vocabulary

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

soap opera: daily TV program (p. 16)

extravagant embrace: big hug (p. 19)

flick of the wrist: quick hand motion (p. 20)

spooning: feeding by hand with a spoon (p. 23)

culinary: having to do with cooking (p. 25)

2 Briefly Discuss the Story and Quick-write: Messy Situations

Facilitate a brief class discussion using the question that follows. Be ready to reread from the story to help the students recall what they heard.

Q *What unexpected good things come out of the confusion in the story?*

Students might say:

"Alexis falls in love with the pizza delivery man."

"Mr. Sims meets an old friend who gives him a great job."

"Mr. Morley, Mrs. Martinez, and Mr. Chang decide to open a restaurant together."

Use "Think, Pair, Share" to discuss:



Q *What kinds of messy situations can you think of that might lead to good things? [pause] Turn to your partner.*

Without discussing the question, have the students open their notebooks to the next blank page of the writing ideas section, label it "Messy Situations That Lead to Good Things," and write a list of such situations. Stop them after 3–4 minutes and have partners share and discuss their lists with each other. Then have them resume listing for a few more minutes.



Teacher Note

If students have difficulty thinking of messy situations that lead to good things, suggest the following: a boy breaks his arm and makes a new friend in the emergency room, a girl loses her dog and meets new neighbors while looking for him, and a cooking project seems to go wrong but results in a delicious dish.

Explain that during Writing Time the students may make up a story about a messy situation that leads to good things, or they may write any other made-up story. Remind them to double-space their writing and to look at the “Notes About Fiction” chart to help them get more ideas.

WRITING TIME

3 Begin Drafting Fiction Pieces

Ask the students to return to their seats. Display the “Writing Time” chart (WA3) and have the students write silently for 20–30 minutes.

Writing Time

- Make up a story about a messy situation that leads to good things.
- Make up a story about an interesting person you know.
- Continue a fiction story you started earlier.
- Start any new fiction story.

WA3

Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Reflect on Writing Process and Attitude

Briefly discuss questions such as:

- Q *Were you able to make up a story about a messy situation that leads to good things? Tell us about it.*
- Q *What other fictional ideas did you write about today?*
- Q (Point to the “Notes About Fiction” chart.) *Which notes did you think about as you started writing today?*

Help the students reflect on their attitudes toward writing by asking:

- Q *How did you feel as you wrote today? If you got stuck, what happened? What do you want to try tomorrow to help you in your writing?*

Explain that the students will continue to focus on developing a relaxed attitude toward their writing practice and that they will continue to read and draft fiction for the next couple of weeks.

EXTENSION

Conduct Interviews to Find Story Ideas

Some students may be interested in writing stories based on other people's experiences. Have your students ask a family member or friend, "Have you ever heard about a messy situation that led to good things? What happened?" Have the students write stories based on the information they collected. These stories may be fiction or nonfiction.

Drafting Fiction and Pair Conferencing

Day 5

In this lesson, the students:

- Review a story they heard earlier
- Quick-write responses to "What if?" questions
- Draft fiction
- Practice procedures for pair conferences
- Express interest in and appreciation for one another's writing

GETTING READY TO WRITE

1 Review *Nothing Ever Happens on 90th Street*

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Remind the students that this week they heard *Nothing Ever Happens on 90th Street*. Review the story by asking the questions that follow. Be ready to reread from the story to help the students recall what they heard.

- Q *What happens in the story?*
- Q (Reread page 9.) *What do you think Alexis Leora means by "you can always stretch the truth" and "You can ask, 'What if?' and make up a better story"?*
- Q *What happens when Eva starts asking "What if?"*

Materials

- *Nothing Ever Happens on 90th Street* from Day 4
- "Notes About Fiction" chart from Day 4
- Chart paper and a marker
- "Writing Time" chart (WA4)
- Class set of "Conference Notes: Focus 1" record sheets (CN1)

Teacher Note

If necessary, remind the students to use the discussion prompts to connect their ideas to those of others.

Students might say:

"Eva doesn't know what to write at the beginning of the story. But she keeps getting ideas, and she writes a wild story about the interesting people in her neighborhood."

"I think Alexis means that Eva can use her imagination to make up a story."

"I agree with [Truong]. When she starts imagining scattering her Danish and the birds coming, one crazy thing happens after another."

"When Eva asks 'What if?' the story starts getting messy, like in *Moirá's Birthday*."

2 Generate "What If?" Questions

Explain that authors commonly get ideas for stories by asking themselves "What if?" questions. Direct the students' attention to the "Notes About Fiction" chart and add *What if _____?* to it. Ask:

Q *What "What if?" questions can you think of that might lead to an interesting story?*

As the students report their ideas, record them on a sheet of chart paper titled "What if _____?"

Students might say:

"What if a monkey got loose from the zoo and ended up in my backyard?"

"What if I became the president of the United States?"

"What if someone finds out she can read people's minds?"

"What if a boy's parents forgot who he was?"

3 Quick-write: What If?

Ask the students to select one of the charted "What if?" questions and write in their notebooks for a few minutes about imaginative ways to answer it. Encourage them to imagine things that could happen in real life as well as things that could not. Stop them after 3–4 minutes of silent writing and have partners discuss their thinking; then have them write quietly for a few more minutes.



Signal for the students' attention and ask a few volunteers to share the "What if?" question they selected and the ideas they wrote.

Explain that, during Writing Time today, the students may continue the "What if?" story they started, list other "What if?" questions, or work on any other fiction story. Assure them that it is perfectly fine to leave drafts incomplete and start new ones. Encourage them to relax and use their imaginations as they write today.

WRITING TIME

4 Draft Fiction Pieces

Have the students get their notebooks and pencils, and sit at desks with partners together. Display the “Writing Time” chart (📄 WA4) and have the students write silently for 20–30 minutes.

Writing Time

- Work on a story you started earlier.
- Start a new story.
- If possible, write about a messy situation that leads to good things.

WA4

Join the students in writing for a few minutes; then begin conferring with individual students.



TEACHER CONFERENCE NOTE

Over the next three weeks, confer with individual students to get an idea of their thinking as they write fiction drafts. Ask each student to show you a piece of her writing and read some of it aloud to you. Hold off on any feedback about grammar or spelling. Instead, focus on clarifying the student’s ideas about the story she is writing. Ask questions such as:

- Q *What is this story about?*
- Q *Who [is/are] the character(s)? What is interesting about [him/her/them]?*
- Q *What do you imagine might happen to [him/her/them]?*
- Q *What part are you going to work on next?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 67 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Confer in Pairs About Fiction Drafts

Explain that partners will each read one of their fiction drafts to the other and confer about both partners’ drafts today. Briefly review the

Teacher Note

You may want to shorten today’s Writing Time to leave more time for the pair conferences in Step 5.

Teacher Note

To see an example of a teacher conferring with individual students, view “Conferring About Fiction” (AV43).



ELL Note

You might provide the prompt “I would like my partner to . . .” to your English Language Learners to help them verbalize their answers to this question.

Teacher Note

Consider having pairs spread out so partners can better hear each other. If necessary, signal about halfway through the sharing time so partners can switch roles if they have not yet done so.

Materials

- *Nothing Ever Happens on 90th Street* from Day 5
- Copy of “Excerpt from *Nothing Ever Happens on 90th Street*” (BLM2) for each student

Teacher Note

Prior to doing this activity, you will need to visit the CCC Learning Hub (ccclearninghub.org) to access and print the “Excerpt from *Nothing Ever Happens on 90th Street*” (BLM2). Make enough copies for each student to have one; set aside a copy for yourself.

procedure you established for pair conferring (see Unit 1, Week 3, Day 2 on page 52). Remind the students that *conferring* means not only reading their writing to each other but talking about it as well. Explain that today partners will tell each other one thing they like about the other’s draft. Ask and briefly discuss:

Q *What would you like your partner to do to show that he’s interested in your writing and your creative ideas?*

Students might say:

“I would like my partner to listen as I read my story.”

“I would like my partner to ask me questions about the story.”

“I would like my partner to tell me the part she likes.”

“I would like my partner to say something nice about my story, like ‘I really want to read your story.’”



Have partners share their writing. Scan the class without intervening, providing sufficient time for both partners to share their writing before you signal for their attention.

6 Reflect on Pair Conferences

Help partners reflect on their work together by asking:

Q *What did your partner do to show interest in your writing and creative ideas?*

Q *What did you like about your partner’s writing?*

Explain that the students will continue to write fiction drafts during the coming two weeks. Remind the students that they will eventually select one of their fiction drafts to develop and publish as a book for the class library.

WRITING ABOUT READING

Write an Opinion Paragraph About What Happens in *Nothing Ever Happens on 90th Street*

Show the cover of *Nothing Ever Happens on 90th Street* and remind the students that they heard this story earlier. Ask:

Q *What do you remember about the story *Nothing Ever Happens on 90th Street*?*

Have a few volunteers share their thinking. Distribute the copies of “Excerpt from *Nothing Ever Happens on 90th Street*” and explain that the last part of *Nothing Ever Happens on 90th Street* is reproduced there. Remind the students that most of the story’s events occur after Eva begins to ask “What if?” Explain that as you read the last part of the story aloud, you want the students to follow along and think about what

the characters say and do. Then read aloud pages 28–29 of the book. After reading, ask:

Q *Why do you think Eva smiles “mysteriously” after Sondra says, “Why, you’d almost think some of it was made up!”?*

Students might say:

“Eva did make up some of the story! She asked ‘What if?’ and then she imagined all sorts of stuff happening.”

“None of it happened at all! The entire story is fiction!”

“I disagree with [Ariel]. I think Eva made up some of the story, but some of it actually happened.”

“I think the whole thing happened. She smiles mysteriously because she has ideas for her next story.”

Explain that the students will write a paragraph of opinion about what happens in *Nothing Ever Happens on 90th Street*. Tell the students that readers often have different opinions about a story, and that is fine. What is important is that they support their thinking with facts and details from the story. Ask the students to watch as you think aloud and model writing a paragraph about what happens. As you write, invite the students to suggest additional details to help you support your opinion.

You might say:

“I think Eva smiles mysteriously at the end because she made up at least part of the story we read. I’ll start by writing this: *At the end of Nothing Ever Happens on 90th Street by Roni Schotter, Eva smiles mysteriously because she made up some of what happens in the story.* Notice that I stated my opinion and put the title of the story and author’s name in the opening sentence. Now I need to explain my thinking using facts and details. I’ll write: *I think it is difficult to tell exactly what happened and what didn’t happen in the story. Eva describes all the events in such detail that I believe they all could have taken place.* Now I’ll describe a part of the story that I remember well and talk about why it’s difficult to say whether it really happened: *For instance, Mr. Sims’s cat likes gourmet food. I don’t know any cats with such fancy tastes, but Eva describes the cat in a way that makes him seem real.* Now I need a closing sentence. I’ll write: *Eva’s mysterious smile tells me that she made up some things in the story, but it’s difficult to tell the difference between what really happened and what’s fiction.*”

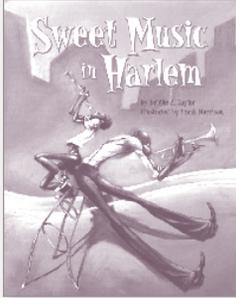
Explain that the students should each start their paragraphs with an opening sentence that states their opinions and includes the title and author of the story, give facts or details from the story to support their opinions, and provide a closing sentence that wraps up their writing. Have the students return to their seats and write in their notebooks. If time permits, invite the students to share their opinion paragraphs with the class.

Teacher Note

If students have trouble remembering details, remind them of the following characters and events: Mr. Morley, the café owner, finds the missing ingredient for his mousse when his coffee urn gets spilled; Alexis Leora, the dancer, finds true love when the pizza delivery man crashes his bike and lands at her feet; Mr. Chang, who sells fish, Mrs. Martinez, who makes Spanish soup, and Mr. Morley, the café owner, open a restaurant together.

Week 2

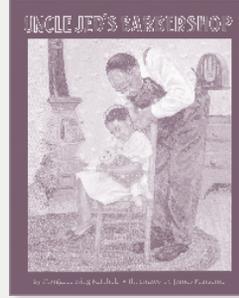
OVERVIEW



Sweet Music in Harlem

by Debbie A. Taylor, illustrated by Frank Morrison

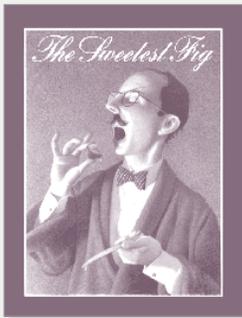
C. J.'s hunt for his uncle's signature hat culminates in a photo opportunity with jazz greats.



Uncle Jed's Barbershop

by Margaree King Mitchell, illustrated by James Ransome

Uncle Jed, the only black barber in the county, dreams of opening his own barbershop.



The Sweetest Fig

by Chris Van Allsburg

Unexpected things happen when Monsieur Bibot, the cold-hearted dentist, eats magic figs.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA5–WA9

Assessment Forms

- “Class Assessment Record” sheet (CA3)
- “Conference Notes: Focus 1” record sheet (CN1)

Reproducible

- (Optional) “Excerpt from *Uncle Jed's Barbershop*” (BLM3)

Professional Development Media

- “Pacing Class Discussions” (AV20)
- “Guided Visualization and Quick-write” (AV45)
- “Using Web-based Teaching Resources” tutorial (AV75)

TEACHER AS WRITER

“Don’t say the old lady screamed—bring her on and let her scream.”

— Mark Twain

Twain, like most fiction writers, found ways to “show, not tell” a story. What might happen in a passage in which the old lady is “brought on and screams”? How might that compare to a passage in which we’re simply told she screams? This week, experiment with writing a fiction passage in which a reader can see, hear, smell, taste, or feel what is happening.

Writing Focus

- Students hear, discuss, and draft fiction.
- Students explore character, setting, and plot.
- Students generate and quick-write ideas for fiction.
- Students cultivate creativity in their writing.

Social Development Focus

- Students cultivate a relaxed attitude toward writing.
- Students express interest in and appreciation for one another’s writing.
- Students help one another improve their writing.

DO AHEAD

- ✓ Prior to Day 1, collect pictures of people, one for each pair of students and one for you. These may be actual photographs or images from newspapers or magazines. Look for images that lend themselves to imagining interesting stories about the people in the photographs.
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA3) on page 56 of the *Assessment Resource Book*.

Materials

- *Sweet Music in Harlem*
- “Notes About Fiction” chart from Week 1
- Collected pictures of people (see “Do Ahead” on page 229)
- “Writing Time” chart (WA5)

In this lesson, the students:

- Hear, discuss, and draft fiction
- Quick-write ideas from pictures
- Cultivate a relaxed attitude toward writing

GETTING READY TO WRITE

1 Briefly Review the Elements of Fiction

Gather the class with partners sitting together, facing you. Review that the students heard fiction stories last week and began drafting their own stories. This week they will continue to draft fiction pieces. Remind them that they will eventually select one of their drafts to develop and publish for the class library.

Direct the students’ attention to the “Notes About Fiction” chart and review the items on it. Explain that in fiction stories, something happens to someone somewhere in time. The terms *plot*, *character*, and *setting* are used to describe the different features of stories.

Add *something happens (plot) to someone (character) somewhere in time (setting)* to the chart. Encourage the students to try to notice things about the plot, characters, and setting as they listen to a story today.

2 Read *Sweet Music in Harlem* Aloud

Show the cover of *Sweet Music in Harlem* and read the title and names of the author and illustrator aloud. Explain that Harlem is a neighborhood in New York City in which African American culture has flourished since the early 1900s. Harlem was home to many musicians who played jazz music.

Read the story aloud slowly and clearly, showing the illustrations and clarifying vocabulary as you read.

Suggested Vocabulary

secondhand: used, or previously owned (p. 5)

jammed: played music (p. 7)

brownstone: building made of brown stones, commonly found in New York City (p. 20)

ELL Vocabulary

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

photographer: person who takes pictures with a camera (p. 4)

trumpet: musical instrument played by blowing into it (p. 4; see illustration on cover)

clarinet: another instrument played by blowing into it (p. 5; see illustration)

3 Briefly Discuss the Story

Facilitate a class discussion using the questions that follow, and be ready to reread from the story to help the students recall what they heard. Ask:

Q *Who is this story about? What happens? When and where does it happen?*

Students might say:

"I think the story is about Uncle Click because he's the one who loses his hat."

"I disagree with [Ryan]. I think it's about C. J. because the whole story is about what he does."

"In addition to what [Bella] said, while C. J. runs around looking for Uncle Click's hat, he ends up telling everyone about the photographer."

"The story takes place in the city. It's a place with lots of stores, clubs, and barbershops, and everyone knows everyone else."

Show the students the photograph on page 32 and read or paraphrase the author's note. Explain that, like Debbie A. Taylor, the students will imagine stories as they look at pictures of people today.

4 Quick-write: Getting Ideas from Pictures

Show one of the pictures you collected and ask the students to take a close look. Ask:

Q *What story might we make up about the [people/person] in this picture?*

Q *How would you describe the setting, or when and where the story happens?*

Facilitation Tip

During this unit, we invite you to focus on **pacing class discussions** so they are lively and focused without dragging, losing the attention of your participants, or wandering off the topic. Class discussions should be long enough to allow time for thinking and short enough to sustain the students' attention. Good pacing requires careful observation of the class (not just the students who are responding) and the timely use of various pacing techniques. To speed up a discussion:

- Call on just a few students to respond to each question, even if others have their hands up.
- Use "Turn to Your Partner" if many students want to speak; then call on just one or two students to share with the whole class.

To deepen or refocus a discussion:

- Restate the question if the discussion strays from the original topic.
- Ask pairs to discuss whether they agree or disagree with what a classmate has just said.
- Use wait-time before calling on anyone to respond.

To see this Facilitation Tip in action, view "Pacing Class Discussions" (AV20).



Teacher Note

To see an example of this technique, view "Guided Visualization and Quick-write" (AV45).



Teacher Note

An example of a story about a photo might be “This person’s name is Rajid, and this is his sister, Samara. They live with their grandparents on an olive orchard in Lebanon. He is walking her home from school because she doesn’t feel well.”



ELL Note

You might invite English Language Learners to discuss and/or write about their photographs in their primary languages, as well as in English. Be ready to provide relevant vocabulary in English for them.

Teacher Note

Explain that pairs will use their pictures again later in the week. Ask them to decide which partner will keep the picture in her notebook until they need it again.

Make up a quick scenario together, calling on students to contribute ideas.

Have the students get their notebooks and pencils and sit with partners together at desks. Give each pair a picture and ask the students to look closely at the person or people in it. Use “Think, Pair, Share” to discuss:



Q *What story might you make up about the people or person in your picture?*
[pause] *Turn to your partner.*

Q *When and where does the story take place?* [pause] *Turn to your partner.*

Without discussing as a class, have each student open his notebook to the next blank page and write a few sentences of a story about his picture. Encourage him to give a name to the person he is writing about and to describe when and where the events in the picture take place. After several minutes, signal for the students’ attention and ask volunteers to share their ideas with the class.

Explain that today the students may continue the pieces they started in the quick-write or they may write any other made-up stories. Remind them to look at the “Notes About Fiction” chart to help them get ideas.

WRITING TIME

5 Draft Fiction Pieces

Display the “Writing Time” chart (📄 WA5) and have the students write silently for 20–30 minutes.

Writing Time

- Write a story about your picture.
- Work on a story you started earlier.
- Start a new story.

WA5

Join the students in writing for a few minutes; then confer with individual students.



TEACHER CONFERENCE NOTE

Continue to confer with individual students as they write fiction drafts. Ask each student to show you a piece of his writing and read some of it aloud to you. Hold off on any feedback about grammar or spelling. Instead, focus on clarifying the student’s ideas about the story he is writing. Ask questions such as:

Q *What is this story about?*

(continues)

TEACHER CONFERENCE NOTE *(continued)*

- Q *Who [is/are] the character(s)? What is interesting about [him/her/them]?*
- Q *What do you imagine might happen to [him/her/them]?*
- Q *When and where do you imagine this story takes place?*
- Q *What part are you going to work on next?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 67 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

6 Reflect on Writing Process and Attitude

Briefly discuss questions such as those that follow. Invite the students to read passages of their writing aloud to the class as they respond.

- Q *What ideas came out of your imagination in your writing today?*
- Q *Who continued to write a story about a picture? Tell us about it.*

Help the students reflect on their attitudes toward writing by asking:

- Q *How did you feel as you wrote today? If you got stuck, what happened? What do you want to try tomorrow to help you in your writing?*

Explain that the students will continue to hear, discuss, and draft fiction tomorrow.

EXTENSION

Repeat Quick-write: Getting Ideas from Pictures

Collect and then redistribute the pictures of people you used in today’s lesson and have the students repeat the quick-write activity with new pictures. Encourage the students to imagine what the people and places in the pictures are like and to make up stories about them that could not happen in real life.

Day 2

Drafting Fiction

Materials

- *The Sweetest Fig*
- *The Wreck of the Zephyr* from Week 1
- *Student Writing Handbook* page 14
- “Notes About Fiction” chart from Day 1
- “Writing Time” chart (WA6)

In this lesson, the students:

- Hear, discuss, and draft fiction
- Explore how characters are developed
- Reflect on creativity in their own writing
- Ask one another questions about their writing

THE IMPORTANCE OF CREATIVITY IN WRITING

It is important for students to understand that writing fiction requires them to reach into their imaginations and tell things in their own way. Children come to school with vivid imaginations, full of possibilities. Nurture these possibilities by consistently showing interest in their ideas, asking them questions, and encouraging them to develop their ideas further.

The lessons in this program help to build a safe classroom environment in which students can take the risks necessary to develop their creativity. Further nurture their creativity by regularly sharing your own creative writing and ideas with them.

GETTING READY TO WRITE

1 Read *The Sweetest Fig* Aloud

Gather the class with partners sitting together, facing you. Remind the students that last week they heard *The Wreck of the Zephyr* by Chris Van Allsburg. Explain that today you will read another story by this author, and invite the students to think about how this story is similar to *The Wreck of the Zephyr*.

Show the cover of *The Sweetest Fig* and read the title and author’s name aloud. Read the story aloud slowly and clearly, showing the illustrations and clarifying vocabulary as you read.

Suggested Vocabulary

Bastille Day: holiday celebrating the French Revolution (p. 3)

francs: units of money in France (p. 4)

Sacré bleu: (French) Good heavens (p. 14)

Eiffel Tower: famous tower in Paris (p. 16)

reconstruction: rebuilding (p. 18)

hypnotism: sleeplike state in which the mind easily takes suggestions (p. 18)

Great Danes: dogs that are a large, expensive breed (p. 22)

ELL Vocabulary

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

fig: kind of fruit (see cover)

dentist: doctor who takes care of teeth (p. 3)

breaking china: breaking dishes (p. 25)

2 Discuss Developing Characters in Stories

Facilitate a class discussion using the question that follows. Be ready to reread from the story to help the students recall what they heard.

Q *Who is Monsieur Bibot, and what do we find out about him?*

Students might say:

"Bibot is a dentist who is very selfish and not very nice."

"I agree with [Eugene]. He's very greedy and doesn't take care of his dog."

"He is given some magic figs that make his dreams come true when he wakes up."

Point out that stories are built around interesting characters and that authors help us get interested in their characters by showing us what the characters are like through the characters' actions, thoughts, and speech.

3 Analyze an Excerpt from the Story

Have partners get their *Student Writing Handbooks* and pencils and sit together at desks. Ask them to open to *Student Writing Handbook* page 14, where a passage from *The Sweetest Fig* is reproduced. Ask them to read through the passage once by themselves. After several minutes, signal for the students' attention and ask:

Q *What words or phrases describe Monsieur Bibot?*

Students might say:

"Selfish"

"Mean"

"Only cares about money"

"Likes to cause people pain"



Have the students reread the passage in pairs and underline words or phrases that reveal Monsieur Bibot's personality.

After several minutes, signal for the students' attention. Ask and briefly discuss as a class:

Q *What words or phrases did you underline? What does that tell you about Bibot's personality?*

Q *What do the things that Bibot says reveal (tell us) about him?*

Teacher Note

Some sentences that reveal character in the passage are "Bibot was sure to teach him a lesson," "Perhaps there was time to make a few extra francs," and "'This tooth must come out,' he said with a smile."

Teacher Note

The students will explore developing characters again during the upcoming days and weeks of this unit.

Point out that the author reveals Bibot’s personality by telling us his actions, thoughts, and speech. Add *characters’ personalities are revealed through actions, thoughts, and speech (dialogue)* to the “Notes About Fiction” chart. Explain that in the coming days the students will explore the use of dialogue in other fiction stories.

Explain that the students will continue to write fiction today. Encourage them to think of ways to describe their characters’ actions, thoughts, and speech as they write.

WRITING TIME

4 Draft Fiction Pieces

Display the “Writing Time” chart (📄 WA6) and have the students write silently for 20–30 minutes.

Writing Time

- Work on a story you started earlier.
- Start a new story.
- Think about characters’ actions, thoughts, and speech.

WA6

Join the students in writing for a few minutes; then confer with individual students.



TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece each is developing for publication. Ask the student to show you a piece of her writing and read some of it aloud to you. Ask questions such as:

- Q *What is this story about?*
- Q *Who [is/are] the character(s)? What is interesting about [him/her/them]?*
- Q *What do you imagine might happen to [him/her/them]?*
- Q *When and where do you imagine this story takes place?*
- Q *What part are you going to work on next?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 67 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Share One Sentence and Reflect on Creativity

Explain that one of the most important things fiction writers do is tap into their creativity—their ability to use their imaginations to create something new or to re-create something familiar in their own way.

Ask the students to review the writing they did today and each choose one sentence to share with the class. Encourage them to choose sentences they like or that they believe show their creativity. Ask them to underline their sentences. After a moment, go around the room, having each student read her sentence aloud, without comment.

After the students have shared their sentences, facilitate a discussion by asking questions such as:

- Q *What sentence did you hear that got you interested in someone else’s writing?*
- Q *What questions do you want to ask a classmate about his or her writing?*

Explain that everyone is creative and can become more creative by writing and doing other creative things, such as drawing, playing musical instruments, and solving interesting problems in their own way. Explain that the students will continue to develop their creativity throughout the year.

Teacher Note

The intent of this activity is to hear one sentence from every student in the class. This lets the students hear what their classmates are writing and builds their accountability. After they underline their sentences, have them put their pencils away. Have them read their sentences in a loud voice, one after another, without stopping to comment. In the discussion afterward, they are not expected to remember every sentence they heard.

Drafting Fiction

Day 3

In this lesson, the students:

- Explore character, plot, and setting
- Hear, discuss, and draft fiction
- Quick-write dialogue to reveal character
- Cultivate a relaxed attitude toward writing

GETTING READY TO WRITE

1 Explore Character, Plot, and Setting in *The Sweetest Fig*

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you.

Refer to the “Notes About Fiction” chart and remind the students that in a fiction story something happens to someone somewhere in time, and that the terms *plot*, *character*, and *setting* are used to describe these

Materials

- *The Sweetest Fig* from Day 2
- *Uncle Jed’s Barbershop*
- “Notes About Fiction” chart from Day 2
- Chart paper and a marker
- Pictures from Day 1
- “Writing Time” chart (WA7)

ELL Note

You might provide the prompt “This story is about . . .” to help English Language Learners verbalize their responses to these questions.

Teacher Note

Save the “Character-plot-setting” chart to use on Day 4 and in Week 3.

features of fiction. On a sheet of chart paper, write the words *character* (someone), *plot* (something happens), and *setting* (somewhere in time) as shown below.

<i>character</i> (someone)	<i>plot</i> (something happens)	<i>setting</i> (somewhere in time)
-------------------------------	---------------------------------------	--

Show the cover of *The Sweetest Fig* and ask:

Q *Who is this story about? What happens? When and where does it happen?*

Students might say:

“The story is about Monsieur Bibot, the selfish dentist.”

“An old woman doesn’t have money to pay him, so she gives him magic figs.”

“The magic figs make his dreams come true when he wakes up.”

“The story takes place in Paris in modern times.”

As the students respond, record their thinking on the chart. For example:

<i>character</i> (someone)	<i>plot</i> (something happens)	<i>setting</i> (somewhere in time)
Monsieur Bibot selfish dentist greedy	Magic figs make his dreams come true. His dog eats a fig. His dog’s wish comes true.	Paris modern times Bibot’s house

Explain that you will read another story aloud today. Encourage the students to think about how something happens to someone somewhere in time in the story.

2 Read *Uncle Jed's Barbershop* Aloud

Show the cover of *Uncle Jed's Barbershop* and read the title and the names of the author and illustrator aloud. Explain that the story takes place in the southern United States during a time when segregation was a way of life.

Read the story aloud slowly and clearly, showing the illustrations.

ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

barbershop: place where a barber cuts hair and trims beards (see cover)

clippers: scissors used to cut hair (p. 4)

barber: person who cuts hair and shaves or trims beards for a living (p. 4)

lathered: covered with foam made of soap and water (p. 6)

lotion: liquid rubbed on the skin to keep it soft (p. 6)

unconscious: not conscious, or awake; unable to see, feel, or think (p. 16)

operation: cutting open a person's body to repair a damaged part (p. 16)

3 Quick-write: Showing Character Through Dialogue

Point out that in both *The Sweetest Fig* and *Uncle Jed's Barbershop*, the authors reveal a lot about their characters through their speech or dialogue (what characters say to one another). Explain that the students can use dialogue in their own stories to show something about their characters. Today they will do a quick-write to practice writing a short dialogue.



Have pairs take out the pictures of people they used in the quick-write on Day 1. Ask each pair to take a moment and silently imagine having a conversation with a person in the picture. The person begins the conversation by saying, "I have something very surprising to tell you."

Have the students open their notebooks to the next blank page and write, "I have something very surprising to tell you," [fill in name] said. Ask each student to write a brief dialogue between himself and the character. If necessary, prompt the students by asking questions such as:

Q *What do you say when this person tells you he or she has something surprising to tell you?*

Q *What is the surprising thing? How does this person tell you? Does he or she whisper? Shout? Cry? Scream?*

Q *What do you say in reply?*

After several minutes, signal for the students' attention and ask a couple of volunteers to read their dialogues to the class. Ask:

Q *What might we guess about [Ramona's] character from the way she speaks?*

Teacher Note

If your students are unfamiliar with segregation, briefly explain that this practice—keeping people of different racial groups apart—was practiced throughout the United States until the mid-1900s. Laws required African Americans to attend different schools from whites and to use separate public facilities. Many white-owned businesses refused to serve African Americans. Segregation resulted in tremendous inequality and hardship for African Americans.

Teacher Note

Punctuation of dialogue is taught during the Fiction genre units in grades 3 and 4 of this program. However, you may want to review it again here. Model using double and single quotation marks on the board. You might use an example of dialogue from a book you read aloud earlier in this unit. Have the students record the convention for punctuating dialogue in the Proofreading Notes section of their *Student Writing Handbooks*.

As the students write their stories today, encourage them to try using dialogue, in addition to actions and descriptions, to show what their characters are like.

WRITING TIME

4 Draft Fiction Pieces

Ask the students to return to their seats. Display the “Writing Time” chart (WA7) and have the students write silently for 20–30 minutes.

Writing Time

- Continue adding to the dialogue you started during the quick-write.
- Work on a story you started earlier.
- Start a new story.

WA7

Join the students in writing for a few minutes; then confer with individual students.



TEACHER CONFERENCE NOTE

Continue to confer with individual students as they write fiction drafts. Ask the student to show you a piece of his writing and read some of it aloud to you. Ask questions such as:

- Q *What is this story about?*
- Q *Who [is/are] the character(s)? What is interesting about [him/her/them]?*
- Q *What do you imagine might happen to [him/her/them]?*
- Q *When and where do you imagine this story takes place?*
- Q *What speech or dialogue might you include in this story?*
- Q *What part are you going to work on next?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 67 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Share One Sentence and Reflect on Attitude

Ask and briefly discuss questions such as those that follow. Invite the students to read passages of their writing aloud as they share.

Q *Who wrote speech or dialogue? Tell us about it.*

Q *What else did you write about today? Tell us about it.*

Help the students reflect on their attitudes toward writing by asking:

Q *How did you feel as you wrote today? If you got stuck, what happened? What do you want to try tomorrow to help you in your writing?*

Q *What questions do you want to ask a classmate about his or her writing?*

WRITING ABOUT READING

Write an Opinion Paragraph About the Character of Uncle Jed in *Uncle Jed's Barbershop*

Show the cover of *Uncle Jed's Barbershop* and remind the students that they heard this story earlier. Ask:

Q *What kind of man is Uncle Jed?*

Have a few volunteers share their thinking. Distribute the copies of “Excerpt from *Uncle Jed's Barbershop*” and explain that part of the story is reproduced there. Remind the students that readers can figure out a lot about a story character’s personality by paying attention to what the character says and does. Explain that as you read the excerpt from *Uncle Jed's Barbershop* aloud, you want the students to follow along and think about what they are learning about Uncle Jed’s personality from what he says and does. Then read aloud page 22 of the book. After reading, ask:

Q *What does Uncle Jed do and say that tells us about his personality?*

Q *What obstacles stood between Uncle Jed and his dream of opening a barbershop?*

Q *What qualities did Uncle Jed need to make his dream come true?*

Students might say:

“Uncle Jed is a kind and generous man.”

“The Great Depression and racism stood in Uncle Jed’s way.”

“He was hard-working and never gave up hope.”

Explain that the students will write a paragraph of opinion about what qualities Uncle Jed needed to make his dream come true. Tell the students that readers often have different opinions about a story, and that is fine. What is important is that they support their thinking with facts and details from the story. Ask the students to watch as you think

Materials

- *Uncle Jed's Barbershop* from Day 3
- Copy of “Excerpt from *Uncle Jed's Barbershop*” (BLM3) for each student

Teacher Note

Prior to doing this activity, you will need to visit the CCC Learning Hub (ccclearninghub.org) to access and print the “Excerpt from *Uncle Jed's Barbershop*” (BLM3). Make enough copies for each student to have one; set aside a copy for yourself.

aloud and model writing a paragraph about Uncle Jed. As you write, invite the students to suggest additional details to help you support your opinion.

You might say:

"I think Uncle Jed needed patience to make his dream come true. I'll start by writing this: *In Uncle Jed's Barbershop by Margaree King Mitchell, Uncle Jed needed patience to make his dream come true.* Notice that I stated my opinion and put the title of the story and author's name in the opening sentence. Now I need to explain my thinking using facts and details. I'll write: *When Uncle Jed gave his savings to pay for Sarah Jean's operation, he had to start saving his money all over again.* Now I should explain why that shows that Uncle Jed is patient. I'll write: *It had taken him a long time to save up that money, so starting to save all that money again required lots of patience.*"

Explain that the students should start their paragraphs with an opening sentence that states their opinions and include the title and author of the story; give facts or details from the story to support their opinions; and provide a closing sentence that wraps up their writing. Have the students return to their seats and write in their notebooks. If time permits, invite the students to share their opinion paragraphs with the class.

Day 4

Drafting Fiction

Materials

- *Uncle Jed's Barbershop* from Day 3
- "Character-plot-setting" chart from Day 3
- *Student Writing Handbook* page 15
- "Writing Time" chart (WA8)
- "Class Assessment Record" sheet (CA3)

In this lesson, the students:

- Explore character, plot, and setting
- Draft fiction
- Cultivate a relaxed attitude toward writing

GETTING READY TO WRITE

1 Explore Character, Plot, and Setting in *Uncle Jed's Barbershop*

Have the students get their notebooks, *Student Writing Handbooks*, and pencils, and sit at desks with partners together. Refer to the "Character-plot-setting" chart and remind the students that in a fiction story, something happens to someone somewhere in time.

Show the cover of *Uncle Jed's Barbershop* and ask:

Q *Who is this story about? What happens? When and where does it happen?*

Students might say:

"This story happens to Sarah Jean and her Uncle Jed."

"Uncle Jed is saving money for his own barbershop."

"The 'somewhere in time' is in the southern United States during the Depression."

Draw a line under yesterday's entries on the chart and record the students' thinking about *Uncle Jed's Barbershop* on the chart.

character (someone)	plot (something happens)	setting (somewhere (in time)
Sarah Jean	Uncle Jed is saving money for his own barbershop.	in the South
Uncle Jed	Sarah Jean needs an operation and the doctors won't see her at first. Uncle Jed loses his savings twice but starts over.	during the Depression

2 Quick-write: Character, Plot, and Setting in a Draft

Explain that you would like the students to select one fiction piece they have written (or begun) so far this year and complete a "Character-plot-setting" chart for it. Have them turn to *Student Writing Handbook* page 15, where a blank "Character-plot-setting" chart is reproduced. Encourage the students to use the notes you took for *Uncle Jed's Barbershop* and *The Sweetest Fig* as a guide, if necessary.

Have the students open their notebooks to the stories they chose and complete a "Character-plot-setting" chart for it. After several minutes, signal for their attention. Use "Think, Pair, Share" to discuss:



Q Which of the three elements (character, setting, or plot) might you want to focus on if you continue to add to this story? [pause] Turn to your partner.

Have a few volunteers share their notes and thinking with the class.

Explain that during Writing Time today the students may continue to work on this story or another story they started earlier, or they may start a new story. Remind them that it is perfectly fine to leave drafts incomplete and start new ones. Encourage them to think about character, setting, and plot as they write, and to relax and use their imaginations in their writing today.

Teacher Note

If pairs have difficulty discussing this question, signal for the class's attention and have partners discuss the following questions, one at a time:

Q What might you add to make your character more interesting? Turn to your partner.

Q What might you add to make your setting more interesting? Turn to your partner.

Q What might you add to make your plot (or what happens) more interesting? Turn to your partner.

WRITING TIME

3 Draft Fiction Pieces

Ask the students to return to their seats. Display the “Writing Time” chart (WA8) and have the students write silently for 20–30 minutes.

Writing Time

- Work on a story you started earlier.
- Start a new story.
- Think about character, setting, and plot.

WA8

Join the students in writing for a few minutes; then walk around and observe, assisting students as needed.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students seem to be writing with a relaxed and free attitude, inspired by their own thoughts?
- If they seem overly cautious or inhibited, do they eventually start writing freely?

Support any student who is still struggling to start after about 10 minutes by asking her questions such as:

- Q *Who is an interesting person you know who you can make up a story about?*
- Q *What makes this person happy? Unhappy?*
- Q *Let's say this person feels unhappy because of what you just described. What unusual thing could happen to help him or her feel better?*
- Q *When and where do you imagine this story takes place?*

As the student responds to the questions, have the student write the responses in her notebook and continue to write what happens.

Record your observations on the “Class Assessment Record” sheet (CA3); see page 56 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Briefly Share Writing and Reflect on Attitude

Ask and briefly discuss questions such as the ones that follow. Invite the students to read passages of their writing aloud as they share.

Q *Who wrote speech or dialogue? Tell us about it.*

Q *What else did you write about? Tell us about it.*

Help the students reflect on their attitudes toward writing by asking:

Q *How did you feel as you wrote today? If you got stuck, what happened? What do you want to try tomorrow to help you in your writing?*

Encourage the students to take a relaxed attitude toward their writing practice as they continue to draft fiction.



TECHNOLOGY EXTENSION

Listen to Audiobook Versions of Stories

Some of the fiction stories from this unit, including *Uncle Jed's Barbershop*, *The Sweetest Fig*, and *Sweet Music in Harlem* may be available online as audiobooks. To find an audiobook version of a story, search online with the book title and the keyword "audiobook." You might play the audiobook for the class and discuss with the students what they found interesting, enjoyable, or surprising about the reader's rendition of the story. Alternatively, you might invite interested students to listen to the audiobook and share their reactions to it with the class.



Technology Tip

For more information about using web-based resources, view the "Using Web-based Teaching Resources" tutorial (AV75).



Day 5

Drafting Fiction and Pair Conferring

Materials

- “Notes About Fiction” chart from Day 3
- “Writing Time” chart (WA9)
- “Questions for My Partner About My Draft” chart from previous units

Teacher Note

You may want to shorten today’s Writing Time to leave more time for the pair conferences in Step 3.

In this lesson, the students:

- Review character, setting, and plot in fiction
- Draft fiction
- Express interest in and appreciation for one another’s writing
- Ask for and receive feedback about their writing
- Give feedback in a helpful way

GETTING READY TO WRITE

1 Review Character, Setting, and Plot in Stories

Have the students stay at their seats and ask them to take out their notebooks and pencils. Remind the students that this week they explored the way character, setting, and plot are developed in three stories: *Uncle Jed’s Barbershop*, *The Sweetest Fig*, and *Sweet Music in Harlem*. Review that in a fiction story something happens to someone somewhere in time, and that the terms *plot*, *character*, and *setting* are used to describe these features of fiction. Encourage the students to continue to think of ways to develop the characters, setting, and plot in their own stories as they write today, and to refer to the “Notes About Fiction” chart for writing ideas.

WRITING TIME

2 Draft Fiction Pieces

Display the “Writing Time” chart (WA9) and have the students write silently for 20–30 minutes.

Writing Time

- Work on a story you started earlier.
- Start a new story.
- Think about character, plot, and setting.

WA9

Join the students in writing for a few minutes; then confer with individual students.



TEACHER CONFERENCE NOTE

Continue to confer with individual students as they write fiction drafts. Ask the student to show you a piece of her writing and read some of it aloud to you. Ask questions such as:

- Q *What is this story about?*
- Q *Who [is/are] the character(s)? What is interesting about [him/her/them]?*
- Q *What do you imagine might happen to [him/her/them]?*
- Q *When and where do you imagine this story takes place?*
- Q *What speech or dialogue might you include in this story?*
- Q *What part are you going to work on next?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 67 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

3 Confer in Pairs About Fiction Drafts

Have students bring their notebooks and pencils and gather with partners sitting together, facing you. Explain that the students will read one of their fiction drafts to their partner and confer about it today. If necessary, briefly review the procedure for pair conferring and remind the students that *conferring* means not only reading their writing to each other but talking about it as well.

Direct the students’ attention to the “Questions for My Partner About My Draft” chart you started in Unit 2, Week 1, Day 3 (see page 80) and review the questions on the chart. Ask:

- Q *What other questions might you want to ask your partner about your draft?*

Add any new questions to the chart and encourage the students to use the questions in their pair conferences today.



Have partners share their writing. Scan the class, without intervening, providing sufficient time for both partners to share their writing before signaling for their attention.

Teacher Note

Consider having pairs spread out so partners can better hear each other. If necessary, signal about halfway through sharing time so partners can switch roles if they have not yet done so.

4 Reflect on Pair Conferences

Help partners reflect on their work together by asking questions such as:

- Q *What questions did you ask your partner about your story? What did your partner say?*
- Q *What did you do to show interest in your partner's writing?*
- Q *Why is it important that we ask other people questions about our own writing?*

5 Share One Sentence and Reflect on Creativity

As you did earlier in the week, ask each student to review the writing he did today and choose a sentence he likes or that shows his creativity. Give the students a moment to select and underline their sentences; then go around the room and have each student read his sentence aloud to the class, without comment.

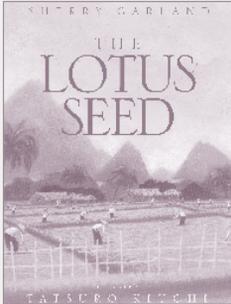
After the students have shared their sentences, facilitate a class discussion by asking questions such as:

- Q *What sentence did you hear that got you interested in someone else's writing?*
- Q *What questions do you want to ask a classmate about his or her writing?*

Explain that the students will continue to explore and draft fiction next week.

Week 3

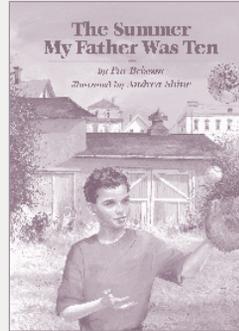
OVERVIEW



The Lotus Seed

by Sherry Garland, illustrated by Tatsuhiro Kiuchi

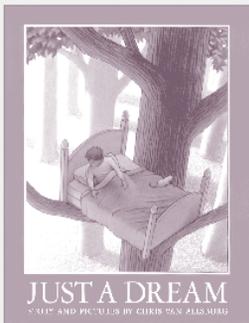
Grandmother carries a lotus seed from Vietnam to her new home in the United States.



The Summer My Father Was Ten

by Pat Brisson, illustrated by Andrea Shine

A young boy learns a lesson after he destroys a neighbor's vegetable garden.



Just a Dream

by Chris Van Allsburg

Walter is unconcerned about the environment until he has a dream.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA10–WA14

Assessment Forms

- “Class Assessment Record” sheet (CA4)
- “Conference Notes: Focus 1” record sheet (CN1)

Professional Development Media

- “Predictable Structure of the Writing Lessons” (AV3)
- “Adapting Lessons for English Language Learners” (AV32)

TEACHER AS WRITER

Writing Focus

- Students hear, discuss, and draft fiction.
- Students explore character, setting, and plot.
- Students generate and quick-write ideas for fiction.
- Students cultivate creativity in their writing.

Social Development Focus

- Students cultivate a relaxed attitude toward writing.
- Students express interest in and appreciation for one another's writing.
- Students help one another improve their writing.

DO AHEAD

- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA4) on page 57 of the *Assessment Resource Book*.

“A young woman with long hair and a short white halter dress walks through the casino at the Riviera in Las Vegas at one in the morning. . . . I know nothing about her. . . . How exactly did she come to this?”

— Joan Didion

An entire novel can be inspired by an author's glimpse of a stranger in a curious situation. This week, look for an opportunity to sit in a public place with your notebook. Observe people who intrigue you and wonder about them. Consider:

- What are they doing?
- What brought them to this moment?
- What do they love? Hate? Hope for? Fear?

Write short character sketches in your notebook as you imagine their lives.

Day 1

Drafting Fiction

Materials

- *The Lotus Seed*
- “Notes About Fiction” chart from Week 2
- World map
- “Writing Time” chart (WA10)

In this lesson, the students:

- Hear, discuss, and draft fiction
- Quick-write ideas from single objects
- Cultivate a relaxed attitude toward writing

GETTING READY TO WRITE

1 Gather and Briefly Review

Have the students bring their notebooks and pencils, and gather with partners sitting together, facing you.

Review that over the past two weeks the students heard fiction stories and drafted their own stories. This week they will continue to draft fiction pieces. Remind them that they will eventually select one of their drafts to develop and publish for the class library.

Direct the students’ attention to the “Notes About Fiction” chart and review the items on it. Ask:

Q *What else are you learning about fiction that we could include on this chart?*

Add the students’ ideas to the chart and encourage them to keep these things in mind as they listen to and write stories this week.

2 Read *The Lotus Seed* Aloud

Show the cover of *The Lotus Seed* and read the title and the names of the author and illustrator aloud. Explain that this story is about an object, a single seed for a flower called a lotus. Show the back cover of the book, point out the illustration, and explain that lotuses grow in water or wet earth. Explain that the story begins in Vietnam, and locate Vietnam on a world map.

Read the story aloud slowly and clearly, showing the illustrations and clarifying vocabulary as you read.

Suggested Vocabulary

altar: table used for religious ceremonies (p. 8)

ao dai (ow zi): (Vietnamese) traditional Vietnamese dress (p. 8)

Bà: (Vietnamese) grandmother (p. 14)

unfurling: opening up (p. 24)

dormant: alive but not growing (p. 24)

3 Briefly Discuss the Story

Facilitate a class discussion using the following questions and be ready to reread from the story to help the students recall what they heard.

- Q *Who is this story about? What happens? When and where does it happen?*
- Q *Why do you think the lotus seed is so important to Bà?*
- Q *What does the lotus seed help Bà and her family remember?*

4 Quick-write: Creating Stories About Single Objects

Point out that in *The Lotus Seed* the author creates an entire story about a single object: a seed. She describes what happens to the seed over time and how it affects the people around it.

Ask the students to think about other objects they might create a story about. Brainstorm a few ideas as a class (for example, a musical instrument, a pencil, a baseball). Then ask the students to open their notebooks to the next blank page in the writing ideas section, label it “Objects to Create Stories About,” and quick-write a list of objects they might be able to create stories about.

After several minutes, signal for their attention and ask volunteers to share their ideas with the class.

Explain that today the students may choose one of the ideas they wrote during the quick-write to write a story about, or they may work on any other made-up stories. Remind them to look at the “Notes About Fiction” chart to help them get ideas.

WRITING TIME

5 Draft Fiction Pieces

Ask the students to return to their seats. Display the “Writing Time” chart (🌐 WA10) and have the students write silently for 20–30 minutes.

Writing Time

- Write a story about a single object.
- Work on a story you started earlier.
- Start a new story.

WA10

Join the students in writing for a few minutes; then confer with individual students.

ELL Note

You might provide the prompt “I think . . .” or “I believe . . .” to your English Language Learners to help them verbalize their responses to these questions. To learn more, view “Adapting Lessons for English Language Learners” (AV32).



Teacher Note

The Writing Time routine established early in the year helps students settle quickly into focused writing. To learn more, view “Predictable Structure of the Writing Lessons” (AV3).





TEACHER CONFERENCE NOTE

Continue to confer with individual students. Ask the student to show you a piece of his writing and read some of it aloud to you. Ask questions such as:

- Q *What is this story about?*
- Q *Who [is/are] the character(s)? What is interesting about [him/her/them]?*
- Q *What do you imagine might happen to [him/her/them]?*
- Q *When and where do you imagine this story takes place?*
- Q *What speech or dialogue might you include in this story?*
- Q *What part are you going to work on next?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CNI); see page 67 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

6 Reflect on Writing Process and Attitude

Help the students reflect on their work together by discussing questions such as those that follow. Invite them to read passages of their writing aloud to the class as they respond.

- Q *What writing ideas came out of your imagination today?*
- Q *Who wrote a story about a single object? Tell us about it.*

Help the students reflect on their attitudes toward writing by asking:

- Q *How did you feel as you wrote today? If you got stuck, what happened? What do you want to try tomorrow to help you in your writing?*

Explain that the students will continue to hear, discuss, and draft fiction tomorrow.

In this lesson, the students:

- Hear, discuss, and draft fiction
- Explore how characters are developed
- Reflect on creativity in their own writing
- Ask one another questions about their writing

GETTING READY TO WRITE

1 Read *Just a Dream* Aloud

Have the students bring their *Student Writing Handbooks* and pencils, and gather with partners sitting together, facing you. Introduce *Just a Dream* by Chris Van Allsburg. Remind the students that they heard *The Wreck of the Zephyr* and *The Sweetest Fig* by the same author. Ask:

Q *What was unusual or interesting about the books by Chris Van Allsburg we read earlier?*

Encourage the students to think as they listen about how *Just a Dream* is similar to the books they heard earlier by this author.

Read the story aloud slowly and clearly, showing the illustrations and clarifying vocabulary as you read.

Suggested Vocabulary

Mount Everest: name of the highest mountain on Earth (p. 24)

ELL Vocabulary

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

fire hydrant: covered pipe in the street to which firefighters connect water hoses (p. 4; refer to the illustration)

the future: times that haven't happened yet (p. 9)

dump: large garbage heap (p. 12)

Materials

- *Just a Dream*
- *The Sweetest Fig* from Week 2
- *The Wreck of the Zephyr* from Week 2
- *Student Writing Handbook* page 16
- “Character-plot-setting” chart from Week 2
- “Notes About Fiction” chart from Week 2
- “Writing Time” chart (WA11)

Facilitation Tip

Continue to focus on **pacing class discussions** so they are neither too short nor too long. Scan the whole class (not just the students who are responding) and use techniques such as the following:

- Call on just a few students to respond to each question, even if others have their hands up.
- Use “Turn to Your Partner” if many students want to speak. Then call on just two or three students to share with the whole class.
- Restate the question if the discussion strays from the original topic.
- Ask pairs to discuss whether they agree or disagree with what a classmate has just said.
- Use wait-time before calling on anyone to respond.

Teacher Note

Some sentences in the passage that reveal Walter’s personality are “he crumpled up the empty bag and threw it at a fire hydrant,” “Walter couldn’t understand why anyone would want a tree for a present,” and “‘And I’m not getting some dumb plant,’ he told Rose.”

ELL Note

You might provide the prompt “This story is about . . .” to your English Language Learners to help them verbalize their responses to these questions.

2 Discuss Character Development in the Story

Facilitate a class discussion using the questions that follow, and be ready to reread from the story to help the students recall what they heard.

- Q *Who is Walter, and what do we find out about him?*
- Q *What happens to Walter in this story?*
- Q *How is this story similar to *The Wreck of the Zephyr* or *The Sweetest Fig*?*

Remind the students that stories are built around interesting characters and that authors help us get interested in characters by showing us, through their actions, thoughts, and speech, what the characters are like.

3 Analyze an Excerpt from the Story

Have the students sit at desks with partners together and open their *Student Writing Handbooks* to page 16, where a passage from *Just a Dream* is reproduced. Ask them to read through the passage once by themselves. After several minutes, signal for the students’ attention and ask:

- Q *What words can you use to describe Walter?*

Students might say:

“Litterbug”

“Careless”

“Doesn’t care about the environment”



Have the students reread the passage in pairs and underline words or phrases that reveal Walter’s personality.

After several minutes, signal for the students’ attention. Ask and briefly discuss as a class:

- Q *What words or phrases did you underline? What does that tell you about Walter’s personality?*
- Q *What do the things that Walter says reveal about him?*

Remind the students that authors reveal their characters’ personalities by telling us their actions, thoughts, and speech. Help the students recall that authors use details to develop a story’s plot and setting in addition to its characters. Refer to the “Character-plot-setting” chart and remind the students that they filled in the chart for *The Sweetest Fig* and *Uncle Jed’s Barbershop* last week. Reread the chart aloud, draw a line under the previous entries, and write *Walter*, *litterbug*, and *unkind* under the character heading. Then ask:

- Q *What happens in this story? When and where does it happen?*

As the students respond, record their thinking on the chart.

<i>character (someone)</i>	<i>plot (something happens)</i>	<i>setting (somewhere (in time)</i>
Walter litterbug unkind	Walter dreams that the future is polluted. He starts caring about the environment.	his neighborhood his dream world

Explain that the students will continue to write fiction today. Encourage them to think of ways to describe their characters' actions, thoughts, and speech as they write. Encourage them to also look at the "Notes About Fiction" chart to help them get ideas.

WRITING TIME

4 Draft Fiction Pieces

Ask the students to return to their seats. Display the "Writing Time" chart (🕒 WA11) and have the students write silently for 20–30 minutes.

Writing Time

- Work on a story you started earlier.
- Start a new story.
- Think about characters' actions, thoughts, and speech.

WA11

Join the students in writing for a few minutes; then confer with individual students.



TEACHER CONFERENCE NOTE

Continue to confer with individual students. Ask the student to show you a piece of her writing and read some of it aloud to you. Ask questions such as:

Q *What is this story about?*

(continues)

TEACHER CONFERENCE NOTE *(continued)*

- Q *Who [is/are] the character(s)? What is interesting about [him/her/them]?*
- Q *What do you imagine might happen to [him/her/them]?*
- Q *When and where do you imagine this story takes place?*
- Q *What speech or dialogue might you include in this story?*
- Q *What part are you going to work on next?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 67 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Share One Sentence and Reflect on Creativity

As you did last week, ask the students to review the writing they did today and each choose one sentence to share with the class. Encourage them to choose sentences that they believe show their creativity. Ask them to underline their sentences. After a moment, ask each student to read his sentence aloud to the class, without comment.

After the students have shared their sentences, facilitate a discussion by asking questions such as:

- Q *What sentence did you hear that got you interested in someone else’s writing?*
- Q *What questions do you want to ask a classmate about his or her writing?*

Remind the students that everyone is creative and can become more creative by writing and doing creative things, such as drawing, playing musical instruments, and solving interesting problems in their own way. Review that the students will continue to develop their creativity throughout the year.

EXTENSION

Write Stories to Go with *The Mysteries of Harris Burdick*

The Mysteries of Harris Burdick by Chris Van Allsburg is a book of mysterious illustrations with short captions but no stories (for example,

children ride a rail car on tracks that descend into the sea, and a strange bump under a carpet perplexes a man). Obtain a copy of this book from your school or public library and invite the students to make up stories to go with some of these illustrations. Gather to look at the illustrations together and to brainstorm ideas about what might be happening in each illustration; then encourage interested students to write stories using their ideas.

Drafting Fiction

Day 3

In this lesson, the students:

- Explore character, plot, and setting
- Hear, discuss, and draft fiction
- Explore using dialogue to reveal character
- Cultivate a relaxed attitude toward writing

Materials

- *The Summer My Father Was Ten*
- “Notes About Fiction” chart from Day 2
- “Character-plot-setting” chart from Day 2
- “Writing Time” chart (WA12)

GETTING READY TO WRITE

1 Read *The Summer My Father Was Ten* Aloud

Gather the class with partners sitting together, facing you. Refer to the “Notes About Fiction” chart and remind the students that in a fiction story, *something happens to someone somewhere in time*. Explain that you will read another story aloud today, and encourage the students to think about how it tells about something that happens to someone somewhere in time.

Show the cover of *The Summer My Father Was Ten* and read the title and names of the author and illustrator aloud. Read the story aloud slowly and clearly, showing the illustrations and clarifying vocabulary as you read.

Suggested Vocabulary

mulch: spread leaves, straw, or other materials on the ground around plants (p. 5)

trudged: walked slowly in a tired way (p. 6)

trowel: small shovel (p. 6)

pulp: soft, juicy part of fruit (p. 12)

ELL Vocabulary

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

bouquets: bunches of picked flowers (p. 5)

vacant lot: small piece of land without any buildings on it (p. 6)

weeding: pulling up unwanted plants in a garden (p. 8)

accent: particular way of pronouncing words (p. 8)

hollow: empty inside (p. 12)

uprooted: pulled up with roots attached (p. 12)

trampled: crushed by being stepped on (p. 16)

stammered: spoke in an uncertain way, stopping often and repeating words (p. 22)

nursing home: place where elderly people are cared for (p. 29)

2 Discuss the Story

Facilitate a class discussion by referring to the “Character-plot-setting” chart and by asking the questions that follow. Be ready to reread from the story to help the students recall what they heard. Ask:

Q *Who is this story about? Why do you think so?*

Q *What happens to the father in this story?*

Q *Where does this story take place? How would you describe the places in this story?*

Draw a line under yesterday’s entries and record the students’ thinking about *The Summer My Father Was Ten* on the chart.

<i>character (someone)</i>	<i>plot (something happens)</i>	<i>setting (somewhere in time)</i>
<i>the father careless</i>	<i>He ruins Mr. Bellavista’s garden with his friends.</i>	<i>his neighborhood when he was a kid</i>
<i>likes to get messy</i>	<i>He tries to make it up to Mr. Bellavista</i>	<i>Mr. Bellavista’s garden</i>

Remind the students that stories are built around interesting characters and that authors help us get interested in characters by showing us, through the characters’ actions, thoughts, and speech, what the characters are like.

Encourage the students to include characters' actions, thoughts, and speech as they draft fiction stories today. Also remind them to look at the "Notes About Fiction" chart to help them get ideas.

WRITING TIME

3 Draft Fiction Pieces

Ask the students to return to their seats. Display the "Writing Time" chart (📄 WA12) and have the students write silently for 20–30 minutes.

Writing Time

- Work on a story you started earlier.
- Start a new story.
- Continue to think about characters' actions, thoughts, and speech.

WA12

Join the students in writing for a few minutes; then confer with individual students.



TEACHER CONFERENCE NOTE

Continue to confer with individual students as they write fiction drafts. Ask the student to show you a piece of his writing and read some of it aloud to you. Ask questions such as:

- Q *What is this story about?*
- Q *Who [is/are] the character(s)? What is interesting about [him/her/them]?*
- Q *What do you imagine might happen to [him/her/them]?*
- Q *When and where do you imagine this story takes place?*
- Q *What speech or dialogue might you include in this story?*
- Q *What part are you going to work on next?*

Document your observations for each student on a "Conference Notes: Focus 1" record sheet (CN1); see page 67 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

TEKS 12.A.ii
Student/Teacher Activity
Step 3

Day 4

Drafting Fiction

Materials

- “Character-plot-setting” chart from Day 3
- *Student Writing Handbook* page 15
- “Writing Time” chart (WA13)
- “Class Assessment Record” sheet (CA4)

SHARING AND REFLECTING

4 Briefly Share Writing and Reflect on Attitude

Ask and briefly discuss questions such as the one that follows. Invite the students to read passages of their writing aloud as they share.

Q *What ideas came out of your imagination in your writing today?*

Help the students reflect on their attitudes toward writing by asking:

Q *How did you feel as you wrote today? If you got stuck, what happened? What do you want to try tomorrow to help you in your writing?*

Encourage the students to take a relaxed attitude toward their writing practice as they continue to draft fiction pieces.

In this lesson, the students:

- Explore character, plot, and setting
- Draft fiction
- Cultivate a relaxed attitude toward writing

GETTING READY TO WRITE

1 Review the “Character-plot-setting” Chart

Have the students get out their notebooks, *Student Writing Handbooks*, and pencils and sit at desks with partners together. Review the “Character-plot-setting” chart and remind the students that in a fiction story something happens to someone somewhere in time.

2 Quick-write: Character, Plot, and Setting in a Draft

Remind the students that in Week 2 they completed a “Character-plot-setting” chart for a fiction piece they wrote. Explain that you would like them to complete a “Character-plot-setting” chart for another fiction piece they have written. Have them turn to *Student Writing Handbook* page 15, where a blank “Character-plot-setting” chart is reproduced. Encourage the students to refer to the charted notes, if necessary.

Have the students open their notebooks to the story they chose and complete a “Character-plot-setting” chart for it. After several minutes, signal for their attention. Use “Think, Pair, Share” to discuss:



Q Which of the three elements (character, setting, or plot) might you want to focus on if you continue to add to this story? [pause] Turn to your partner.

Have a few volunteers share their notes and thinking with the class.

Explain that during Writing Time today the students may continue to work on this story or another story they started earlier, or they may start a new story. Remind them that it is perfectly fine to leave drafts incomplete and start new ones. Encourage them to think about character, setting, and plot as they write, and to relax and use their imaginations in their writing today.

WRITING TIME

3 Draft Fiction Pieces

Ask the students to return to their seats. Display the “Writing Time” chart (📄 WA13) and have the students write silently for 20–30 minutes.

Writing Time

- Work on a story you started earlier.
- Start a new story.
- Think about character, setting, and plot.

WA13

Join the students in writing for a few minutes; then walk around and observe, assisting students as needed.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students seem to be writing with a relaxed and free attitude, inspired by their own thoughts?
- If they seem overly cautious or inhibited, do they eventually start writing freely?

Support any student who is still struggling to start after about 10 minutes by asking her questions such as:

Q Who is an interesting person you know who you can make up a story about?

(continues)

Teacher Note

If pairs have difficulty discussing this question, signal for the class’s attention and have partners discuss the following questions, one at a time:

- Q** What might you add to make your character more interesting? Turn to your partner.
- Q** What might you add to make your setting more interesting? Turn to your partner.
- Q** What might you add to make your plot (or what happens) more interesting? Turn to your partner.

CLASS ASSESSMENT NOTE *(continued)*

Q *What makes this person happy? Unhappy?*

Q *Let's say this person feels unhappy because of what you just described. What unusual thing could happen to help him or her feel better?*

Q *When and where do you imagine this story takes place?*

As the student responds to the questions, have her write the responses in her notebook and continue to write what happens.

Record your observations on the "Class Assessment Record" sheet (CA4); see page 57 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Briefly Share Writing and Reflect on Attitude

Ask and briefly discuss questions such as the one that follows. Invite the students to read passages of their writing aloud as they share.

Q *What ideas came out of your imagination in your writing today?*

Help the students reflect on their attitudes toward writing by asking:

Q *How did you feel as you wrote today? If you got stuck, what happened? What do you want to try tomorrow to help you in your writing?*

Encourage the students to take a relaxed attitude toward their writing practice as they continue to draft fiction pieces.

EXTENSION

Discuss the Setting in *The Summer My Father Was Ten*

Explain that good writers show what a setting is like by using sensory details (details that describe what characters might see, smell, taste, feel, or touch). Read aloud page 6 of *The Summer My Father Was Ten*. Have the students visualize the setting as you read. Invite them to share details from the passage that helped them imagine the settings. Point out that describing a setting using sensory details helps a reader imagine it vividly.

In this lesson, the students:

- Explore character, setting, and plot
- Draft fiction
- Express interest in and appreciation for one another's writing
- Ask for and receive feedback about their writing
- Give feedback in a helpful way

Materials

- “Notes About Fiction” chart from Day 4
- “Writing Time” chart (WA14)
- “Questions for My Partner About My Draft” chart from Week 2

GETTING READY TO WRITE

1 Review Character, Setting, and Plot in Stories

Have the students get their notebooks and pencils, and sit at desks with partners together. Remind the students that this week they explored the way character, setting, and plot are developed in three stories: *The Summer My Father Was Ten*, *Just a Dream*, and *The Lotus Seed*. Review that in a fiction story something happens to someone somewhere in time, and that the terms *plot*, *character*, and *setting* are used to describe these features of fiction. Encourage the students to continue to think of ways to develop the characters, setting, and plot in their own stories as they write today. Also remind them to look at the “Notes About Fiction” chart to help them get ideas.

WRITING TIME

2 Draft Fiction Pieces

Display the “Writing Time” chart (WA14) and have the students write silently for 20–30 minutes.

Writing Time

- Work on a story you started earlier.
- Start a new story.
- Continue to think about character, plot, and setting.

WA14

Join the students in writing for a few minutes; then confer with individual students.

Teacher Note

You may want to shorten today's Writing Time to leave more time for the pair conferences in Step 3.



TEACHER CONFERENCE NOTE

Continue to confer with individual students as they write fiction drafts. Ask the student to show you a piece of her writing and read some of it aloud to you. Ask questions such as:

- Q *What is this story about?*
- Q *Who [is/are] the character(s)? What is interesting about [him/her/them]?*
- Q *What do you imagine might happen to [him/her/them]?*
- Q *When and where do you imagine this story takes place?*
- Q *What speech or dialogue might you include in this story?*
- Q *What part are you going to work on next?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 67 of the *Assessment Resource Book*. Beginning next week, the focus of the individual student conferences will change. If you have not met with all of your students to discuss the questions above, you may wish to do so before changing the conference focus.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

3 Confer in Pairs About Fiction Drafts

Explain that partners will now read one of their fiction drafts to the other and confer about both partners’ drafts. If necessary, briefly review the procedure for pair conferring and remind the students that *conferring* means not only reading their writing to each other but talking about it as well.

Direct the students’ attention to the “Questions for My Partner About My Draft” chart. Remind the students that they started this chart earlier in the year, and review the questions on it. Ask:

- Q *What other questions might you want to ask your partner about your draft?*

Students might say:

“I want to ask my partner if he can imagine what’s happening.”

“I want to ask my partner if she can picture the setting.”

“I want to find out whether anything is confusing to my partner.”

Add any new questions to the chart and encourage the students to use the questions in their pair conferences today.



Have partners share their writing. Scan the class, without intervening, providing sufficient time for both partners to share their writing before signaling for their attention.

4 Reflect on Pair Conferences and Writing Attitude

Help partners reflect on their work together by asking:

- Q *What questions did you ask your partner about your story? What did your partner say?*
- Q *What did you do to show interest in your partner's writing?*

Help the students reflect on their attitudes toward writing by asking:

- Q *How did you feel as you wrote today? If you got stuck, what happened? What do you want to try tomorrow to help you in your writing?*

Explain that the students will continue to explore and draft fiction next week.

Teacher Note

If necessary, signal about halfway through sharing time so partners can switch roles, if they have not yet done so.

Week 4

OVERVIEW



"About Chris Van Allsburg"

excerpted from chrisvanallsburg.com

(see page 289)

Chris Van Allsburg shares about his life as an author.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA15–WA23

Assessment Forms

- "Class Assessment Record" sheets (CA5–CA7)
- "Conference Notes: Focus 2" record sheet (CN2)

Professional Development Media

- "Planning a Lesson" (AV33)
- "Using Web-based Teaching Resources" tutorial (AV75)

TEACHER AS WRITER

“Before I write down one word, I have to have the character in mind through and through. I must penetrate into the last wrinkle of his soul . . . down to the last button, how he stands and walks, how he conducts himself, what his voice sounds like. Then I do not let him go until his fate is fulfilled.”

— Henrik Ibsen

Review the characters you have created in your drafts and select one who intrigues you. Write a detailed description of that character. Consider:

- What was this character like as a youngster?
- How does he or she dress?
- What physical movements does he or she do unconsciously?
- What is he or she unusually good or bad at?

Writing Focus

- Students review their fiction drafts, and each selects one to develop, revise, proofread, and publish.
- Students learn about a professional author’s writing process.
- Students analyze their drafts and think of ways to develop characters and plot.
- Students explore transitional words and phrases.
- Students explore endings that bring a story’s events to a close.
- Students confer with one another and the teacher.

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students help one another improve their writing.
- Students express interest in and appreciation for one another’s writing.
- Students make decisions and solve problems respectfully.

DO AHEAD

- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA5) on page 58 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA6) on page 59 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, prepare a sheet of chart paper titled “Transitional Words and Phrases.” Add the headings *Connect events in a story* and *Connect ideas in a story*. Under the first heading, list the following: *one time, one day, when, a few days later, yet, from that day on, and then*. Under the second heading, list the following: *but, also, again, besides, especially, particularly, for example, for instance, and in other words*.
- ✓ Prior to Day 3, make a class set of the “Conference Notes: Focus 2” record sheet (CN2) on page 68 of the *Assessment Resource Book*.

(continues)

DO AHEAD *(continued)*

- ✓ Prior to Day 5, create a chart titled “Questions About My Partner’s Draft” with the following questions written on it:

Am I getting to know the character’s personality? How?

Does something interesting or important happen to the character?

Can I follow what is happening in the story? Am I confused at any point?

Are there transitional words and phrases that help me connect events and ideas?

Does the ending bring the story’s events to a close?

- ✓ Prior to Day 5, make a copy of the “Class Assessment Record” sheet (CA7) on page 60 of the *Assessment Resource Book*.

- ✓ (Optional) Prior to Day 2, review the fiction pieces you have written and select a single page to use to model adding details to a draft. Prepare your sample writing to display. Alternatively, you can use the “Sample Fiction Draft” chart (WA17). To learn more, view “Planning a Lesson” (AV33).



In this lesson, the students:

- Learn about a professional author’s writing process
- Review their fiction drafts and each selects one to develop and publish
- Reread their writing critically
- Complete the first drafts of their selected fiction pieces

DEVELOPING AND PUBLISHING FICTION STORIES

In Weeks 4–6 of this unit, each student selects one fiction draft written in the prior three weeks to develop for publication for the class library. Each student takes this piece through guided analysis (in which you help look for specific ways to improve their stories) and revision, writing a second draft before publication. The students learn important writing skills and conventions as they proofread their drafts.

While students usually select pieces that are appropriate for class publication, you may occasionally have students who want to publish pieces containing content you feel is questionable (such as excessive violence or inappropriate language). Work with these students individually to help them understand that they may write about whatever they wish in their notebooks, but they should select pieces for publication that everyone will want to read and that will be appropriate for the class library.

GETTING READY TO WRITE

1 Introduce the Writing Focus for the Coming Three Weeks

Gather the class with partners sitting together, facing you. Remind them that over the past three weeks they have been drafting fiction pieces. Explain that today they will review their drafts, and each will select one piece to develop into a published story for the classroom library.

Remind the students that so far this year they have learned about several professional authors and how they devote a lot of time to rethinking, revising, and improving their writing. Explain that today the students will learn about another professional author’s writing process before they begin their work.

Materials

- “About Chris Van Allsburg” (page 289)
- *Just a Dream* from Week 3
- *The Sweetest Fig* from Week 3
- *The Wreck of the Zephyr* from Week 3
- “Writing Time” chart (WA15)
- “Class Assessment Record” sheet (CA5)

2 Learn About Chris Van Allsburg

Remind the students that they have heard three stories by Chris Van Allsburg: *The Wreck of the Zephyr*, *The Sweetest Fig*, and *Just a Dream*. Ask and briefly discuss:

Q *Based on his stories, what kind of person do you think Chris Van Allsburg might be? Why?*

Explain that you will read an excerpt from Chris Van Allsburg's website. Read "About Chris Van Allsburg" on page 289 aloud slowly and clearly.

ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

kennel: place that takes care of dogs when their owners are away

acutely: very

deficiencies: weaknesses

Facilitation Tip

Continue to focus on **pacing class discussions** by scanning the class and using techniques such as the following:

- Call on just a few students to respond to each question.
- Use "Turn to Your Partner" if many students want to speak. Then call on just two or three students to share with the whole class.
- Restate the question if the discussion strays from the original topic.
- Ask pairs to discuss whether they agree or disagree with what a classmate has just said.
- Use wait-time before calling on anyone to respond.

Ask and briefly discuss:

Q *What did you find out about Chris Van Allsburg?*

Q *Chris Van Allsburg says that even when he is writing about "strange and incredible events," he tries to convince the reader that the events could actually happen by using real people as models for the characters. How might that help make his stories more real?*

Q *Does he seem like an author who is easily satisfied with his work? Why or why not?*

Students might say:

"I found out why Chris Van Allsburg puts Fritz into all his books."

"By drawing people in a way that makes them look real, he makes it easier to believe that the strange events are real, too."

"I think he is satisfied. He won a Caldecott Medal."

"I disagree with [Lanie]. I think he's not easily satisfied because he says he wishes he could do everything over again."

Point out that it takes Chris Van Allsburg seven to nine months to make a book and that he writes and rewrites the story before he starts the final illustrations. Explain that, like him, the students will decide on a story to make into a book and begin rewriting it today.

3 Prepare to Review Fiction Drafts

Explain that during Writing Time the students will reread all their fiction drafts and each select one to revise and publish as a book. The drafts they select can be pieces they have started but not finished.

Encourage them to choose pieces that they can imagine making changes to and that they think their classmates will enjoy. Ask:

Q *As you're looking through your drafts, what might you want to look for to help you decide on one to develop?*

Students might say:

"I want to look for a draft that I really like or have some strong feelings about."

"I will look for drafts that have characters I like."

"I want my story to be different from everyone else's, so I'm going to look for a draft that is unique."

4 Reread Drafts and Select One to Develop

Have the students return to their seats, reread all their fiction drafts, and each select one to develop and publish. Students who select drafts before the time is up can start thinking about what they can add, change, or improve.

As the students review their drafts, circulate around the room and support them by asking questions such as:

Q *Why did you choose this piece to revise?*

Q *What can you imagine adding or changing in this piece to make it more interesting?*

If you notice any students selecting pieces with limited potential for revision (for example, pieces they feel are already "perfect," very long or very short pieces, or pieces that are not double-spaced), gently guide them toward more workable pieces.

WRITING TIME

5 Complete First Drafts of Selected Pieces

Display the "Writing Time" chart (🗨️ WA15) and have the students write silently for 20–30 minutes.

Writing Time

- Finish writing your draft.
- Think about characters' actions, thoughts, and speech.
- Think about plot and setting.

WA15

Join the students in writing for 5–10 minutes, and then circulate around the room and observe, assisting students as needed.

Teacher Note

If a student wants to publish a piece that is already very long, encourage him to identify one section of it to develop and publish for the class library. He may continue to work on other parts of the story on his own at another time.



CLASS ASSESSMENT NOTE

Observe the students as they work on their drafts. Ask yourself:

- Have the students selected drafts that lend themselves to revision?
- Will the students have finished drafts that they can start revising tomorrow?

If you notice that many students need more time to complete their drafts, make time for them to do so before going on to the Day 2 lesson. Any student who has finished may work on another piece of writing.

Record your observations on the “Class Assessment Record” sheet (CA5); see page 58 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

6 Reflect on Writing

Help the students reflect on their work today by asking:

- Q *What draft did you choose to revise?*
- Q *Why did you choose that piece to revise?*

Explain that the students will begin revising their drafts tomorrow.

Teacher Note

An in-depth interview with Chris Van Allsburg is available on Center for the Collaborative Classroom’s website (collaborativeclassroom.org/chris-van-allsburg). The interview uses sophisticated vocabulary aimed at an adult readership. You might read it to gain background knowledge about Van Allsburg and choose passages from it to share with your students.



Technology Tip

For more information about using web-based resources, view the “Using Web-based Teaching Resources” tutorial (AV75).



TECHNOLOGY EXTENSION

Watch or Read an Interview with Chris Van Allsburg

Chris Van Allsburg, the author of *Just a Dream*, has written and illustrated many books for children. To learn more about the author and his work, have the students watch a video of him speaking about his writing or read another interview with him. To find a video or print interview with the author, search online with his name and the keyword “video” or “interview.” After the students watch the video or read the interview, have them discuss what they learned about the author’s life and his thoughts about writing.

In this lesson, the students:

- Reread their writing critically
- Mark places in their drafts where characters are revealed through actions, thoughts, or speech
- Begin revising their drafts
- Reflect on creativity in their own writing

GETTING READY TO WRITE

1 Facilitate Guided Rereading of Drafts

Have the students stay at their seats today. Ask them to open their notebooks to the fiction draft they each selected yesterday. Explain that today you will help them think about how they might revise and improve their drafts in preparation for publishing them. Ask the students to reread their drafts quietly and look up when they are finished.

Distribute a pad of self-stick notes to each student. Explain that you will ask the students to look for and think about several specific things in their drafts.

Display the “Revising to Develop Characters” chart (WA16) and read the prompts aloud, one at a time, giving the students several quiet minutes after each prompt to review their drafts and mark passages with the self-stick notes.

Revising to Develop Characters

- How does your main character act? Find a place in your draft where you describe, or could describe, your main character’s actions. Mark the margin next to that place with a self-stick note and write *actions* on it.
- What does your main character say or think? Find a place in your draft where you describe, or could describe, your character’s speech or thoughts. Mark the margin next to that place with a self-stick note and write *speech* or *thoughts* on it.

WA16

Materials

- Pad of small (1½" x 2") self-stick notes for each student
- “Revising to Develop Characters” chart (WA16)
- Your sample writing OR the “Sample Fiction Draft” chart (WA17)
- “Writing Time” chart (WA18)
- “Class Assessment Record” sheet (CA6)

Teacher Note

The purpose of the guided rereading is to give the students experience reading their drafts critically *before* they begin to revise.

Teacher Note

Plan to have pads of self-stick notes available for the students to use during the revision phase of each genre unit. If necessary, model attaching a self-stick note to the outer margin of a notebook page so it marks the text without covering it up.

Teacher Note

You might review that speech between characters is called *dialogue*.

2 Model Revising to Develop Characters

Without sharing as a class, explain that during Writing Time today the students will look at the places they marked with self-stick notes and revise those places. Explain that they will each incorporate their revisions into a second draft next week.

Display your own writing or the “Sample Fiction Draft” chart (🗨️ WA17) and read it aloud. If you are using your own writing, begin by writing *actions* in the margin next to a place where you could describe your main character’s actions, and *thoughts* or *speech* next to a place where you could add your character’s thoughts or speech. Ask the students to watch as you model adding information about a character. Think aloud about a place you want to revise. Model using a caret (arrow) to insert new text and crossing out text to delete.

You might say:

“I want to add some information about why Bernard likes to chew gum. I will delete ‘from chewing gum’ and add a new sentence: *He figured that if some of the best baseball players in the world could chew gum, so could he.*”

WA17

Sample Fiction Draft

On Bernard’s birthday, he did not wish for toys, books, or games, like other kids. He wished for gum. Bernard loved to chew gum more than anything in the world.

“Bernard, you must stop chewing so much gum,” his parents said.

“Why?”

“Because your teeth will all rot and fall out.”

“Because,” added his sister, Pearl, “it’s disgusting.”

He figured that if some of the best baseball players in the world could chew gum, so could he. But this did not stop Bernard ~~from chewing gum.~~ *thoughts actions*

Using the same procedure, model one or two more examples of adding actions, thoughts, or speech to your draft. Explain that the students will follow the same procedure to revise their own drafts today.

WRITING TIME

3 Revise First Drafts

Display the “Writing Time” chart (🗨️ WA18) and have the students work silently on the charted tasks for 20–30 minutes.

Teacher Note

Save the revised “Sample Fiction Draft” chart to use on Day 3.

Writing Time

- Add actions, thoughts, and speech to your draft to tell about your character.
- Remove the self-stick note when you finish revising.
- If you finish, work on another piece of writing.

Join the students in writing for a few minutes; then walk around the class and observe, assisting students as needed.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students seem engaged in thinking of ways to develop their drafts?
- Are they focusing on developing their characters?
- Do they have ideas for actions, speech, and thoughts they could write to reveal character?

Support any student who is having difficulty by asking her questions such as:

- Q *What were you thinking about when you marked this place on your draft?*
- Q *What kind of personality does your character have?*
- Q *What could your character do or say at this point to show his or her personality?*

Record your observations on the “Class Assessment Record” sheet (CA6); see page 59 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Explain that they will continue to work on their drafts tomorrow.

SHARING AND REFLECTING

4 Reflect on Writing and Creativity

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

- Q *What ideas did you have for describing your character today?*
- Q *What ideas did you have that you feel were creative or original today? Tell us about them.*

Remind the students how important it is to use their imaginations, both while writing drafts and during revision. Encourage them to strive to make their stories as creative and interesting as they can.

Day 3

Analyzing and Revising Drafts

Materials

- “Transitional Words and Phrases” chart, prepared ahead
- “Notes About Fiction” chart from Week 3
- “Revising for Plot” chart (WA19)
- Your revised sample writing OR revised “Sample Fiction Draft” chart (WA17) from Day 2
- “Writing Time” chart (WA20)
- Class set of “Conference Notes: Focus 2” record sheets (CN2)

TEKS 11.B.ii
TEKS 11.B.vii
TEKS 11.B.xii
Student/Teacher Narrative
Step 2

In this lesson, the students:

- Reread their writing critically
- Explore transitional words and phrases
- Mark places in their drafts where they can add to the plot
- Revise their drafts
- Reflect on creativity in their own writing

GETTING READY TO WRITE

1 Briefly Review Purpose of Revision

Have the students stay at their desks today. Ask them to take out their notebooks and pencils and to open their notebooks to the stories they are developing. Review that they began to analyze and revise their drafts yesterday. Remind them that the purpose of revision is to make their stories as interesting and readable as possible before they publish them for their classmates.

Explain that today you will ask them to think about ways they might strengthen the plots (what happens) in their drafts.

2 Explore Transitional Words and Phrases

Explain that one way the students might make their plots clearer and easier to follow is by adding *transitional words and phrases*. Explain that these are words and phrases that help readers connect events and ideas in a story. Direct the students’ attention to the “Transitional Words and Phrases” chart. Read aloud the words and phrases listed under the heading *Connect events in a story*. Ask:

Q *What other transitional words and phrases might you use in a story to help readers connect events?*

Add the students’ ideas to the chart. Then explain that other transitional words and phrases help readers connect ideas in a story. Read aloud the words and phrases under the heading *Connect ideas in a story*. Ask:

Q *What other transitional words and phrases might you use in a story to help readers connect ideas?*

Add the students’ ideas to the chart.

Direct the students' attention to the "Notes About Fiction" chart and add *transitional words and phrases help the reader connect ideas or events* to the chart.

3 Continue Guided Rereading of Drafts

Have the students quietly reread their drafts and look up when they are finished. Have them get out their self-stick notes, and explain that you will ask them to look for and think about several specific things in their drafts.

Display the "Revising for Plot" chart (📄 WA19) and read the prompts aloud one at a time, giving the students several quiet minutes after each prompt to review their drafts and mark passages with the self-stick notes.

Revising for Plot

- Find a place where you use, or could use, a transitional word or phrase to help readers connect events. Put a self-stick note in the margin next to that place and write *connect events* on it.
- Find a place where you use, or could use, a transitional word or phrase to help readers connect ideas. Put a self-stick note in the margin next to that place and write *connect ideas* on it.
- Find the place in your draft where the most interesting or important thing happens, or could happen, to your character. Mark the margin next to that place with a self-stick note and write *most important* on it.
- Will your readers be able to follow what happens from the beginning to the end of your story? If you think a place might be confusing, mark the margin next to that place with a self-stick note and write *confusing* on it.

WA19

4 Model Revising to Develop the Plot

Without sharing as a class explain that, as they did yesterday, the students will look at the places they marked with self-stick notes and make revisions to their stories. Remind them that they will incorporate these revisions into a second draft next week.

Display your own writing or the "Sample Fiction Draft" chart (📄 WA17) and read it aloud. If you are using your own writing, begin by writing *connect events* or *connect ideas* in the margin next to a place where you could add a transitional word or phrase, *most important* in the margin next to the most interesting or important thing that happens to your main character, and *confusing* next to a place that might confuse your reader.

Teacher Note

For more transitional words and phrases, you might search online using the keywords "transitional words and phrases."

Ask the students to watch as you model revising to make your plot (what happens in your story) as interesting as possible. Model adding and, if necessary, deleting text.

You might say:

"I could add a transition to make the story easier to follow. I will add: *As they were sailing back to shore.* I think that will help readers understand when the boat hits the rock. Maybe I could add another sentence to build the story's excitement just before it gets to the most important part. I will add: *She pointed to a big blue fin circling the boat. 'Is that a shark?' she gasped.* Finally, I don't want to include anything that will confuse readers, so I'm going to cross out 'Bernard suddenly noticed that his jaw felt sore.'"

WA17

most
important

As they were sailing back to shore,

^ The family heard a horrible, crunching sound.

"What was that?" cried Bernard's mother.

"We've hit a rock," his father replied. "It's ripped a hole in the boat."

Water began sloshing into the boat around their feet.

She pointed to a big blue fin circling the boat. "Is that a shark?" she gasped.

"We're sinking!" screamed Pearl.

Bernard calmly removed a golf ball-sized wad of gum from his mouth. What a waste, he thought, a perfectly good piece of gum that even had some flavor left in it.

He stuffed the gum into the hole, and immediately the water stopped pouring in. ~~Bernard suddenly noticed that his jaw felt sore.~~

confusing

"Bernard saves the day!" his parents cried, throwing their arms around him. Even Pearl hugged him.

Using this same procedure, model one or two more examples of adding transitional words or phrases and adding to the plot. Explain that the students will follow the same procedure to revise their own drafts today.

WRITING TIME

5 Continue Revising Drafts

Display the "Writing Time" chart (WA20) and have the students work silently on the charted tasks for 20–30 minutes.

Writing Time

- Add transitional words and phrases to help readers connect events and ideas.
- Add information about what happens to make your plot more interesting.
- Remove the self-stick notes as you finish revising.
- If you finish, work on another piece of writing.

Join the students in writing for a few minutes; then begin conferring with individual students about the pieces they are developing for publication.

TEKS 11.B.ii
TEKS 11.B.vii
TEKS 11.B.xii
 Student/Teacher Activity
 Step 5



TEACHER CONFERENCE NOTE

Over the next two weeks, confer again with individual students, this time talking with them about the piece each is developing for publication. Ask the student to tell you about the part she is working on now and to read some of her writing aloud to you. As you listen, consider:

- Does this student’s story have a character with distinct traits that are shown through action, speech, or thought?
- Does something interesting or important happen to the character?
- Does the story make sense? Is it easy to follow what is happening, when, and to whom?
- Does the student use transitional words and phrases?

Support the student in integrating the elements of fiction by asking questions such as:

- Q *What kind of personality does your main character have?*
- Q *What actions, thoughts, or speech [have you added/could you add] to show who the character is?*
- Q *What interesting or important thing happens to your character?*
- Q *What transitional words and phrases [did/could] you use to help connect events or ideas?*

Document your observations for each student on a “Conference Notes: Focus 2” record sheet (CN2); see page 68 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

Day 4

Analyzing and Revising Drafts

Materials

- *Student Writing Handbook* page 17
- “Closing Sentences from Three Stories” chart (WA21)
- “Notes About Fiction” chart from Day 3
- “Writing Time” chart (WA22)

SHARING AND REFLECTING

6 Reflect on Writing and Creativity

Help the students reflect on their work during Writing Time today by asking:

- Q *How did you add to or revise the events in your story to make the plot more interesting?*
- Q *What ideas did you have that you feel were creative or original today? Tell us about them.*

Explain that the students will continue revising their stories tomorrow.

In this lesson, the students:

- Explore endings that bring a story’s events to a close
- Reread their writing critically
- Revise their drafts
- Express interest in one another’s writing

GETTING READY TO WRITE

1 Analyze Closing Sentences

Have the students get out their notebooks, *Student Writing Handbooks*, and pencils, and sit at desks with partners together. Review that they began to analyze and revise their drafts yesterday. Remind them that the purpose of revision is to make their pieces as interesting and readable as possible before they publish them for their classmates. Explain that today you will ask them to think about an important feature of all narratives: endings that bring a story’s events to a close.

Point out that the closing sentences of a piece of writing need to wrap up the piece. Explain that you will read the closing sentences from some stories they heard earlier and ask them to think as they listen about how the authors bring each story’s events to a close.

Have the students open their *Student Writing Handbooks* to page 17, where the closing sentences are reproduced. At the same time, display the “Closing Sentences from Three Stories” chart (WA21). Together, read the first passage, from *The Summer My Father Was Ten*, and ask:

- Q *What does the author do to wrap up this story?*
- Q *What words or phrases show you that the story has reached an end?*

Students might say:

"It returns to the beginning of the story. It repeats the description of the garden."

"I agree with [Jorge]. The author brings you back to the beginning by repeating the words *the summer my father was ten*."

"In addition to what [Sharon and Jorge] said, when you go back to the beginning, it feels satisfying. It feels like you've completed a circle."

As volunteers respond, underline the words and phrases they mention on the chart.



Have the students work in pairs to read the remaining closing sentences and underline words and sentences that they feel are especially effective at wrapping up the pieces.

After several minutes, signal for the students' attention. Ask volunteers to report what they talked about for each of the closings, and underline words and phrases they mention on the chart. As they report, ask:

Q *How does that [word/sentence] help wrap up the story?*

2 Review Closing Sentences in Drafts

Direct the students' attention to the "Notes About Fiction" chart and add *an ending brings the story's events to a close*. Have the students reread the last few sentences of their own fiction drafts. Ask and have the students think to themselves about:

Q *How might you revise your closing sentences to wrap up your story?*

Without discussion as a class, explain that the students will revise their closing sentences today.

WRITING TIME

3 Revise Closing Sentences

Display the "Writing Time" chart (WA22) and have the students write silently for 20–30 minutes.

Writing Time

- Revise your closing sentences to end your story in a satisfying way.
- Make any other revisions or additions so your piece is complete and as interesting as it can be.
- If you finish, work on another piece of writing.

WA22

Join the students in writing for a few minutes; then confer with individual students.

Teacher Note

Words or phrases the students might report include:

- "the trees he and Rose had planted so many years ago" (from *Just a Dream*)
- "and tell them about the day my grandmother saw the emperor cry" (from *The Lotus Seed*)



TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece each is developing for publication. Ask the student to tell you about the part he is working on now and to read some of his writing aloud to you. As you listen, consider:

- Does this student’s story have a character with distinct traits that are shown through action, speech, or thought?
- Does something interesting or important happen to the character?
- Does the story make sense? Is it easy to follow what is happening, when, and to whom?
- Does the student use transitional words and phrases?
- Does the ending bring the story’s events to a close?

Support the student in integrating the elements of fiction by asking questions such as:

- Q *What kind of personality does your main character have?*
- Q *What actions, thoughts, or speech [have you added/could you add] to show who the character is?*
- Q *What interesting or important thing happens to your character?*
- Q *What transitional words and phrases [did/could] you use to help connect events or ideas?*
- Q *What [did/could] you write to bring the story to a close?*

Document your observations for each student on a “Conference Notes: Focus 2” record sheet (CN2); see page 68 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Share Closing Sentences as a Class

Have a few volunteers share the closing sentences of their fiction stories. As students share, encourage discussion by asking the class questions such as those that follow. Be ready to ask the volunteers to reread what they shared, if necessary.

- Q *What words did you hear in [Leora’s] closing sentence(s) that wrapped up the piece for you?*
- Q *What ideas, if any, does this give you for your own closing sentences?*

Explain that partners will confer about their stories tomorrow.

In this lesson, the students:

- Ask for and receive feedback about their writing
- Give feedback in a helpful way
- Ask one another questions about their writing
- Anticipate and solve problems that arise in their work together
- Share their partners' thinking with the class

GETTING READY TO WRITE

1 Prepare for Pair Conferences

Have the students bring their notebooks and pencils, and gather with partners sitting together, facing you. Explain that today partners will meet to confer about their drafts. Remind the students that in the writing community, the goal of giving feedback is to help each person create the best possible piece of writing. Ask and briefly discuss:

- Q *What have you learned about giving feedback respectfully?*
- Q *What problems can arise when you are conferring with a partner? How will you avoid those problems today?*

2 Prepare to Give Feedback About Character and Plot

Tell the students that during pair conference time today, partners will read and tell each other about their stories, including their revisions, and receive feedback about character and plot.

Explain that, as the students listen to their partners' stories, you would like them to ask themselves five questions. Direct the students' attention to the "Questions About My Partner's Draft" chart and read the questions aloud. Then project your revised writing from Day 3 or the revised "Sample Fiction Draft" chart (WA17) and read it aloud, along with any revisions. Use "Think, Pair, Share" to have the students discuss your draft using the charted questions.



After a few moments, signal for the students' attention and have a few volunteers give you feedback about your draft using the five questions.

3 Confer in Pairs

Encourage partners to listen carefully to each other and be ready to report to the class what each other said.



Give the students ample time to confer in pairs.

Materials

- "Questions About My Partner's Draft" chart, prepared ahead
- Your revised sample writing OR revised "Sample Fiction Draft" chart (WA17) from Day 3
- "Class Assessment Record" sheet (CA7)
- "Writing Time" chart (WA23)



CLASS ASSESSMENT NOTE

Circulate among conferring pairs and observe without intervening. Ask yourself:

- Are pairs staying on task, reading and discussing their writing?
- Are they giving each other specific feedback about the questions related to character development and plot?
- Are they giving feedback in a helpful way?

Note any difficulties you observe to discuss with the students during the reflection discussion.

Record your observations on the “Class Assessment Record” sheet (CA7); see page 60 of the *Assessment Resource Book*.

When most pairs have had time to discuss their drafts, call for the class’s attention.

4 Reflect on Feedback

Gather the class and briefly discuss:

- Q *What was helpful about the way your partner talked to you today?*
- Q *What problems, if any, did you have during pair conferences? What will you do to avoid those problems next time?*

Share any problems you noticed and discuss what the students will do to avoid those problems next time. Ask:

- Q *What is one thing your partner told you about your piece?*

Remind the students that authors pay close attention to feedback about what is unclear or confusing in their writing. Although authors might not follow every suggestion they receive, the feedback helps them improve their work until it is the best piece of writing possible.

Explain that during Writing Time today the students will revise their drafts based on their partners’ feedback.

WRITING TIME

5 Revise Drafts Based on Conference Feedback

Ask the students to return to their seats. Display the “Writing Time” chart (WA23) and have the students work silently on the charted tasks for 20–30 minutes.

Writing Time

- Revise your draft based on partner feedback.
- Finish writing and revising your story.
- If you finish, work on another piece of writing.

During Writing Time, confer with individual students about their writing.



TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece each is developing for publication. Ask the student to tell you about the part she is working on now and to read some of her writing aloud to you. As you listen, consider:

- Does this student's story have a character with distinct traits that are shown through action, speech, or thought?
- Does something interesting or important happen to the character?
- Does the story make sense? Is it easy to follow what is happening, when, and to whom?
- Does the student use transitional words and phrases?
- Does the ending bring the story's events to a close?

Support the student in integrating the elements of fiction by asking questions such as:

- Q *What kind of personality does your main character have?*
- Q *What actions, thoughts, or speech [have you added/could you add] to show who the character is?*
- Q *What interesting or important thing happens to your character?*
- Q *What transitional words and phrases [did/could] you use to help connect events or ideas?*
- Q *What [did/could] you write to bring the story to a close?*

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 68 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

6 Reflect on Writing

Help the students reflect on their work today by briefly discussing:

Q *What feedback from your partner did you incorporate into your revision today? Tell us about it.*

Explain that the students will start writing a second draft of their story in the coming week.



About Chris Van Allsburg

excerpted from chrisvanallsburg.com

Where do you get your ideas?

The ideas for my books come to me in different ways. For instance, I once was standing in my kitchen one morning, and saw two ants on the counter top. I believed the ants came from my back yard, and began to wonder what a trip from the back yard to my kitchen would be like for an ant. That started me thinking about a story of two ants and their unusual journey into a house. The story became, *Two Bad Ants*. . . . Ideas for stories are all around.

What does it take to write and illustrate a book?

It takes me between 7 and 9 months to write the story and make the pictures that become a book. The picture making part takes much longer than the writing part. In almost every case, the original pictures I make are much larger than they appear in the finished books.

How do you make your pictures look so real?

The kind of stories I write are mostly fantasies. When a story is about strange and incredible events, I think it's important that the pictures convince the reader that the events described actually could happen. That is why I try to make my pictures look real. I do this by using real people as models of the characters in my books and by . . . [making] the places shown in the pictures appear as if they really exist.

Why do you put that little white dog in all of your books? Do you have a dog like that?

The first story that I wrote, *The Garden of Abdul Gasazi*, had a dog in it named Fritz. When I thought about the kind of dog I wanted Fritz to be, I decided he should be a bull terrier. Unfortunately, I didn't know any bull terriers that could be my model for drawing pictures. I found some photographs, but they were not what I needed. What I needed was a real dog. . . . Not long after that,

(continues)

Excerpts from "Frequently Asked Questions" by Chris Van Allsburg from www.chrisvanallsburg.com and excerpts from "The Polar Express Caldecott Medal Acceptance Speech" by Chris Van Allsburg, originally printed in the *Top of the News Journal* Volume 42, #4, Summer 1986. Reprinted with permission of Chris Van Allsburg.

About Chris Van Allsburg

(continued)

[my brother-in-law] acquired a bull terrier puppy, and named him Winston. Winston became the model for Fritz, and because he was my brother-in-law's dog, I thought of Winston as a kind of nephew. Sadly, Winston had an accident that sent him to the big dog kennel in the sky at a young age. I decided to commemorate the contribution he made to my first book by including him (or at least a tiny part of him) in all of my books.

In his Caldecott Medal acceptance speech, Chris Van Allsburg says:

An award does not change the quality of a book. I'm acutely aware of the deficiencies in all of my work. I sometimes think I'd like to do over everything I've ever done and get it right. But I know that a few years later I'd want to do everything over a third time.

This award carries with it a kind of wisdom for someone like me. It suggests that the success of art is not dependent on its nearness to perfection but its power to communicate. Things can be right without being perfect.

Excerpts from "Frequently Asked Questions" by Chris Van Allsburg from www.chrisvanallsburg.com and excerpts from "The Polar Express Caldecott Medal Acceptance Speech" by Chris Van Allsburg, originally printed in the *Top of the News Journal* Volume 42, #4, Summer 1986. Reprinted with permission of Chris Van Allsburg.

Week 5

OVERVIEW

Writing Focus

- Students analyze their drafts and think of ways to develop the setting.
- Students develop second drafts of their stories, integrating revisions.
- Students explore prepositions and prepositional phrases.
- Students explore first- and third-person points of view.
- Students confer with one another and the teacher.

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students help one another improve their writing.
- Students make decisions and solve problems respectfully.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA17, WA24–WA28

Assessment Forms

- “Class Assessment Record” sheets (CA8–CA10)
- “Conference Notes: Focus 2” record sheet (CN2)

Professional Development Media

- “Building a Community of Writers” (AV1)
- “Pacing Class Discussions” (AV20)
- “Using CCC’s Whiteboard Activities” tutorial (AV73)

DO AHEAD

- ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA8) on page 61 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, create a chart titled “Sentences Using Prepositions and Prepositional Phrases” with the following sentences written on it:
The cat ate its dinner under the table.
Under the table, the cat ate its dinner.
The cat, under the table, ate its dinner.
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA9) on page 62 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, create a chart titled “Self-assessment Questions” with the following questions written on it:
In the story, does something interesting happen to someone somewhere in time?
Does the main character act, think, and speak in a way that shows what he or she is like?
Are there transitional words and phrases that help connect events and ideas?
Does every sentence of the story make sense?
Does the ending bring the story’s events to a close?
- ✓ Prior to Day 5, make a copy of the “Class Assessment Record” sheet (CA10) on page 63 of the *Assessment Resource Book*.
- ✓ (Optional) If computers are available, you might have some students type and print out their drafts. You can also recruit parent volunteers to help the students do so. In addition, you might teach Technology Mini-lesson 10, “Creating Presentations,” in Appendix A , to help the students learn how to incorporate visuals into their stories.

TEACHER AS WRITER

“The plot is the line on which I hang the wash, and the wash is what I care about.”

— Robert B. Parker

Reread the description of the character you wrote in Week 4. Explore plot this week by having something interesting, important, or challenging happen to your character. Describe what happens to the character before and after the event. Consider:

- What makes the experience interesting, important, or challenging to your character?
- What is this character like before the situation? After?
- What does the character learn by going through this experience?

Day 1

Analyzing and Revising Drafts

Materials

- “Revising for Setting” chart (WA24)
- Your revised sample writing OR revised “Sample Fiction Draft” chart (WA17) from Week 4
- “Writing Time” chart (WA25)

In this lesson, the students:

- Reread their writing critically
- Mark places in their drafts to develop setting and descriptive language
- Review their drafts
- Reflect on creativity in their own writing

GETTING READY TO WRITE

1 Discuss Setting in Fiction

Have the students remain at their desks and ask them to get out their notebooks and pencils. Explain that today they will finish revising their fiction stories by thinking more about the setting of the story. Tomorrow they will begin writing the second drafts of their stories, incorporating all their revisions.

If necessary, remind the students that the *setting* of a story is the place and time in which the story occurs. Ask the students to think quietly for a moment about where and when their stories occur.

2 Continue Guided Rereading of Drafts

Have the students quietly reread their drafts and look up when they are finished. Have them get out their self-stick notes and explain that you will ask them to look for and think about several specific things in their drafts.

Display the “Revising for Setting” chart (WA24) and read the prompts aloud, one at a time, giving the students several quiet minutes after each prompt to review their drafts and mark passages with the self-stick notes.

Revising for Setting

- Where and when does your story take place? Find a place in your draft where you describe, or could describe, the setting. Put a self-stick note in the margin next to that place and write *setting* on it.
- What might someone see or hear in your setting? Find places where you could add words to describe how it looks or sounds. Put a self-stick note in the margin next to that place and write *look* or *sound* on it.
- What might someone smell or feel in your setting? Find places where you could add words to describe how it smells or feels. Put a self-stick note in the margin next to that place and write *smell* or *feel* on it.

3 Model Revising to Develop the Setting

Without sharing as a class, explain that, as they did last week, the students will look at the places in their drafts that they marked with self-stick notes and make revisions to their stories. They will revise directly on their first drafts, writing on self-stick notes if they run out of room on the paper. Remind them that they will incorporate these revisions into their second drafts.

Display your own writing or the “Sample Fiction Draft” chart (WA17) and read it aloud. If you are using your own writing, begin by writing *setting* in the margin next to a place where you describe, or could describe, the setting; *look* or *sound* next to a place where you describe, or could describe, the look or sound of something; and *smell* or *feel* next to a place where you describe, or could describe, the smell or feel of something. Ask the students to watch as you model revising to more clearly describe the setting. Model adding text using a caret and, if necessary, deleting text.

You might say:

“I want to add a description about where Bernard and his family go sailing. I’ll add: *along the rocky coast where seals sunbathe*. Now my sentence is: *Bernard and his family went sailing along the rocky coast where seals sunbathe*. I also want to add some details to help readers see and feel what Bernard sees and feels. After the phrase ‘by evening,’ I’ll add the phrase: *when the sky turned pink and the breeze grew cold*.”

TEKS 11.B.v
TEKS 11.B.x
TEKS 11.B.xv
Student/Teacher Narrative
Step 3

TEKS 11.B.v
TEKS 11.B.x
TEKS 11.B.xv
Student/Teacher Activity
Step 4

One Sunday, Bernard and his family went sailing, ^{along the rocky coast where seals sunbathe} setting
He took plenty of gum and added pieces to his mouth
throughout the day, so that by evening ^{, when the sky turned pink and the breeze grew cold,} look and
feel he had a rather
sizeable wad going.

WA17

WRITING TIME

4 Revise to Develop the Setting

Display the “Writing Time” chart (WA25) and have the students write silently for 20–30 minutes.

Writing Time

- Revise your draft to make the setting come to life using sensory details.
- Make any other revisions or additions so your piece is complete and as interesting as it can be.
- If you finish, work on another piece of writing.

WA25

During Writing Time, confer with individual students about their writing.



TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece each is developing for publication. Ask the student to tell you about the part she is working on now and to read some of her writing aloud to you. As you listen, consider:

- Does this student’s story have a character with distinct traits that are shown through action, speech, or thought?
- Does something interesting or important happen to the character?
- Does the story make sense? Is it easy to follow what is happening, when, and to whom?
- Does the student use transitional words and phrases?
- Does the ending bring the story’s events to a close?
- Does the student use sensory details to convey the setting?

(continues)

TEACHER CONFERENCE NOTE *(continued)*

Support the student in integrating the elements of fiction by asking questions such as:

- Q *What kind of personality does your main character have?*
- Q *What actions, thoughts, or speech [have you added/could you add] to show who the character is?*
- Q *What interesting or important thing happens to your character?*
- Q *What transitional words and phrases [did/could] you use to help connect events or ideas?*
- Q *What [did/could] you write to bring the story to a close?*
- Q *When and where does the story take place? What descriptive words can you use to tell the reader how the place looks, feels, sounds, or smells?*

Document your observations for each student on a “Conference Notes: Focus 2” record sheet (CN2); see page 68 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Reflect on Writing and Creativity

Help the students reflect on their work by asking:

- Q *What ideas did you have for describing your setting today?*
- Q *What ideas did you have that you feel are creative or original? Tell us about them.*

Remind the students that it is important to use their imaginations, both when writing drafts and during revision. Help the students reflect on their participation in this discussion by asking:

- Q *What did you do during sharing time today to show you were interested in what your classmates said?*

Remind the students that they will begin to work on their second drafts tomorrow.

ELL Note

Questions like this help to create a sense of community that benefits everyone. English Language Learners in particular rely on having a supportive environment in which they can take the risks necessary to grow academically, socially, and ethically. For more information, view “Building a Community of Writers” (AV1).



Materials

- Your revised sample writing OR revised “Sample Fiction Draft” chart (WA17) from Day 1
- Two pieces of chart paper (one with lines) and a marker
- Loose, lined paper for second drafts
- “Class Assessment Record” sheet (CA8)

In this lesson, the students:

- Generate ideas for improvements to make while writing second drafts
- Begin writing second drafts

WRITING SECOND DRAFTS

Over the next several days, the students write second drafts of their stories. In the process, they explore first- and third-person points of view, incorporate prepositions and prepositional phrases, learn how to punctuate speech, and correct run-on sentences.

It is important that the students understand that a second draft is an improved, more interesting, and more complete version of the first draft. If you observe students who are copying their first drafts without making further revisions, work with these students individually to help them identify ways to revise and improve their writing.

GETTING READY TO WRITE

1 Prepare to Write Second Drafts

Have the students get their notebooks and pencils and sit at desks with partners together. Tell the students that during Writing Time they will make revisions to the places they marked with self-stick notes and then begin writing their second drafts on loose, lined paper. Explain that they will write on every other line, because this will give them space to make corrections as they get ready to write a final version later on.

Point out that a second draft should be an improved, more interesting, and more complete version of the story they began in their first draft. If the students find themselves copying their first draft onto the lined paper without any revisions, they are probably not writing true second drafts and should ask for help.

2 Model Beginning to Write a Second Draft

Ask the students to watch as you model beginning to write a second draft. Display your own writing or the “Sample Fiction Draft” chart (WA17). Read the first sentence aloud and model writing that sentence, with revisions, on every other line of the lined chart paper. Repeat this process until you have modeled incorporating several revisions into your second draft.

You might say:

"I think my first and second sentences are fine as they are, so I'll copy them exactly as they appear in my first draft. In my third sentence, I want to replace the words 'anything in the world.' Instead, I'll write: *puppies love to chew socks and cows love to chew their cuds*. I'll add those words as I recopy the sentence. The next sentence seems strong as it is, but I want to add some detail to the dialogue. I'll describe the way Bernard answers his parents. I'm going to add: *he asked between chomps*."

Second Draft

On Bernard's birthday, he did not wish for

toys, books, or games, like other kids. He

wished for gum. Bernard loved to chew gum

more than puppies love to chew socks and

cows love to chew their cuds.

"Bernard, you must stop chewing so much

gum," his parents said.

"Why?" he asked between chomps.

After you have written several sentences, ask:

- Q** *What kinds of changes did you notice I made as I started writing my second draft?*

As the students respond, write their observations on a sheet of chart paper titled “Things We Can Revise in Our Second Drafts.” Use “Think, Pair, Share” to discuss:



Q *What other kinds of changes might you make while writing your second draft? [pause] Turn to your partner.*

Have volunteers share their thinking.

Students might say:

“You made it funnier by adding the part about puppies and cows.”

“In addition to what [Jared] said, you added a detail about how Bernard answered his parents.”

“We can look for other places where we can add transition words.”

“We can make sure we show what the characters think and feel.”

Add the students’ ideas to the chart. Encourage the students to refer to the chart while they are working on their second drafts.

WRITING TIME

3 Begin Writing Second Drafts

Distribute lined paper and have the students work silently on their revisions and second drafts for 20–30 minutes.

Join the students in writing for a few minutes, and then walk around and observe, assisting students as needed.



Technology Tip

If the students write their second drafts on computers, they should double-space the drafts and print them out.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students incorporate their revisions into a second draft?
- Are the second drafts improvements on their first drafts?

Support any student who is having difficulty by asking her questions such as:

Q *I notice that you marked this part of your draft for revision. What were you thinking about when you marked it?*

Q *Read this passage aloud with the new sentence you want to add. Does that make sense? If not, how can you change it so it does make sense?*

Record your observations on the “Class Assessment Record” sheet (CA8); see page 61 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Reflect on Writing Second Drafts

Briefly discuss questions such as the following:

- Q *What was challenging about writing a second draft?*
- Q *Who made a further revision to your story as you were writing your second draft? Tell us about it.*
- Q *What other ideas can we add to the “Things We Can Revise in Our Second Drafts” chart?*

Add any revision ideas the students have to the chart. Explain that tomorrow the students will continue to work on their second drafts.

Teacher Note

Save the “Things We Can Revise in Our Second Drafts” chart to use throughout the process of writing second drafts.

You will need a complete, charted second draft of your story to use on Day 5 of this week. You might wish to create a projectable chart of the draft. For more information about whiteboard activities in the *Being a Writer* program, view the “Using CCC’s Whiteboard Activities” tutorial (AV73).



Writing Second Drafts

Day 3

In this lesson, the students:

- Explore using prepositions and prepositional phrases
- Continue to write second drafts
- Ask one another questions about their writing

GETTING READY TO WRITE

1 Explore Prepositions and Prepositional Phrases

Have the students get out their notebooks, pencils, and *Student Writing Handbooks* and sit at desks with partners together. Explain that the students will continue to work on their second drafts and that they will make their writing as clear as possible so readers will be able to follow what is happening in their stories. Point out that today they will explore one way writers make their writing more interesting and easy to follow—by varying the way their sentences look and sound.

Direct the students’ attention to the “Sentences Using Prepositions and Prepositional Phrases” chart and use “Think, Pair, Share” to discuss:



- Q *What do you notice about these sentences? What changes from sentence to sentence?*

Have volunteers share their thinking; then discuss as a class:

- Q *What part of the sentence tells where the cat ate its dinner?*

Materials

- “Sentences Using Prepositions and Prepositional Phrases” chart, prepared ahead, and a marker
- *Student Writing Handbook* page 18
- “Excerpt from *The Summer My Father Was Ten*” chart (WA26)
- Loose, lined paper for second drafts
- “Class Assessment Record” sheet (CA9)

Students might say:

"The sentences mean the same thing but they say it in three different ways."

"In addition to what [Alma] said, all the sentences have the same words but in different orders."

"In addition to what [Alma and Jun] said, 'under the table' is at the end of the first sentence, at the beginning of the second sentence, and in the middle of the third sentence."

" 'Under the table' is the part that tells where the cat ate its dinner."

Underline the phrase "under the table" in each sentence. If necessary, explain that the words "under the table" tell where the cat ate its dinner and that those words can be moved to different parts of the sentence without changing the meaning of the sentence.

Sentences Using Prepositions and Prepositional Phrases

The cat ate its dinner under the table.

Under the table, the cat ate its dinner.

The cat, under the table, ate its dinner.

Teacher Note

Not all prepositions show position, but this loose definition will help students remember a preposition's function. Exceptions to the "shows position" definition include *of*, *by*, and *for*, which show the relationship between other words in a sentence. Also, moving a prepositional phrase within a sentence can change the sentence's meaning. Students may need help determining whether changing a prepositional phrase's position affects the sentence's meaning.

Teacher Note

Two other ways the sentence can be rewritten are "Before his race, the runner drank water" and "The runner, before his race, drank water."

Skill Practice Note

If the students need more practice using prepositions and prepositional phrases, take time to review these skills (see Lesson 20 in the *Skill Practice Teaching Guide*).

Explain that the group of words "under the table" begins with a preposition. Tell them that a *preposition* is a "word that often shows position in place or time," such as *under*, *over*, *before*, and *after*. Point out to the students that the word *position* is in the word *preposition*, which can help them remember that prepositions often show position. Tell the students that the group of words "under the table" is called a *prepositional phrase*.

Write the following sentence below the other sentences on the chart: *The runner drank water before his race*. Ask students to identify the words that show when the runner drank water. Underline "before his race." Ask:

Q *What are two ways we can rewrite this sentence by moving the prepositional phrase "before his race"?*

Use the students' ideas to write two more versions of the sentence on the chart. Then underline the phrase "before his race" in all three sentences.

Explain that good writers know how to use prepositional phrases to vary the way their sentences look and sound.

2 Analyze an Excerpt from *The Summer My Father Was Ten*

Have the students open their Student Writing Handbooks to page 18. At the same time, display the “Excerpt from *The Summer My Father Was Ten*” (WA26) chart. Explain that this is a passage from *The Summer My Father Was Ten* in which the author uses prepositional phrases. Read the passage aloud to the class and ask:



Q *What prepositional phrases does the author use in this passage? Turn to your partner.*

Underline the prepositional phrases as the students identify them (*to my grandmother, in Mr. Bellavista’s apartment, to opera, on the radio*). Remind the students that writers sometimes experiment with the placement of prepositional phrases so that their sentences do not all look or sound the same. Point to the prepositional phrase *in Mr. Bellavista’s apartment* in the sentence “Then they all ate dinner together in Mr. Bellavista’s apartment and listened to opera on the radio.” Ask:

Q *Where else in the sentence might the writer have placed this prepositional phrase and still created a sentence that makes sense?*

Students might say:

“Then in Mr. Bellavista’s apartment they all ate dinner together and listened to opera on the radio.”

“Then they all ate dinner together and listened to opera on the radio in Mr. Bellavista’s apartment.”

3 Review Drafts for Prepositions and Prepositional Phrases

Ask the students to look closely at their own drafts, find a place where they might rewrite a sentence by moving a prepositional phrase, and rewrite that sentence. After several minutes, ask and discuss as a class:

Q *Who rewrote a sentence by moving a prepositional phrase? Tell us about it.*

Explain that you would like the students to think about how to revise sentences by moving prepositional phrases as they write today.

WRITING TIME

4 Continue to Write Second Drafts

Have the students work silently on their second drafts for 20–30 minutes, paying attention to prepositions and prepositional phrases in their stories. Make sure they have access to more lined writing paper, if they need it.

Join them in writing for a few minutes; then walk around the class and observe, assisting students as needed.



Facilitation Tip

As you continue to focus on **pacing class discussions** this week, consider:

- Do most students stay engaged for the duration of most discussions?
- What do the students look like when they are engaged? What do they look like when they become disengaged?
- What contributes to loss of focus on the part of the students?
- Are the students getting used to you not calling on every student with a hand up?

Continue to practice the techniques listed in the previous Facilitation Tip for speeding up or deepening a discussion. To see this Facilitation Tip in action, view “Pacing Class Discussions” (AV20).



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to use prepositions and prepositional phrases to make their writing easy to follow?
- Are they able to incorporate their revisions into a second draft?
- Does their writing communicate clearly?

Identify what, if anything, is unclear in the students' writing. Support any student who is having difficulty by asking him to reread his writing and by asking questions and offering suggestions such as:

- Q *Does your story make sense? What part doesn't make sense? How can you rewrite it so it makes sense?*
- Q *Can you find a place where you might move a prepositional phrase to make a sentence clearer or to vary the way your sentences sound?*

Record your observations on the “Class Assessment Record” sheet (CA9); see page 62 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Share Revisions and Reflect

Have a few volunteers share passages they revised by reading the original and revised passages. As the students share, probe their thinking by asking:

- Q *[Thanh], how do you think your revision improves your piece?*
- Q *What questions can we ask [Thanh] about his revision?*

Ask and briefly discuss:

- Q *Who made revisions today using prepositions and prepositional phrases in your story? Tell us about it.*

Explain that the students will continue to work on their second drafts tomorrow.

In this lesson, the students:

- Explore first- and third-person points of view
- Explore pronouns and practice writing consistently from a single point of view
- Continue to write second drafts
- Ask one another questions about their writing

ABOUT POINT OF VIEW

In this lesson, the students learn to recognize the first-person point of view (the *I* narrator) and learn that when there is no *I* narrator, stories are usually being told from a third-person point of view. They look closely at the pronouns in the writing to determine the point of view, and they practice writing consistently from a single point of view. The work in this lesson lays the foundation for continued instruction in later grades on the first-, and third-person points of view, including how to decide on a point of view for any particular piece of writing.

GETTING READY TO WRITE

1 Explore First- and Third-person Points of View

Have the students stay at their desks today. Have them get out their notebooks, *Student Writing Handbooks*, and pencils. Explain that the students will continue to work on their second drafts today, and that you would like them to pay close attention to the point of view of their stories as they write.

Explain that *point of view* refers to who is telling the story. Explain that some authors use an *I* narrator to tell the story; this is called the *first-person point of view*. When there is no *I* narrator, the author is usually writing from the *third-person point of view*.

Where everyone can see it, write:

“I” = first person
no “I” = third person (usually)

Materials

- “Point of View in Two Stories” chart (WA27)
- *Student Writing Handbook* page 19
- “Proofreading Notes: Point of View” chart (WA28)
- Loose, lined paper for second drafts

TEKS 10.E.i
TEKS 10.E.ii
Student/Teacher Narrative
Step 1

Display the “Point of View in Two Stories” chart (WA27) as you have the students open their *Student Writing Handbooks* to page 19, where the opening sentences of *Uncle Jed’s Barbershop* and *The Sweetest Fig* are reproduced. Read the first excerpt together as a class. Ask:

Q *What words tell us that this excerpt is written from a first-person point of view?*

Students might say:

“my granddaddy’s brother”

“Uncle Jedediah was *mine*”

“He used to come by *our* house”

As volunteers respond, underline the first-person pronouns on the chart. Explain that *my*, *mine*, and *our* are pronouns and, if necessary, that *pronouns* are words that take the place of nouns. Explain that these particular pronouns are called *first-person pronouns* and that *I*, *me*, *we*, and *us* are other examples of first-person pronouns. (You might write the pronouns *I*, *me*, *my*, *mine*, *we*, *us*, and *our* where everyone can see them.)

Together read the second excerpt from *The Sweetest Fig*. Ask:

Q *How can we tell that this excerpt is not written from a first-person point of view?*

If necessary, point out that first-person pronouns do not appear in this excerpt. The pronoun *he* indicates that the story is being told by someone outside the story, or from the third-person point of view.

2 Record in Proofreading Notes

Remind the students that they learned to proofread their drafts using the proofreading notes in the *Student Writing Handbook* (see Unit 2, Week 2, Day 3 on page 103). They will use this resource to proofread their stories.

Ask the students to open their *Student Writing Handbooks* to the Proofreading Notes section as you display the “Proofreading Notes: Point of View” chart (WA28). Write the notes in the diagram on the next page on the chart, and ask the students to copy them into their proofreading notes.

Proofreading Notes

Rule	Example	Notes
First-person point of view (“I” narrator)	“Every year my father and I plant a garden.”	First-person pronouns: I, my, me, mine, we, us, our(s)
Third-person point of view (no “I” narrator)	“Eva unwrapped a cinnamon Danish, opened her notebook, and stared helplessly at the wide, white pages.”	No first-person pronouns. Someone outside the story is telling it.

Encourage the students to refer to their proofreading notes to help them remember the difference between first- and third-person points of view. As they work on their second drafts today, encourage them to continue to pay attention to using the same point of view consistently throughout their stories.

WRITING TIME

3 Continue to Write Second Drafts

Have the students work silently on their second drafts for 20–30 minutes, paying attention to using a single point of view. Make sure they have access to more lined writing paper.

Join the students in writing for a few minutes; then confer with individual students.



TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece each is developing for publication. Ask the student to tell you about the part she is working on now and to read some of her writing aloud to you. As you listen, consider:

- Does this student’s story have a character with distinct traits that are shown through action, speech, or thought?
- Does something interesting or important happen to the character?

(continues)

TEACHER CONFERENCE NOTE *(continued)*

- Does the story make sense? Is it easy to follow what is happening, when, and to whom?
- Does the student use transitional words and phrases?
- Does the ending bring the story's events to a close?
- Does the student use sensory details to convey the setting?
- Does the student use prepositions and prepositional phrases to vary sentences or make the writing easy to follow?
- Does the student use the first- or third-person point of view consistently?

Support the student in integrating the elements of fiction by asking questions such as:

- Q *What kind of personality does your main character have?*
- Q *What actions, thoughts, or speech [have you added/could you add] to show who the character is?*
- Q *What interesting or important thing happens to your character?*
- Q *What transitional words and phrases [did/could] you use to help connect events or ideas?*
- Q *What [did/could] you write to bring the story to a close?*
- Q *When and where does the story take place? What descriptive words can you use to tell the reader how the place looks, feels, sounds, or smells?*
- Q *Which sentences can you revise using prepositions and prepositional phrases?*
- Q *Which point of view, first- or third-person, [did/could] you use in your story?*

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 68 of the *Assessment Resource Book*. Beginning next week, the focus of the individual student conferences will change. If you have not met with all of your students to discuss the questions above, you may wish to do so before changing the conference focus.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Share Revisions and Reflect

Have a few volunteers share passages they revised by reading the original and the revised passages. As the students share, probe their thinking by asking:

- Q *[Melissa], how do you think your revision improves your piece?*
- Q *What questions can we ask [Melissa] about her revision?*

Explain that partners will confer about their stories tomorrow.

EXTENSION

Further Explore Point of View

Give the students more experience with point of view by occasionally having them share about the point of view in books they are reading independently. Ask questions such as:

- Q *Who is telling the story in your book? How do you know?*
- Q *Is there an I narrator? If so, can you tell who it is?*
- Q *If there is no I telling the story, which character's feelings and thoughts is the author telling you most about? How do you know?*

Self-assessing and Pair Conferencing

Day 5

In this lesson, the students:

- Assess their own writing
- Initiate pair conferences about their drafts
- Ask for and receive feedback about their writing
- Give feedback in a helpful way
- Write and confer responsibly during Writing Time

GETTING READY TO WRITE

1 Prepare to Self-assess

Have the students get their notebooks and pencils and sit at desks with partners together. Remind the students that in the past few weeks they have learned about character, setting, and plot in a fiction story. Briefly review the “Notes About Fiction” chart and ask:

- Q *What else have you learned about fiction that we can record on the chart?*

Add any suggestions to the chart. Then direct the students’ attention to the “Self-assessment Questions” chart and explain that you would like the students to ask themselves these questions as they reread their drafts today. Read the questions aloud.

Show your revised second draft and briefly model rereading your draft, asking yourself the questions, and thinking aloud about the answers.

Materials

- “Notes About Fiction” chart from Week 4
- “Self-assessment Questions” chart, prepared ahead
- Your charted second draft from Day 2
- “Class Assessment Record” sheet (CA10)
- “Questions for My Partner About My Draft” chart from Unit 3, Week 4

You might say:

"In my story, something happens to Bernard on a sailboat in the bay. He saves the day by filling a hole in his family's boat with his chewing gum. When he thinks, 'what a waste, there's still some flavor in the gum,' it shows how much he hates to part with his gum. As I reread the story, I can tell that there isn't anything that happens that doesn't fit with the rest of the story."

2 Self-assess and Think About What to Ask Partners

Ask the students to reread their own drafts and ask themselves the "Self-assessment Questions." After most students have had time to finish, signal for their attention and have a few volunteers share their thinking with the class. As they share, follow up by asking:

- Q *What will you add to or change in your story to make your [character/setting] more [believable/interesting/descriptive]?*
- Q *What will you add to or change in your story to make your plot (or the things that happen) make sense?*

Ask and briefly discuss:

- Q *What questions do you want to ask your partner today about your draft?*

As the students report questions, record them on the "Questions for My Partner About My Draft" chart. Remind the students that they started this chart earlier in the year, and review the questions on it. Ask:

- Q *What other questions on this chart do you want to ask your partner today?*

Students might say:

"I want to ask my partner if she can imagine what's happening."
"I want to ask my partner if he can tell what I learned from what I wrote."
"I want to find out whether anything is confusing to my partner."

Explain that partners will read their drafts aloud to each other, including their revisions, and then ask each other questions about their own drafts.

3 Prepare to Write and Initiate Pair Conferences

Explain that today the students will make the revisions they are thinking about and then work on finishing their second drafts. When they finish their second drafts, they will initiate a conference with a partner to get feedback before starting to work on their final versions.

Remind the students of the procedure for initiating their own pair conferences. Review that you will give a signal about halfway through Writing Time, after which the students may confer in pairs if they are

ready. The students should ask their assigned partner first. If their own partner is busy writing and would rather not stop to confer, they may ask another student. Ask and briefly discuss:

- Q *If someone asks you to confer, but you would rather keep writing, how will you respond to the person respectfully?*
- Q *What problems can arise when you are initiating a pair conference? What will you do to avoid those problems today?*

Redirect the students' attention to the "Self-assessment Questions" chart and explain that you would like partners to discuss both pieces of writing during the pair conferences using the questions on the chart.

WRITING TIME

4 Write Independently and Confer



Have the students work silently on their second drafts. After about 15 minutes of writing, signal that the students may confer in pairs if they are ready. Remind them to discuss the "Self-assessment Questions" during the conference. Assure students who are still working on their second drafts that they will have other opportunities in the coming week to confer with a partner.



CLASS ASSESSMENT NOTE

Observe the students as they initiate and participate in pair conferences, and ask yourself:

- Are the students able to find a partner and begin pair conferences with minimal disruption to the class?
- What problems are they having initiating pair conferences?
- Are they giving each other feedback about the questions on the chart?

Support any pair that is having difficulty by asking questions such as:

- Q *What difficulties are you having in your conference?*
- Q *What are you trying to accomplish during this conference? What is preventing you from accomplishing that?*
- Q *What can you do to solve that problem? If that doesn't work, what else can you try?*

Record your observations on the "Class Assessment Record" sheet (CA10); see page 63 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

Teacher Note

Not all of the students will be ready to confer today. Those who need to continue working on their second drafts should do so during Writing Time into Week 6 and confer about the drafts when they are finished.

SHARING AND REFLECTING

5 Reflect on Writing and Pair Conference Time

Gather the students to discuss how they did writing and conferring during Writing Time today. Remind them that in the writing community the goal of giving feedback is to help each person create the best possible piece of writing. Ask:

- Q *If you participated in a pair conference today, what feedback did you receive from your partner that was helpful to you?*
- Q *If you continued to write while pair conferences were happening, were you able to concentrate? Why or why not?*
- Q *What problems arose today during the pair conference time? What effect did those problems have on our writing community? How can we avoid those problems next time?*

Explain that the students will complete their second drafts next week and proofread and publish their stories.

Teacher Note

Save the “Self-assessment Questions” chart to use in Week 6.



TECHNOLOGY EXTENSION

Publish Student Writing Online

Next week the students will publish their fiction stories for the class library. Some students might also be interested in publishing their writing online. There are a number of websites where students can do so. Search for them using the keywords “publishing student writing online.” Publishing online allows family members and friends to easily access and enjoy students’ writing.

Week 6

OVERVIEW

Writing Focus

- Students proofread their second drafts for spelling and punctuation.
- Students learn to write consistently in a single verb tense.
- Students learn how to punctuate speech.
- Students write their final versions and publish them as books.
- Students present their books to the class from the Author’s Chair.
- Students confer with one another and the teacher.

Social Development Focus

- Students work in a responsible way.
- Students help one another improve their writing.
- Students act in fair and caring ways.
- Students express interest in and appreciation for one another’s writing.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA29–WA36

Assessment Forms

- “Class Assessment Record” sheets (CA11–CA13)
- “Conference Notes: Focus 3” record sheet (CN3)
- “Individual Writing Assessment” record sheet (IA1)
- “Student Self-assessment” record sheet (SA1)

Reproducible

- Fiction genre unit family letter (BLM1)

Professional Development Media

- “Social Reflection” (AV14)

DO AHEAD

- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA11) on page 64 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, make a class set of the “Conference Notes: Focus 3” record sheet (CN3) on page 70 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA12) on page 65 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, decide on how you would like the students to make their books. Gather any materials they will need (for example, construction paper for covers, drawing paper for illustrations, markers, staples).
- ✓ Prior to Day 5, make a copy of the “Class Assessment Record” sheet (CA13) on page 66 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student’s published piece.
- ✓ (Optional) If computers are available, you might have some students type and print out their final versions.

TEACHER AS WRITER

“By the time I am nearing the end of a story, the first part will have been reread and altered and corrected at least one hundred and fifty times. I am suspicious of both facility and speed. Good writing is essentially rewriting. I am positive of this.”

— Roald Dahl

Reread the drafts you have written and select one to develop. Consider:

- Who is telling this story?
- What actions, thoughts, or speech could you add to reveal character traits or relationships among characters?
- What event or action that is both surprising and believable could you add to this plot?
- Where and when does this story take place? What descriptive language could you add to help the reader see, hear, smell, or feel this setting?

Day 1

Completing Second Drafts and Proofreading

Materials

- *The Sweetest Fig* from Week 2
- *Student Writing Handbook* page 20
- “Verb Tense in Two Stories” chart (WA29)
- “Writing Time” chart (WA30)
- “Self-assessment Questions” chart from Week 5
- “Class Assessment Record” sheet (CA11)

In this lesson, the students:

- Explore present and past verb tenses
- Practice writing consistently in a single verb tense
- Begin proofreading their drafts
- Initiate pair conferences about their drafts
- Ask for and receive feedback about their writing
- Write and confer responsibly during Writing Time

GETTING READY TO WRITE

1 Explore Verb Tense

Have the students remain at their seats. Have them get out their notebooks, *Student Writing Handbooks*, and pencils.

Remind the students that last week they explored point of view and worked on making sure they used a consistent point of view throughout their stories. Explain that, like point of view, the *verb tense* must be consistent all the way through a story, unless the author deliberately wants to change it.

Remind the students that verbs are action words; explain that verbs can be written in the past, present, or future tense. Authors use verb tense to communicate whether the story happened in the past, is happening right now, or will happen in the future.

Display the “Verb Tense in Two Stories” chart (WA29) and ask the students to open their *Student Writing Handbooks* to page 20, where the chart is reproduced. Together, read the excerpt from *The Sweetest Fig*. Explain that this story is written in the past tense. Ask:

Q *What are some of the verbs, or action words, in this passage?*

Underline the verbs on the chart as the students report them.

Together, read the excerpt from *The Summer My Father Was Ten*. Explain that this excerpt is written in the present tense. Ask:

Q *What are some of the verbs, or action words, in this passage?*

Underline the verbs as the students report them.

If necessary, remind the students that many verbs, like *jump*, *moan*, and *look* can be changed from present to past tense by adding *-ed* at the end (*jumped*, *moaned*, *looked*). Other verbs have entirely different forms in the present and past tenses (such as *keep* and *kept* and *tell* and *told*).

Teacher Note

The students might notice the following verbs in the excerpt: *was*, *kept*, *jumped*, *met*, *had*, *begged*, *told*, *moaned*, *looked*, *took*, and *said*.

Teacher Note

The students might notice the following verbs in the excerpt: *plant*, *grow*, *pull*, *pop*, *water*, *mulch*, *tend*, *has to walk*, and *tells*.

Explain that authors must be careful not to unintentionally change the verb tense in the middle of a story because this could confuse readers about when the story is happening.

2 Review Drafts to Determine Verb Tense

Ask the students to look closely at the verbs in their own drafts and determine whether they are using the past or present tense. (Point out that the future tense is rarely used for stories.) Ask:

- Q *Are you using the past tense in your story? Read us a few of the verbs that tell you that you're using the past tense.*
- Q *Are you using the present tense in your story? Read us the first two or three sentences of your story so we can hear the present-tense verbs.*

Explain that once the students have determined whether they are using the past or present tense, they should write their entire story using that verb tense.

Explain that the students will work on their second drafts again today. Those who have completed their second drafts and conferred with partners may begin proofreading to get their stories ready for publication. Remind the students to use their word banks and proofreading notes, which they learned to use at the beginning of the year, to check spelling and correctness in their drafts.

WRITING TIME

3 Write Independently and Confer in Pairs

Display the “Writing Time” chart (WA30) and have the students work silently on the charted tasks for 20–30 minutes.

Writing Time

- Try to finish your second draft.
- Check to make sure you are using the same verb tense throughout your story.
- Begin proofreading your second draft for publication.

WA30

Remind the students that you will signal after 10–15 minutes of silent writing to indicate that they may confer in pairs about their drafts. Direct their attention to the “Self-assessment Questions” chart and remind partners to give each other feedback using these questions today.

Join the students in writing for a few minutes; then walk around and observe, assisting students as needed.

Teacher Note

The students may notice that the verb *broke* in the excerpt from *The Summer My Father Was Ten* is in the past tense. If they do, point out that the author intentionally shifts to the past tense briefly to tell us something that happened before the main part of the story (Mrs. Murowski “broke her hip last winter”) and then returns to the present tense (“has to walk with a cane”).

Skill Practice Note

For more practice with recognizing and correcting shifts in verb tense, see Lesson 15 in the *Skill Practice Teaching Guide*. You might also do the Extension activity “Further Explore Verb Tense” (see page 326).

Teacher Note

You will review using the word bank and proofreading notes with the whole class on Day 3 of this week. If any of the students need help using them today, review briefly with individuals or with a small group.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to write consistently in the past or present tense?
- Do they incorporate their revisions into a second draft?
- Does their writing communicate clearly?

Identify what, if anything, is unclear in the students' writing. Support any student who is having difficulty by asking questions and offering suggestions such as:

Q *What are some of the action words at the beginning of your story?*

Q *Do those words tell about something that happened before or something that's happening now?*

Q *How can you change the word [fly] to the past tense?*

Record your observations on the "Class Assessment Record" sheet (CA11); see page 64 of the *Assessment Resource Book*.



After 10–15 minutes, signal to indicate that the students may confer in pairs; then signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Share Revisions and Reflect

Ask a few volunteers to share passages they revised by reading the original and revised passages. As the students share, probe their thinking by asking:

Q *[Avi], how do you think your revision improves your piece?*

Q *What questions can we ask [Avi] about his revision?*

Ask and briefly discuss:

Q *Did you make any revisions today to the verb tense in your story? Tell us about it.*

In this lesson, the students:

- Explore and practice punctuating speech
- Begin proofreading their drafts
- Initiate pair conferences about their drafts
- Ask for and receive feedback about their writing
- Use writing and pair conference time responsibly

GETTING READY TO WRITE**1 Explore Speech Punctuation**

Have the students remain at their seats. Have them get out their notebooks, *Student Writing Handbooks*, and pencils. Remind the students that earlier they learned that good writers often include speech in a fiction story to help readers better understand a character’s personality. Explain that today they are going to review how writers punctuate speech.

Display the “Speech Punctuation in Two Stories” chart (C WA31) and ask the students to open to *Student Writing Handbook* page 21, where the chart is reproduced. Together, read the first excerpt from *Sweet Music in Harlem*. Ask:

- Q** *Who is speaking in this passage? How can you tell?*
- Q** *How can you tell the difference between the words he is actually saying and the other words in the story?*

Students might say:

“Uncle Click is speaking because it says ‘called Uncle Click from the bathroom.’”

“The words he is saying have quotation marks around them.”

Underline words and quotation marks on the chart as the students report them. Explain that authors use quotation marks to let the reader know which words the characters are saying aloud. Quotation marks surround what the characters say, marking the start and end of each piece of dialogue. Tell the students that there are several ways to correctly punctuate speech but that ending punctuation in speech always goes inside the quotation marks.

Explain that the second excerpt is from *Nothing Ever Happens on 90th Street*. Read the excerpt together as a class. Ask:

- Q** *Who is speaking in this passage? How can you tell?*
- Q** *What do you notice about the way speech is punctuated in this passage, compared to the passage from *Sweet Music in Harlem*?*

Materials

- *Student Writing Handbook* page 21
- “Speech Punctuation in Two Stories” chart (WA31)
- “Writing Time” chart (WA32)
- “Self-assessment Questions” chart from Day 1
- “Class Assessment Record” sheet (CA12)

Teacher Note

You might review that speech between characters is called *dialogue*.

ELPS 4.C.iv
Steps 1–3

Skill Practice Note

You might point out that the author places a comma after the name *C. J.* The comma sets the name apart from the rest of the sentence so the reader can easily understand who is being spoken to. For more practice with punctuating speech and direct address, see Lesson 27 and Lesson 28 in the *Skill Practice Teaching Guide*.

Students might say:

"I notice that the sentence with the quotation marks can start at the beginning of a paragraph or in the middle of a paragraph."

"I notice that the author didn't put *he said* after the last thing Mr. Sims says because it's already clear that Mr. Sims is the one talking."

Again, underline words and quotation marks on the chart as the students report them. Explain that authors may use other punctuation to help readers notice dialogue in a story. Ask the students to follow along in their handbooks as you read aloud "'You are mistaken, my dear,' Mr. Sims said." Point out the comma between the words *my dear* and *Mr. Sims*. Explain that this comma separates Mr. Sims's dialogue (exact words) from the rest of the sentence.

2 Review Drafts for Speech Punctuation

Ask the students to look closely at any speech they included in their own drafts to see whether they punctuated it correctly. Have them compare their punctuated speech to the passages on *Student Writing Handbook* page 21 to make sure they are using one of the correct methods.

Explain that the students will continue working on their second drafts today. Those who have completed their second drafts and conferred with partners may begin proofreading their stories. Remind the students to refer to their word banks and proofreading notes, which they learned to use at the beginning of the year, to check spelling and correctness in their drafts.

WRITING TIME

3 Write Independently and Confer in Pairs

Display the "Writing Time" chart (WA32) and have the students work silently on the charted tasks for 20–30 minutes.

Writing Time

- Try to finish your second draft.
- Check to make sure you punctuate speech correctly throughout your story.
- Begin proofreading your second draft for publication.

WA32

Remind the students that you will signal after 10–15 minutes of silent writing to indicate that they may confer in pairs about their drafts. Direct their attention to the “Self-assessment Questions” chart and remind partners to give each other feedback using these questions today.

Join the students in writing for a few minutes; then walk around and observe, assisting students as needed.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to correctly punctuate the speech in their stories?
- Do they incorporate their revisions into a second draft?
- Does their writing communicate clearly?

Identify what, if anything, is unclear in the students’ writing. Support any student who is having difficulty by asking questions and offering suggestions such as:

- Q *What are some of the things your character says in your story?*
- Q *Are the quotation marks and commas in the right places? How do you know?*
- Q *How can you change the word [said] to a more interesting word?*

Record your observations on the “Class Assessment Record” sheet (CA12); see page 65 of the *Assessment Resource Book*.



After 10–15 minutes, signal to indicate that the students may confer in pairs; then signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Share Revisions and Reflect

Have a few volunteers share passages they revised by reading the original and revised passages. As the students share, probe their thinking by asking:

- Q *[Gabrielle], how do you think your revision improves your piece?*
- Q *What questions can we ask [Gabrielle] about her revision?*

Ask and briefly discuss:

- Q *Did you make any revisions today to speech punctuation in your story? Tell us about it.*

Day 3

Proofreading

Materials

- *Student Writing Handbooks*
- “Proofreading Notes” chart (WA33)
- “Run-on Fiction Sample” chart (WA34)
- Loose, lined paper for final versions
- “Writing Time” chart (WA35)
- “Self-assessment Questions” chart from Day 2
- Class set of “Conference Notes: Focus 3” record sheets (CN3)

EXTENSION

Continue to Explore Speech and Dialogue in Fiction

Continue to raise the students’ awareness of the use of speech and dialogue in fiction by occasionally having them share dialogue in books they are reading independently. Discuss questions such as:

- Q *Who is speaking in the passage you read? What do you find out about the characters from this [speech/dialogue]?*
- Q *What other words does the author use to mean [said]? Why might the author have chosen to use those words instead of [said]?*

In this lesson, the students:

- Review past and present verb tenses
- Listen for run-on sentences as they read their drafts aloud
- Proofread for spelling, grammar, and punctuation
- Ask for and receive feedback about their writing
- Give feedback in a helpful way

GETTING READY TO WRITE

1 Briefly Review Verb Tense and Record in Proofreading Notes

Have the students remain at their seats. Have them get out their notebooks, *Student Writing Handbooks*, and pencils. Remind them that they learned about verb tense earlier in the week and thought about tense in their own stories. Ask and briefly discuss:

- Q *What did you find out about the verb tense you are using in your own story?*

Ask the students to open their *Student Writing Handbooks* to their proofreading notes as you display the “Proofreading Notes” chart (WA33). Write the notes in the diagram below on the chart and ask the students to copy them into their proofreading notes.

Proofreading Notes

Rule	Example	Notes
present tense	plant, grow, pull, pop, tell	Verb is happening now.
past tense	planted, grew, pulled, popped, told	Verb happened before. Often ends in “-ed.”

2 Discuss Proofreading for Run-on Sentences

Explain that the students will also proofread their drafts today to see if they have any run-on sentences. Explain that a *run-on sentence* is usually made of two or more complete sentences that have been “run together” without a conjunction such as *or*, *and*, *so*, or *but*. Point out that run-on sentences often look like really long sentences. Point out that run-on sentences should be joined with a conjunction or split to form two complete sentences.

Display the “Run-on Fiction Sample” chart (WA34) and have the students turn to page 22 of their *Student Writing Handbooks*, where the information on the chart is reproduced. Ask the students to watch and listen as you read the first passage aloud. Ask:

Q *What did you notice about the way the passage sounded when I read it?*

Students might say:

“It doesn’t sound right.”

“In addition to what [Miguel] said, some of the sentences sound funny—like they go on too long.”

Q *What run-on sentences do you see in the passage?*

If necessary, point out that right now the passage does not sound right when read aloud, because it contains several run-ons. Model rereading the passage and thinking aloud about how to split the run-ons into two or more complete sentences or how to join them with conjunctions.

You might say:

“The first complete thought is ‘On Bernard’s birthday, he did not wish for toys, books, or games, like other kids.’ The second complete thought is ‘he wished for gum.’ I know that I have to separate the two thoughts by placing a period or a conjunction between them. I’ll put a period after the phrase ‘like other kids.’ That leaves ‘he wished for gum’ running into ‘Bernard loved to chew gum.’ I’ll separate those thoughts with another period. Since the phrase ‘more than puppies love to chew socks and cows love to chew their cud’s’ doesn’t make sense by itself, I know that it must be connected to ‘Bernard loved to chew gum.’ The complete sentence must be: *Bernard loved to chew gum more than puppies love to chew socks and cows love to chew their cud’s.*”

Skill Practice Note

You might remind the students that a sentence tells a complete thought and contains a *subject* (who or what a sentence is about) and a *predicate* (what the subject does or did). For more practice using subjects and predicates, and recognizing and correcting run-ons, see Lesson 1, Lesson 2, and Lesson 5 in the *Skill Practice Teaching Guide*.

Teacher Note

You may have students who have not yet finished their second drafts. Assure them that they will have time to finish their drafts and confer with partners before moving on to proofreading. Ask all the students to pay attention as you review proofreading, so they will be able to do this step when they are ready.

Teacher Note

You will review the procedures for publishing stories with the whole class tomorrow. Support students who are ready to begin publishing today by reviewing procedures briefly with individuals or with a small group.

Explain that you would like the students to read their drafts aloud to listen for run-on sentences. Encourage the students to split any run-on sentences into two or more complete sentences or join them with conjunctions.

3 Review Using the Word Bank and Proofreading Notes

Remind the students that they learned how to use the word bank and proofreading notes to help them proofread their drafts for spelling and correctness (see Unit 2, Week 2, Day 2 on page 98 for review). Briefly review these procedures by reminding the students to:

- Circle words that they are unsure how to spell and look them up in the word bank. If necessary, the students will add words to their word banks after looking up the correct spelling in a dictionary or other resource.
- Use their proofreading notes as a checklist of things to look for in their drafts. They will correct errors in their drafts by crossing them out and writing the corrections next to or above them.

Explain that the students will work toward finishing their second drafts and proofreading them today. Students who have completed their proofreading may begin writing the final version of their stories by copying their revised second drafts in their best handwriting on loose, lined paper. They may single-space their final versions.

WRITING TIME

4 Complete Second Drafts and Confer in Pairs

Display the “Writing Time” chart (WA35) and have the students work silently on the charted tasks for 20–30 minutes.

Writing Time

- Read your draft aloud and check for periods.
- Proofread for run-on sentences.
- Proofread for spelling and correctness.
- Begin writing your final version on loose, lined paper.

WA35

Remind the students that you will signal after 10–15 minutes of silent writing to indicate that they may confer in pairs when they are ready. Remind them to give feedback using the questions on the “Self-assessment Questions” chart.

Join the students in writing for a few minutes; then confer with individual students.



TEACHER CONFERENCE NOTE

Confer with individual students who seem to need extra support in preparing their second drafts for publication. Consider:

- What does this student need to work on to be ready to publish his story?

Discuss questions such as:

- Q *What are you working on right now?*
- Q *Do you have an I narrator telling your story? Are you using a consistent point of view throughout the story?*
- Q *Are you using the same verb tense all the way through your story? If you accidentally switched, how will you revise so all the verbs are in the same tense?*
- Q *Do you have any long sentences that might be run-ons? Let's reread them and see whether they need to be divided into shorter sentences.*
- Q *What else do you need to do to be ready to write your final version?*

Document your observations for each student on a "Conference Notes: Focus 3" record sheet (CN3); see page 70 of the *Assessment Resource Book*.



After 10–15 minutes, signal to indicate that the students may confer in pairs; then signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Reflect as a Class

Gather the students to discuss how they did during writing and pair conference time today. Discuss questions such as:

- Q *If you worked on proofreading your draft for spelling today, how did that go? What words did you find in your word bank? How did you check on words that were not in the word bank?*
- Q *If you participated in a pair conference today, how did you help your partner? How did your partner help you?*
- Q *What did you do to take responsibility for yourself during Writing Time today?*

Teacher Note

The end-of-lesson reflection is important to the students' growth as writers and to their social development. We encourage you to allow at least 5 minutes at the end of each period to help the students reflect on their work and interactions. For more information about social development, see "Values and Social Skills" on page xxviii. To learn more, view "Social Reflection" (AV14).



EXTENSION

Further Explore Verb Tense

Give the students more experience with past, present, and future verb tenses by occasionally having the students share about the verb tenses in the books they are reading independently. Ask questions such as:

- Q *Is the author using the past, present, or future verb tense in the book you are reading? How do you know?*
- Q *Does the author switch verb tenses over the course of your book? If so, why do you think he or she did that?*
- Q *If you are reading something written in the future verb tense, read it aloud to us. Why do you think the future verb tense makes sense for this piece of writing?*

Day 4

Publishing

Materials

- “Writing Time” chart (WA36)
- Loose, lined paper for final versions
- Materials for publishing stories
- (Optional) Computers for typing and printing final versions

In this lesson, the students:

- Finish writing and proofreading their second drafts
- Write their final versions and make them into books
- Share materials and equipment fairly
- Handle materials and equipment responsibly
- Act considerately toward others

GETTING READY TO WRITE

1 Prepare to Publish Stories

Have the students remain at their desks. Explain that they will finish writing and proofreading their second drafts and then begin writing their final versions and making them into books today. Review any procedures you would like the students to follow to make their books (for example, how to handle art supplies, how to share computers, and where to place published stories for Author’s Chair sharing tomorrow).

Briefly discuss how the students will share materials and equipment fairly and act considerately toward one another as they work on their books. Ask:

- Q *What will you do today to take care of our book-making materials? Why is that important?*
- Q *If you want to use something that someone else is using, like the computer or the hole-punch, what can you do to share it fairly?*
- Q *If you're using something that someone else wants to use, what can you do to share it fairly?*
- Q *What else can we do to act considerately toward one another as we publish our books today?*

Explain that you will check in with the students at the end of the lesson to see how they did sharing the materials fairly and acting considerately toward one another.

WRITING TIME

2 Write Final Drafts and Confer in Pairs

Display the “Writing Time” chart (WA36) and have the students write silently for 20–30 minutes.

Writing Time

- Finish proofreading your draft for spelling and correctness.
- Write your final version on loose, lined paper.
- Gather your final pages into a book with a cover (and include illustrations, if you wish).

WA36

Remind the students that you will signal after 10–15 minutes of silent writing to indicate that they may confer in pairs about their second drafts. Join them in writing for a few minutes; then confer with individual students.



TEACHER CONFERENCE NOTE

Continue to confer with individual students who seem to need extra support in preparing their second drafts for publication. Consider:

- What does this student need to work on to be ready to publish her story?

Discuss questions such as:

- Q *What are you working on right now?*
- Q *Do you have an I narrator telling your story? Are you using a consistent point of view throughout the story?*
- Q *Are you using the same verb tense all the way through your story? If you accidentally switched, how will you revise so all the verbs are in the same tense?*
- Q *Do you have any long sentences that might be run-ons? Let's reread them and see whether they need to be divided into shorter sentences.*
- Q *What else do you need to do to be ready to write your final version?*

Document your observations for each student on a "Conference Notes: Focus 3" record sheet (CN3); see page 70 of the *Assessment Resource Book*.



After 10–15 minutes, signal to indicate that the students may confer in pairs; then signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

3 Reflect on Sharing Materials Fairly and Being Considerate

Gather the students and help them reflect on how they did sharing materials fairly and acting considerately toward one another by discussing:

- Q *What did you do today to use our materials fairly? What problems did you have? How can we avoid those problems next time?*
- Q *What other considerate behaviors did you notice today? How did those help our writing community?*

Explain that the students will begin sharing their published books from the Author's Chair tomorrow.

In this lesson, the students:

- Reflect on writing fiction
- Write their final versions and make them into books
- Present their books from the Author's Chair
- Express interest in and appreciation for one another's writing
- Ask one another questions about their writing

GETTING READY TO WRITE**1 Reflect on Writing Fiction**

Gather the class with partners sitting together, facing you. Remind the students that over the past six weeks they learned about fiction and each took a piece of fiction through the writing process, from a first draft to a published book. Ask:

Q *What have you learned about how to write a good fiction story?*

Students might say:

- "I learned that a good fiction story has an interesting character."
- "I learned that something happens to the main character in the story."
- "I learned that you can tell a story using an *I* narrator."
- "I learned about verb tenses."

Use "Think, Pair, Share" to have partners discuss each of the following questions. For each question, have a few volunteers share their thinking with the class.



- Q** *What is one way your final story has turned out better than your first draft?* [pause] *Turn to your partner.*
- Q** *What is one thing you are glad you learned about writing fiction?* [pause] *Turn to your partner.*
- Q** *What did you find challenging about writing fiction?* [pause] *Turn to your partner.*

Remind the students that writers become better writers as they practice writing over and over. Encourage students who feel particularly drawn to fiction to continue to write fiction during their free time.

Explain that the students will continue to work on publishing their stories today and begin sharing their stories from the Author's Chair.

Materials

- "Notes About Fiction" chart from Week 5
- Loose, lined paper for final versions
- Materials for publishing books from Day 4
- "Class Assessment Record" sheet (CA13)
- A chair to use as the Author's Chair
- Copy of this unit's family letter (BLM1) for each student

Teacher Note

If necessary, refer the students to the "Notes About Fiction" chart.

Facilitation Tip

Reflect on your experience over the past weeks with **pacing class discussions**. Do the pacing techniques feel comfortable and natural to you? Do you find yourself using them throughout the school day? What effect has your focus on pacing had on your students' participation in discussions? We encourage you to continue to think about how to pace class discussions throughout the year.

WRITING TIME

2 Write Independently and Confer in Pairs

Ask the students to return to their seats. Have them finish writing their final versions and making them into books. Remind them that you will signal after 10–15 minutes of silent writing that they may confer in pairs. Join them in writing for a few minutes; then walk around and observe.



CLASS ASSESSMENT NOTE

Observe the students without intervening and ask yourself:

- Have most students had time to complete, or nearly complete, a fiction story for the class library?
- Have I conferred with every student twice during this unit?
- Which students would benefit from another conference with me to help them finish their stories?
- What evidence do I see that the students have learned something about character, plot, point of view, and verb tense?
- Are the students bringing a relaxed, creative attitude to their writing?

Record your observations on the “Class Assessment Record” sheet (CA13); see page 66 of the *Assessment Resource Book*.



After 10–15 minutes, signal to indicate that the students may confer in pairs; then signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

3 Review Sharing Writing from the Author’s Chair

Gather the class with partners sitting together, facing the Author’s Chair. Explain that in the coming days the students will read their published stories aloud and hear and enjoy one another’s stories.

Remind the students of the procedure you have established for presenting books from the Author’s Chair. If necessary, review Unit 2, Week 2, Day 5 (page 110), where Author’s Chair sharing was introduced.

4 Review Speaking Clearly and Expressing Interest in One Another’s Writing

Before asking a student to share from the Author’s Chair today, discuss how the students will act, both as presenting authors and as members of the audience. Ask and discuss:

- Q *Why is it important to speak in a loud, clear voice when you’re sharing your book with the class?*

TEKS 1.C.i
TEKS 1.C.ii
TEKS 1.C.iii
TEKS 1.C.v
TEKS 1.C.vi
Student/Teacher Narrative
Step 4

- Q *If you're in the audience and you can't hear the author, how can you politely let him or her know?*
- Q *How will you let the author know that you're interested in his or her story? Why is it important to express interest in one another's writing?*

Encourage the students to be attentive audience members, and tell them that you will check in with them afterward to see how they did.

5 Conduct Author's Chair Sharing

Ask a student who has completed his story to read it aloud from the Author's Chair. At the end of the reading, facilitate a discussion using questions like the ones that follow, and give the author an opportunity to respond to the class's comments and questions.



- Q *What was interesting to you about [Sidney's] story? Turn to your partner.*
- Q *What kind of character has [Sidney] created? What clues did you hear that told you that?*
- Q *What did you hear in the story that was creative?*
- Q *What sensory details did you hear as you listened to the story? What did they make you imagine?*
- Q *What questions can we ask [Sidney] about his story?*

Follow this same procedure to have other students share from the Author's Chair, as time permits.

6 Reflect on Audience Behavior During Author's Chair Sharing

Ask and briefly discuss questions such as:

- Q *What did we do well as an audience today? What might we want to work on the next time authors share their work?*
- Q *If you shared a book today, how did the audience make you feel? What did the audience members do that made you feel [relaxed/nervous/proud]?*

Assure the students that everyone will have a chance to share published stories from the Author's Chair in the coming days. After they are read aloud, the stories will be placed in the class library so the students can read them during independent reading time.

TEKS 1.C.i
TEKS 1.C.ii
TEKS 1.C.iii
TEKS 1.C.v
TEKS 1.C.vi
 Student/Teacher Activity
 Step 5

TEKS 1.A.iii
 Student/Teacher Activity
 Step 5
 (last question)

Teacher Note

For information on wrapping up this unit and conducting unit assessments, see "End-of-unit Considerations" on page 332.

Teacher Note

Make time in the coming weeks for the students to share their published fiction stories from the Author's Chair until everyone has had a chance to do so.

EXTENSION

Write Letters Home About Fiction

Provide letter-writing practice for the students by having them write a letter home about what they have learned about fiction writing. Stimulate their thinking by reviewing the “Notes About Fiction” chart and discussing questions such as:

- Q *What’s special about fiction writing?*
- Q *What steps did you go through to develop and publish your own fiction story?*
- Q *What is one thing you’re proud of about your published fiction story?*

If necessary, review the elements of a letter (date, salutation, body, closing, and signature) by modeling or writing a shared sample letter with the class. Have the students write and proofread their letters; then attach each student’s letter to a copy of her own published story and send it home.

End-of-unit Considerations

Wrap Up the Unit

- This is the end of the Fiction unit. You will need to reassign partners before you start the next unit.
- Send home with each student the student’s published piece and a copy of this unit’s family letter (BLM1). Encourage the students to share their published pieces with their families. Remind the students to bring the pieces back to class after their families have read them so they can be placed in the class library.
- Save the students’ published writing (or copies of it) to use for reflection and discussion in Unit 9.

Assessments

- Before continuing with the next unit, take this opportunity to assess individual students’ writing from this unit. See “Completing the Individual Writing Assessment” (IA1) on page 72 of the *Assessment Resource Book*.
- (Optional) Prior to sending the students’ published writing home to share with their families, you might have each student analyze his writing using the “Student Self-assessment” record sheet (SA1) on page 71 of the *Assessment Resource Book*. For more information about administering this assessment, see the extension “Introduce ‘Student Self-assessment’ ” on page 114.

- (Optional) Prior to beginning the next unit, you might wish to prepare the students for the end-of-year standards-based writing performance task by teaching the Narrative Writing unit on page 1 of the *Writing Performance Task Preparation Guide*. For more information, see “Teaching the Units” on page vi of the preparation guide.



Being a Writer™

SECOND EDITION

The Collaborative Classroom

The Collaborative Classroom differs from traditional learning environments in that students and teachers work together on shared academic and social goals.

The Collaborative Classroom is an intentional environment in which collaboration goes beyond conventional cooperation and compliance. Students become caring members of a learning community who take responsibility for their own learning. As students think, talk, and share ideas, they come to value the thinking of others. They become thoughtful writers and engaged speakers and listeners. They discuss and debate big ideas with respect, clarity, and understanding.

The Collaborative Classroom in *Being a Writer*

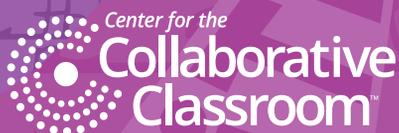
The *Being a Writer* program embodies the practices of the Collaborative Classroom.

Students of *Being a Writer* demonstrate:

- Deeper understanding of content
- Ownership of their own learning
- Intrinsic motivation to remain on task
- Improved self-esteem
- An increase in academic performance

“As we practice collaboration, we are building community. It has changed our school climate and helped our students academically. They now have the language to work together differently and resolve problems quickly. We have reduced interruptions during academic instruction and don’t lose important learning time. We have increased student engagement, which ensures increased academic achievement and gains.”

—Eve Cheung, principal, K-6 elementary school



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CCC Collaborative Literacy

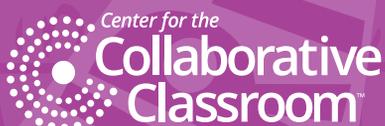
Being a Writer™

SECOND EDITION

In what feels like a second you're standing on the diving board 12 feet in the air at the sports complex pool. You're excited and nervous. In one second you spring off the board. You do three flips and splash into the water gracefully. You open your eyes.

You burst with pride.

A perfect triple dive!



GRADE

5

CCC Collaborative Literacy

Being a Writer™

SECOND EDITION

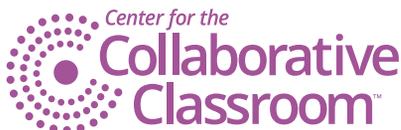
In what feels like a second you're standing on the diving board 12 feet in the air at the sports complex pool. You're excited and nervous. In one second you spring off the board. You do three flips and splash into the water gracefully. You open your eyes.

You burst with pride.

A perfect triple dive!

GRADE

5



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Genre

Expository Nonfiction

During this six-week unit, the students immerse themselves in nonfiction texts about topics of interest to them. Then partners select a topic to research together. Each pair of students writes, revises, and publishes an informational report about that topic. The students learn research skills, such as taking notes, categorizing information by subtopic, and conducting effective Internet searches. They learn about features of expository text, such as author biographies and bibliographies. Partners write an introduction to their report that captures the reader's interest. They use facts and examples to add substance to their writing and transitional words and phrases to link ideas. The students practice relevant skills and conventions, such as how to create text features and correct run-on sentences. Partners share resources fairly, make decisions together, and take responsibility for their own part of the work.



RESOURCES

Read-alouds

- *I Wonder Why Penguins Can't Fly and other questions about polar lands*
- *I Wonder Why The Sahara Is Cold At Night and other questions about deserts*
- *Rainforests*
- *Extreme Earth Records*
- *Global Warming*
- "About Seymour Simon"

Writing About Reading Activities

- "Write Opinions About a Nonfiction Text"
- "Write Persuasive Paragraphs About Problems Related to Nonfiction Topics"



Technology Mini-lessons

- Mini-lesson 1, "Navigating Safely Online"
- Mini-lesson 2, "Maintaining Privacy Online"
- Mini-lesson 3, "Showing Respect Online"
- Mini-lesson 4, "Choosing Effective Search Terms"
- Mini-lesson 5, "Understanding Search Results"
- Mini-lesson 6, "Using Filters to Narrow Results"
- Mini-lesson 7, "Evaluating Research Sources"
- Mini-lesson 8, "Citing Online Sources"
- Mini-lesson 9, "Creating Documents"
- Mini-lesson 10, "Creating Presentations"



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA23

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA10)
- "Conference Notes" record sheets (CN1–CN2)
- "Individual Writing Assessment" record sheet (IA1)
- "Individual Writing Assessment Class Record" sheet (CR1)
- "Student Self-assessment" record sheet (SA1)

Reproducible

- Expository Nonfiction genre unit family letter (BLM1)

Professional Development Media

- "Building a Community of Writers" (AV1)
- "Predictable Structure of the Writing Lessons" (AV3)

- "Managing Pair Conferences" (AV8)
- "Cooperative Structures Overview" (AV9)
- "Using 'Think, Pair, Share'" (AV13)
- "Asking Facilitative Questions" (AV22)
- "Introducing Vocabulary During a Read-aloud" (AV30)
- "Adapting Lessons for English Language Learners" (AV32)
- "Conferring About Expository Nonfiction" (AV46)
- "Cultivating Curiosity in Expository Writing" (AV47)
- "Supporting Note-taking and Partner Work" (AV48)
- "Using Web-based Teaching Resources" tutorial (AV75)
- "Creating a Class Blog" tutorial (AV76)
- "Using Presentation Tools" tutorial (AV77)

RESOURCES *(continued)*



Technology Extensions

- “Watch or Read an Interview with Seymour Simon”
- “Use a Class Blog for Reflection”
- “Create Multimedia Presentations”

Extensions

- “Explore Other Books by Seymour Simon”
- “Continue Research During Other Times of the Day”
- “Discuss Elements of Nonfiction Across the School Day”
- “Discuss Text Features in Other Nonfiction”
- “Explore Strong Opening Sentences for Subtopics”
- “Teach Cooperative Structures for Group Work”
- “Write Letters Home About Nonfiction”

Skill Practice Teaching Guide and Student Skill Practice Book

- Lesson 1, “Complete Sentences”
- Lesson 2, “Compound Sentences”
- Lesson 5, “Sentence Fragments and Run-on Sentences”

Assessment Resource Book

- Expository Nonfiction genre unit assessments

Writing Performance Task Preparation Guide

- Informative/Explanatory Writing unit

Student Writing Handbook

- “Excerpt from *Rainforests*”
- “Excerpt from *Global Warming*”
- Word Bank
- Proofreading Notes

DEVELOPMENT ACROSS THE GRADES

	Elements of Nonfiction	Writing Craft	Language Skills and Conventions
Grade K	<ul style="list-style-type: none"> ▪ Writing observations and facts about a topic ▪ Exploring text features (e.g., tables of contents, labels) 	<ul style="list-style-type: none"> ▪ Generating questions ▪ Conducting interviews to gather information about both a person in the school and a partner ▪ Examining objects to determine facts about them 	<ul style="list-style-type: none"> ▪ Exploring writing and punctuating sentences ▪ Using question words ▪ Approximating spelling ▪ Using the word wall
Grade 1	<ul style="list-style-type: none"> ▪ Exploring characteristics and features of nonfiction text (e.g., tables of contents, chapters) ▪ Writing facts, questions, and other true information ▪ Writing about themselves, the class, a place in the school, partners, and favorite objects 	<ul style="list-style-type: none"> ▪ Generating questions ▪ Conducting interviews to gather information about partners ▪ Examining objects to determine facts about them ▪ Writing opening and closing sentences 	<ul style="list-style-type: none"> ▪ Capitalizing the beginnings of sentences and using ending punctuation ▪ Using question marks ▪ Proofreading for spelling, punctuation, and capitalization
Grade 2	<ul style="list-style-type: none"> ▪ Writing questions, observations, notes, facts, and other true information ▪ Exploring text features (e.g., tables of contents, glossaries, illustrations, and diagrams) ▪ Participating in shared research about <i>polar regions</i> and selecting a topic to write about 	<ul style="list-style-type: none"> ▪ Generating questions ▪ Listening to short passages of text and reporting what was learned ▪ Guided writing of brief notes about what was learned ▪ Using temporal words ▪ Writing opening and closing sentences 	<ul style="list-style-type: none"> ▪ Capitalizing the beginnings of sentences and using ending punctuation ▪ Using question marks ▪ Proofreading for spelling, punctuation, and capitalization
Grade 3	<ul style="list-style-type: none"> ▪ Exploring Q&A, ABC, and other nonfiction formats ▪ Selecting an <i>animal</i> to research and write about ▪ Exploring text features (e.g., tables of contents, illustrations, and captions) 	<ul style="list-style-type: none"> ▪ Doing pre-research writing and generating questions ▪ Identifying effective keywords for an Internet search ▪ Taking notes and organizing information by subtopic ▪ Employing facts, details, and definitions related to the topic ▪ Using transitional words and phrases ▪ Writing interesting introductions and endings ▪ Writing tables of contents 	<ul style="list-style-type: none"> ▪ Recognizing and correcting run-on sentences ▪ Recognizing and correcting sentence fragments ▪ Proofreading for spelling, punctuation, and grammar

(continues)

DEVELOPMENT ACROSS THE GRADES *(continued)*

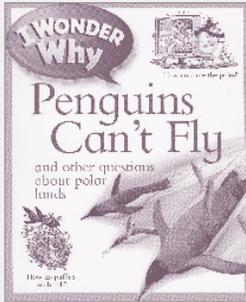
	Elements of Nonfiction	Writing Craft	Language Skills and Conventions
Grade 4	<ul style="list-style-type: none"> Exploring Q&A and other nonfiction formats Selecting a <i>country</i> to research and write about Exploring text features (e.g., maps and diagrams) 	<ul style="list-style-type: none"> Doing pre-research writing and narrowing research focus Identifying effective keywords for an Internet search Taking notes and organizing information by subtopic Employing facts and examples related to the topic Using transitional words and phrases Writing interesting introductions and endings Writing author biography sections and tables of contents 	<ul style="list-style-type: none"> Capitalizing languages, religions, and holidays Recognizing and correcting run-on sentences Recognizing and correcting sentence fragments Proofreading for spelling, punctuation, and grammar
Grade 5	<ul style="list-style-type: none"> Exploring different ways to communicate information Selecting <i>any nonfiction topic</i> to research and write about Exploring text features (e.g., sidebars and glossaries) 	<ul style="list-style-type: none"> Doing pre-research writing and narrowing research focus Identifying effective keywords for an Internet search Taking notes and organizing information by subtopic Employing facts and examples related to the topic Using transitional words and phrases Creating text features Writing interesting introductions Writing author biography sections and bibliographies 	<ul style="list-style-type: none"> Citing resources Recognizing and correcting run-on sentences Recognizing and correcting sentence fragments Proofreading for spelling, punctuation, and grammar
Grade 6	<ul style="list-style-type: none"> Exploring different ways to communicate information Selecting <i>any nonfiction topic</i> to research and write about Exploring text features (such as labeled diagrams, photos, illustrations, captions, graphs, and tables) and various ways of organizing expository nonfiction 	<ul style="list-style-type: none"> Doing pre-research writing and narrowing research focus Evaluating the credibility of sources Taking notes and organizing information by subtopic Employing facts, examples, precise language, and quotations related to the topic Quoting or paraphrasing information while avoiding plagiarism Using transitional words and phrases Establishing and maintaining a formal style Creating text features Writing interesting introductions Writing conclusions that follow from the information presented 	<ul style="list-style-type: none"> Citing sources correctly in a bibliography Recognizing and correcting run-on sentences Recognizing and correcting sentence fragments Proofreading for spelling, punctuation, and grammar

GRADE 5 OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
Immersion and Topic Exploration					
Week 1	Exploring Nonfiction: <i>I Wonder Why Penguins Can't Fly</i> Focus: <ul style="list-style-type: none"> ▪ Nonfiction topics 	Exploring Nonfiction: <i>I Wonder Why The Sahara Is Cold At Night</i> Quick-write: <ul style="list-style-type: none"> ▪ Generating questions about a nonfiction topic 	Exploring Nonfiction: <i>I Wonder Why The Sahara Is Cold At Night</i> Quick-write: <ul style="list-style-type: none"> ▪ Generating questions about a nonfiction topic 	Exploring Nonfiction: <i>Rainforests</i> Focus: <ul style="list-style-type: none"> ▪ Nonfiction topics 	Exploring Nonfiction: <i>Rainforests</i> Focus: <ul style="list-style-type: none"> ▪ Problems in the world
Week 2	Exploring Nonfiction: <i>Extreme Earth Records</i> Focus: <ul style="list-style-type: none"> ▪ Nature topics 	Exploring Nonfiction: <i>Global Warming</i> Focus: <ul style="list-style-type: none"> ▪ Nature topics 	Exploring Nonfiction Focus: <ul style="list-style-type: none"> ▪ Nature topics 	Exploring Nonfiction: <i>"About Seymour Simon"</i> Focus: <ul style="list-style-type: none"> ▪ Learning about an author 	Exploring Nonfiction and Pair Conferring Focus: <ul style="list-style-type: none"> ▪ Cultivating and expressing curiosity
Topic Selection, Research, and Drafting					
Week 3	Selecting Topics Focus: <ul style="list-style-type: none"> ▪ Agreeing on a topic; pre-research writing 	Developing Research Questions Focus: <ul style="list-style-type: none"> ▪ Generating questions and reviewing sources of information 	Researching and Taking Notes Focus: <ul style="list-style-type: none"> ▪ Researching topics online 	Researching and Taking Notes Focus: <ul style="list-style-type: none"> ▪ Taking notes 	Researching and Taking Notes Focus: <ul style="list-style-type: none"> ▪ Taking notes
Week 4	Researching and Taking Notes Focus: <ul style="list-style-type: none"> ▪ Reviewing and adding to notes 	Organizing Research Focus: <ul style="list-style-type: none"> ▪ Organizing information and researching further where necessary 	Drafting and Pair Conferring Focus: <ul style="list-style-type: none"> ▪ Drafting 	Drafting and Pair Conferring Focus: <ul style="list-style-type: none"> ▪ Using transitional words and phrases 	Drafting and Pair Conferring Focus: <ul style="list-style-type: none"> ▪ Drafting
Revision, Proofreading, and Publication					
Week 5	Drafting and Pair Conferring Focus: <ul style="list-style-type: none"> ▪ Expository text features 	Drafting and Pair Conferring Focus: <ul style="list-style-type: none"> ▪ Informational text features 	Drafting and Pair Conferring Focus: <ul style="list-style-type: none"> ▪ Interesting introductions 	Group Conferring Focus: <ul style="list-style-type: none"> ▪ Does it all make sense? 	Drafting and Pair Conferring Focus: <ul style="list-style-type: none"> ▪ Author biography sections
Week 6	Revising and Proofreading Focus: <ul style="list-style-type: none"> ▪ Run-on sentences 	Proofreading Focus: <ul style="list-style-type: none"> ▪ Sentence fragments 	Writing Final Versions Focus: <ul style="list-style-type: none"> ▪ Creating bibliographies 	Writing Final Versions and Publishing Focus: <ul style="list-style-type: none"> ▪ Author's Chair sharing 	Writing Final Versions and Publishing Focus: <ul style="list-style-type: none"> ▪ Author's Chair sharing

Week 1

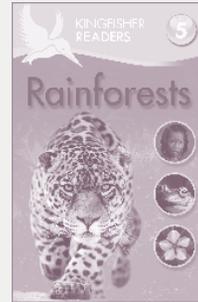
OVERVIEW



I Wonder Why Penguins Can't Fly and other questions about polar lands

by Pat Jacobs

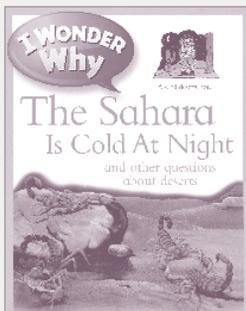
Why is Antarctica colder than the Arctic? How are icebergs formed? These questions and more are explored in this book about polar lands.



Rainforests

by James Harrison

Photographs, illustrations, and well-organized text provide an introduction to a fragile ecosystem.



I Wonder Why The Sahara Is Cold At Night and other questions about deserts

by Jackie Gaff

The mysteries of the Sahara desert are explored using a question-and-answer format.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA3

Assessment Form

- “Class Assessment Record” sheet (CA1)

Professional Development Media

- “Cooperative Structures Overview” (AV9)
- “Using ‘Think, Pair, Share’” (AV13)
- “Introducing Vocabulary During a Read-aloud” (AV30)
- “Cultivating Curiosity in Expository Writing” (AV47)

TEACHER AS WRITER

“Curiosity urges you on—the driving force.”

— John Dos Passos

Nonfiction writers aren't necessarily experts on the topics they write about, but they are curious and ask themselves questions, conduct research, and communicate what they learn in an interesting way.

In this unit, the students write about topics that interest them. List some topics you are curious about. Consider:

- What part of the world do you wish you knew more about?
- What in the natural world have you always wanted to understand?
- What is something you take for granted that you wish you knew more about?
- What current event has a history that you want to learn more about?

Writing Focus

- Students hear and discuss expository nonfiction.
- Students explore different ways to organize and present information in nonfiction.
- Students begin reading and writing about topics that interest them.
- Students cultivate curiosity about nonfiction topics.

Social Development Focus

- Students act in fair and caring ways.
- Students make decisions and solve problems respectfully.

DO AHEAD

- ✓ Consider reading this unit's read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding. Or, do a picture walk and have partners who speak the same primary language talk to each other in that language about what they see in the illustrations.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see “Random Pairing” on page xxix and “Considerations for Pairing ELLs” on page lii. For more information, view “Cooperative Structures Overview” (AV9).
- ✓ Prior to Day 4, collect nonfiction books, magazines, articles, and other written materials on a variety of topics, particularly topics related to Earth or social sciences (such as current events, geography, countries and cultures, natural disasters, the environment, weather, and ecosystems). Select texts that are informational (expository) and that represent a variety of nonfiction styles.
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA1) on page 84 of the *Assessment Resource Book*.



(continues)

⌚ DO AHEAD *(continued)*

- ✓ (Optional) Prior to Day 3, you might teach the following Technology Mini-lessons in Appendix A: Mini-lesson 1, “Navigating Safely Online”; Mini-lesson 2, “Maintaining Privacy Online”; and Mini-lesson 3, “Showing Respect Online” to help the students learn how to participate safely in online communities. For more information, see “About Digital Citizenship Lessons” on page 702.

In this lesson, the students:

- Work with new partners
- Hear and discuss expository nonfiction
- Explore how information is organized and presented
- Explore and write about topics that interest them

ABOUT TEACHING NONFICTION WRITING

There are three phases to the Expository Nonfiction genre unit in grade 5: Immersion and Topic Exploration; Topic Selection, Research, and Drafting; and Revision, Proofreading, and Publication. During each two-week phase, the students learn interesting ways to organize and present information while cultivating their own curiosity about many fascinating topics.

In Weeks 1 and 2, the students read nonfiction resources about various topics, particularly topics related to Earth or the social sciences, and they write short pieces about the interesting things they learn about those topics. This process prepares them to select, in pairs, one topic of interest to research and write an informational report about. During Weeks 3 and 4, pairs of students research their chosen topics and begin drafting their informational nonfiction reports. The last two weeks of the unit are spent exploring nonfiction craft and conventions and integrating these as appropriate into their final drafts.

The structure of this unit can be used as a model when having students research, write, and publish on a variety of topics, including nature, inventions, countries, and other social studies or science topics.

GETTING READY TO WRITE

1 Pair Students and Discuss Working Together

Randomly assign partners and make sure they know each other's names (see "Do Ahead" on page 343). Have the students bring their notebooks and pencils and gather with partners sitting together, facing you.

Explain that over the next six weeks partners will work together to explore writing nonfiction. They will hear and discuss interesting nonfiction books and write about topics that interest them.



Have partners take a couple of minutes to talk about some of the things they have written so far this year. Signal for their attention and ask:

Q *What did you learn about the writing your partner has done this year?*

Materials

- *I Wonder Why Penguins Can't Fly*
- *Can It Rain Cats and Dogs?* from Unit 1
- Chart paper and a marker
- "Writing Time" chart (WA1)

Teacher Note

The partners you assign today will stay together for the unit. If necessary, take a few minutes at the beginning of today's lesson to let them get to know each other better by talking informally in a relaxed atmosphere.

Teacher Note

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

Teacher Note

If necessary, remind the students to use the discussion prompts to connect their ideas to those of others. The prompts are:

- "I agree with _____ because . . ."
- "I disagree with _____ because . . ."
- "In addition to what _____ said, I think . . ."

Teacher Note

To review the procedure for defining vocabulary during the read-aloud, see Unit 1, Week 1, Day 1, Step 3 (page 8).

For more information, view "Introducing Vocabulary During a Read-aloud" (AV30).



2 Introduce Nonfiction

Show the cover of *Can It Rain Cats and Dogs?* from Unit 1. Remind the students that they heard this example of nonfiction earlier in the year. Ask and briefly discuss:

Q *What do you know about nonfiction?*

Students might say:

"Nonfiction is real. It's about true things."

"I agree with [Jacob] because you can learn facts from nonfiction."

"It's not a made-up story."

"In addition to what [Delia] said, it can be about science, like animals or planets."

Point out that nonfiction writers present true information on topics they are curious about. They write about these topics in a way that helps readers become curious about them as well. Explain that in the coming weeks the students will hear different examples of nonfiction to help them get ideas for their own nonfiction writing.

3 Read Parts of *I Wonder Why Penguins Can't Fly Aloud*

Show the cover of *I Wonder Why Penguins Can't Fly* and read the title aloud. Then show the title page and read the author's name aloud. Explain that you will read parts of the book aloud, and invite the students to think about how the author presents information in this book.

Show the table of contents and read some of the chapter headings aloud. Then read pages 4–11 (including the captions) aloud slowly and clearly, showing the illustrations and clarifying vocabulary as you read.

Suggested Vocabulary

poles: very top and very bottom of Earth (p. 4)

magnetic field: area that has the power to attract iron or steel (p. 5)

mercury: liquid metal in a thermometer that rises in heat and falls in cold (p. 7)

ELL Vocabulary

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

tilted: leaning to one side (p. 4)

magnet: metal that pulls iron or steel toward it (p. 5)

compass: instrument that tells which direction is north (refer to illustration) (p. 5)

thermometer: instrument that tells temperature (p. 7)

surrounded: in the middle of people or things (p. 7)

mammoth: prehistoric animal like a hairy elephant (refer to illustration) (p. 9)

As a class, select a few more questions from the “Contents” page and read those chapters aloud.

4 Discuss the Story and Generate Nonfiction Topics

Use “Think, Pair, Share” to discuss:



Q *What did you find out about Earth and seasons?* [pause] Turn to your partner.

Q *If you were going to write a book like this one called I Wonder _____, what might you write about?* [pause] Turn to your partner.

Have volunteers share their thinking.

Students might say:

“I would write *I Wonder Who Invented Snowboarding* because that’s my favorite sport.”

“I would write a book called *I Wonder Why the Titanic Sank*.”

“I would write *I Wonder What Happened to the Mummies* because I’m really interested in mummies.”

After partners have shared their thinking, have a few volunteers share their ideas with the class. Record their ideas on a sheet of chart paper titled “I Wonder _____.”

I Wonder _____

- who invented snowboarding
- why the Titanic sank
- what happened to the mummies
- what causes natural disasters
- what’s in fast food

Teacher Note

Remember to pause for 10 seconds for the students to think before you say “Turn to your partner.” To review the procedure for “Think, Pair, Share,” see Unit 1, Week 2, Day 1 (page 30). To see an example, view “Using ‘Think, Pair, Share’” (AV13).



Teacher Note

Note that on Days 1 and 2 of the unit, the students may write nonfiction or anything else they choose. On Day 3, after exposure to a few more examples of nonfiction, they will all begin writing in this genre.

ELL Note

You might provide the prompt “My partner wrote about . . .” to your English Language Learners to help them verbalize their answers to this question.

5 Review Nonfiction Topics in Writing Notebooks

Ask the students to open to the writing ideas section of their notebooks and review the nonfiction topics they have listed so far this year. Ask and briefly discuss:

Q *What nonfiction topics on your list have you written about so far this year?*

Q *Which of those topics are you still interested in writing about?*

Have the students put a star next to topics they still want to explore and write about.

Explain that during Writing Time today the students may add nonfiction topics to their writing ideas section, think of more ideas for *I Wonder* books, or write about anything else they choose. Make *I Wonder Why Penguins Can't Fly* available for the students to look at if they wish.

WRITING TIME

6 Write Independently

Have the students sit together at desks with partners together. Display the “Writing Time” chart ( WA1) and have them write for 20–30 minutes.

Writing Time

- Add nonfiction topics to your writing ideas section.
- Think of other ideas for *I Wonder* _____ books.
- Write about anything you choose.

WA1

If necessary, remind the students to double-space their writing. Also, review that during Writing Time there should be no talking, whispering, or walking around. Join the students in writing for a few minutes; then walk around the room and observe them, assisting students as needed.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

7 Share Writing and Reflect



Ask partners to briefly tell each other what they wrote about today. Encourage them to listen carefully, as they will be responsible for sharing with the class what their partners wrote about.

After a moment, signal for their attention and ask:

Q *What did your partner write about today?*

Q *What did you and your partner do to work well together when talking and sharing your writing?*

In this lesson, the students:

- Hear and discuss expository nonfiction
- Explore how information is organized and presented
- Quick-write questions they could ask about a nonfiction topic
- Explore and write about topics that interest them
- Cultivate curiosity

ABOUT CULTIVATING CURIOSITY AS A WRITER

Curiosity is an important quality for students to cultivate, both as readers and as budding writers of nonfiction. We want them to learn that they do not need to know everything about a topic before they start writing about it; it is enough to be curious about it and know how to go about finding information. Writing is a process of discovering what we do not know, finding out about those things, and communicating about them in a way that informs and/or makes others curious, too.

To support the goal of cultivating curiosity, consider scheduling field trips to science or art museums, cultural events, or parks and other natural settings during this unit. It is also helpful to collect written resources related to these places for the students to explore back in the classroom.

GETTING READY TO WRITE

1 Discuss Curiosity

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Review that yesterday the students began exploring nonfiction. They heard parts of the book *I Wonder Why Penguins Can't Fly* and thought about nonfiction topics they are curious about. Ask and briefly discuss:

Q *Why might curiosity be an important quality for a writer to have?*

Students might say:

"It's good for writers to be curious so they can find out lots of interesting things and write about them."

"If writers aren't curious, they won't get interested in anything to write about."

Explain that writers do not need to know a lot about a topic when they begin writing about it, but they do need to be curious about it. By researching things they are curious about, they gather interesting information that they can share with others in their writing.

Materials

- *I Wonder Why The Sahara Is Cold At Night*
- "Writing Time" chart (WA2)

Teacher Note

For more information about expository nonfiction, view "Cultivating Curiosity in Expository Writing" (AV47).



ELL Note

If necessary, define *curiosity* as "a wish to know more about something."

Explain that today you will read parts of another nonfiction book aloud. Encourage the students to think as they listen about what interests them.

2 Read Aloud and Discuss Parts of *I Wonder Why The Sahara Is Cold At Night*

Show the cover of *I Wonder Why The Sahara Is Cold At Night* and read the title aloud. Then show the title page and read the author's name aloud. Show and read the first few entries in the table of contents and then read pages 4–11. Show the illustrations and read the captions. Clarify vocabulary as you read.

Suggested Vocabulary

annual: yearly (p. 5)

gravelly: made up of small stones and pebbles (p. 5)

salt flats: hard ground where water dried up and left salt (p. 5)

ELL Vocabulary

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

sweater: a thick, warm shirt, often made from wool (p. 4)

shrubby plants: short plants that look like bushes (p. 6)

roughly the same size: about the same size (p. 7)

spooky: scary, frightening (p. 9)

Ask and briefly discuss:

- Q *What is something interesting you've learned so far about deserts?*
- Q *What are you curious about?*
- Q *How does the author give us information about the desert in this book?*

3 Quick-write: Generate Questions About a Nonfiction Topic

Ask the students to review the nonfiction topics they starred yesterday in their notebooks and pick one that they have not yet written about. Have them open to the next blank page in their writing notebooks and write that topic at the top of the page. Ask them to think quietly for a moment about the following question:

- Q *If you were going to write a question-and-answer book about the topic you chose, what questions could you write about?*



Have the students take 5 minutes to jot down their own questions. Then have them discuss their topics and questions in pairs. Signal for their attention and have them write any additional questions they

Teacher Note

If the students have difficulty reporting things they are curious about, mention one or two things you are curious about; then ask the question again.

ELL Note

If necessary, simplify this question by rephrasing it in the following way:

- Q *What topic do you want to know more about?*
- Q *What do you want to know about that topic? How can you write that as a question?*

thought of while they were talking. Have a few volunteers share their topics and some of their questions with the class.

Explain that during Writing Time today the students may write more questions about the topics they chose, questions for other topics that interest them, or anything they choose. Make *I Wonder Why The Sahara Is Cold At Night* available for the students to look at, if they wish.

WRITING TIME

4 Write Independently

Ask the students to return to their seats with partners sitting together. Display the “Writing Time” chart (🗨️ WA2) and have them write silently for 20–30 minutes.

Writing Time

- Add to the list of questions you began in the quick-write.
- Write questions about other nonfiction topics.
- Write what you know about a particular topic.
- Write about anything you choose.

WA2

Join the students in writing for a few minutes; then walk around the room and observe them, assisting students as needed.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Briefly Share Writing and Reflect on Curiosity



Ask partners to talk briefly about what they wrote about today. Ask them to be ready to share with the class what their partners wrote about.

After a moment, signal for their attention and ask:

- Q *What did your partner write about today?*
- Q *What did your partner write that you are curious to know more about?*

Have a few volunteers share with the class.

Materials

- *I Wonder Why The Sahara Is Cold At Night* from Day 2
- “Writing Time” chart (WA2) from Day 2

In this lesson, the students:

- Hear and discuss expository nonfiction
- Explore how information is organized and presented
- Quick-write questions they could ask about a nonfiction topic
- Explore and write about topics that interest them
- Cultivate curiosity

GETTING READY TO WRITE

1 Briefly Review Curiosity

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Review that yesterday the students heard parts of the book *I Wonder Why The Sahara Is Cold At Night* and thought about nonfiction topics they are curious about.

Remind the students that writers do not need to know a lot about a topic when they begin writing about it, but they do need to be curious about it. By researching things they are curious about, they gather interesting information that they can share with others in their writing.

Explain that today you will read aloud more parts of *I Wonder Why The Sahara Is Cold At Night*. Encourage the students to think as they listen about what interests them.

2 Read Aloud and Discuss Parts of *I Wonder Why The Sahara Is Cold At Night*

Remind the students that *I Wonder Why The Sahara Is Cold At Night* asks and answers questions about deserts. Then show the table of contents and read some of the entries listed for pages 12–31. Invite the students to suggest entries for you to read aloud. Read the entries aloud, showing the illustrations and reading aloud the accompanying captions.

Ask and briefly discuss:

- Q *What is something interesting you’ve learned so far about deserts?*
- Q *What are you curious about?*

Teacher Note

If the students have difficulty reporting things they are curious about, mention one or two things you are curious about; then ask the question again.

3 Quick-write: Generating Questions About a Nonfiction Topic

Remind the students that yesterday they reviewed the nonfiction topics they had previously starred in their notebooks and picked one that they had not yet written about. Ask them to do the same today with a different topic in their notebooks. Have them open to the next blank page in their notebooks and write that topic at the top of the page. Ask them to think quietly for a moment about the following question:

Q *If you were going to write a question-and-answer book about the topic you chose, what questions could you write about?*



Have the students take 5 minutes to jot down their own questions. Then have them discuss their topics and questions in pairs. Signal for their attention and have them write any additional questions they thought of while they were talking. Have a few volunteers share their topics and questions with the class.

Explain that during Writing Time today the students may write more questions about the topics they chose, questions for other topics that interest them, or anything they choose. Make *I Wonder Why The Sahara Is Cold At Night* available for the students to look at, if they wish.

WRITING TIME

4 Write Independently

Ask the students to return to their seats with partners sitting together. Display the “Writing Time” chart (WA2) and have them write silently for 20–30 minutes.

Writing Time

- Add to the list of questions you began in the quick-write.
- Write questions about other nonfiction topics.
- Write what you know about a particular topic.
- Write about anything you choose.

WA2

Join the students in writing for a few minutes; then walk around the room and observe them, assisting students as needed.

Signal to let the students know when Writing Time is over.



ELL Note

If necessary, simplify this question by rephrasing it in the following way:

- Q** *What topic do you want to know more about?*
- Q** *What do you want to know about that topic? How can you write that as a question?*

SHARING AND REFLECTING

5 Briefly Share Writing and Reflect on Curiosity



Ask partners to talk briefly about what they wrote about today. Ask them to be ready to share with the class what their partners wrote about.

After a moment, signal for their attention and ask:

Q *What did your partner write about today?*

Q *What did your partner write that you are curious to know more about?*

Have a few volunteers share with the class.

Day 4

Exploring Nonfiction

Materials

- *Rainforests*
- *I Wonder Why The Sahara Is Cold At Night* from Day 3
- *I Wonder Why Penguins Can't Fly* from Day 1
- Chart paper and a marker
- Expository nonfiction books, magazine articles, and other written materials about a variety of topics, collected ahead
- “Writing Time” chart (WA3)
- “Class Assessment Record” sheet (CA1)

In this lesson, the students:

- Hear, read, and discuss expository nonfiction
- Explore nonfiction topics
- Write about what they learned and what they are curious about
- Share materials fairly
- Assess how a solution is working and modify it, if necessary

GETTING READY TO WRITE

1 Discuss Organization in Nonfiction Books

Gather the class with partners sitting together, facing you. Show the covers of *I Wonder Why Penguins Can't Fly* and *I Wonder Why The Sahara Is Cold At Night*, and remind the students that they heard these books earlier in the week. Review that the authors of these two books used questions and answers to organize and present the information. Tell the students that today you will read part of another nonfiction book that organizes information in a different way.

2 Read Aloud and Discuss Part of *Rainforests*

Show the cover of *Rainforests* and read the title aloud. Then show the title page and read the author's name aloud. Show and read the table of contents on page 3 and ask:

Q *What are some things we might learn about in this book?*

Show pages 46–47 and explain that this is a *glossary*, or list of words that the author defines for the reader. Tell the students that glossaries list words in alphabetical order. Explain that you will read part of *Rainforests*

aloud and you will use the glossary to define words as you read. Read pages 4–17 slowly and clearly, showing the illustrations and pointing out features (such as headings, sidebars, and captions) as you read them. Define the words in bold type as you read by turning to the glossary on pages 46–47 and showing and reading the definitions. If necessary, clarify other vocabulary as you read.

ELL Vocabulary

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

acrobats: circus performers who perform tricks high in the air (p. 13)

rely: depend upon (p. 15)

soak up: fill with something, the way a sponge fills with water (p. 15)

hardly any: very few (p. 16)

twigs: small, thin sticks (p. 16)

rot: turn bad—the way fruit turns soft, brown, and bad to eat (p. 16)

Ask and briefly discuss:

- Q *What are you curious about as you listen to the reading?*
- Q (Show pages 4–5 and 6–7.) *In the first two chapters, the author writes about what rainforests are and where they are found. What other topics related to the rainforest does he write about?*

Students might say:

“The author writes about the rainforest’s canopy.”

“I agree with [Emile]. He also tells about the rainforest floor.”

“In addition to what [Laura] said, he tells about what it feels like to be in the rainforest.”

Show the table of contents on page 3 and point out that the author organized the information into smaller topics, or subtopics, within the larger topic of rainforests. Subtopics in the book include who lives there (for example, “Rainforest peoples”) and how the rainforest is being destroyed (for example, “Rainforests in danger”).

3 Discuss Nonfiction Resources

Explain that, beginning today, all of the students will focus on reading and writing nonfiction during Writing Time. Tell them that later in the unit, each pair of students will select one topic to research in detail and write an informational report about it to share with the class. To prepare, they will spend the rest of this week and next week exploring different nonfiction topics they are curious about.

Emphasize that the students should not become attached to any particular topic at this point; the goal for the next week is to explore many different topics rather than any one topic in depth.

Teacher Note

Some options for distributing the nonfiction books and materials are:

- While the class is still gathered, read some of the book topics aloud and hand books to the students who show interest in those topics.
- Lay the materials out on a table and call groups to come and browse.
- Expand the nonfiction area of the class library and invite the students to browse and help themselves.
- Place a selection of materials in several baskets and rotate the baskets among table groups over the coming days.



ELL Note

Consider finding nonfiction resources written in your students' primary languages.

Teacher Note

As the students work, ask individuals what they notice about how information is organized in the sources they are reading.

TEKS 9.D.iii

Student/Teacher Activity
Step 5 (all)

Teacher Note

Note that the Writing Time is shortened for the next few days to accommodate the reading of nonfiction texts.

Direct the students' attention to the nonfiction books and materials you have collected. Explain that they may explore these resources as well as any others they might find (for example, at the library or on the Internet) about topics that interest them. Explain that the students will need to share these resources over the coming weeks and ask:

- Q *What will we need to do to share these books and materials fairly?*
- Q *If someone is reading a book you want to look at, what can you do?*
- Q *If you are reading a book someone else is interested in, what can you do to share it fairly?*

Encourage the students to try the methods they suggested for sharing the materials fairly. Tell them you will check in with them at the end of the lesson to see how they did.

Explain how you will distribute the materials, and then have partners sit together at desks.

WRITING TIME

4 Read Nonfiction Texts

Have the students spend 15–20 minutes browsing the nonfiction materials and reading about topics they are curious about. Interested students might visit the school library or search online. Be ready to assist the students with thinking of different subjects they are interested in and finding information about those topics.

5 Write About Nonfiction Reading

Call for the students' attention and have them close their books and other materials. Ask and briefly discuss:

Q *When reading today, what did you notice about how the information is organized?*



Q *What did you find out from your reading, and what are you curious about?*
[pause] *Turn to your partner.*

Have the students open their notebooks to the next blank page. Display the “Writing Time” chart (WA3) and have the students work silently on the charted tasks for 5–10 minutes.

Writing Time

- Write one or two interesting things you found out about a topic today.
- Write one or two things you are curious about.
- Add any new topics that interest you in your writing ideas section.

WA3

As the students write, walk around and observe them, assisting students as needed.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to write about things they have learned or are curious about?

If you notice many students struggling to write, call for their attention and model writing as a class. Call on a volunteer to report what she read about, interesting things she learned, and things she is curious about. Record this information where everyone can see it. After modeling, have the students resume writing on their own for a few more minutes.

Record your observations on the “Class Assessment Record” sheet (CA1); see page 84 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

Ask the students to return the nonfiction materials they read today so others can read them tomorrow.

SHARING AND REFLECTING

6 Reflect on Writing and Sharing Materials Fairly

Invite interested students to read aloud what they wrote today in their notebooks. Ask and briefly discuss questions such as:

- Q *What topics did you explore today?*
- Q *What are you curious about after your reading and writing?*
- Q *How did you share the nonfiction materials fairly? How did that work?*
- Q *What problems, if any, are we still having with sharing materials fairly? What else can we do to avoid those problems next time?*

Teacher Note

Keep the collection of expository nonfiction texts available for the students' use throughout this unit.

Materials

- *Rainforests* from Day 4
- Chart paper and a marker
- Collected nonfiction texts
- “Writing Time” chart (WA3) from Day 4

In this lesson, the students:

- Hear, read, and discuss expository nonfiction
- Explore how information is organized and presented
- Write about what they learned and what they are curious about
- Share materials fairly
- Assess how a solution is working and modify it if necessary

GETTING READY TO WRITE

1 Gather and Briefly Review

Gather the class with partners sitting together, facing you. Show the cover and table of contents of *Rainforests*. Ask:

Q *What do you remember about Rainforests?*

Q *How is the information organized and presented in Rainforests?*

If necessary, remind the students that information in *Rainforests* is organized into chapters by topic.

Explain that the students will hear the last few chapters of *Rainforests* today. Encourage them to think as they listen about what the topics are.

2 Read Aloud and Discuss Part of *Rainforests*

Show the glossary on pages 46–47 and explain that you will use the glossary to define words as you read the last section of the book aloud.

Read pages 36–45 aloud slowly and clearly, showing the photographs and pointing out features (such as headings and captions) as you read them. Clarify vocabulary in bold as you read by turning to the glossary on pages 46–47 and showing and reading the definition. If necessary, clarify other vocabulary as you read.

ELL Vocabulary

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

tribes: groups (p. 36)

stilts: long sticks (refer to illustration) (p. 37)

canoes: boats (p. 37)

ancient ceremonies: special events that have been celebrated for a very long time (p. 37)

fair trade: products from other countries that were bought for a fair price (p. 45)

3 Brainstorm Topics

Ask and briefly discuss:

Q *What were you curious about as you listened to the reading?*

Point out that the author writes about a problem related to the rainforests in these chapters. He describes how the rainforests are being destroyed and how there are efforts being made to save them. Explain that the students can also write nonfiction that deals with problems in the world and how the problems might be solved.

Have the students use “Think, Pair, Share” to discuss:



Q *What problems in the world could you explore and write about, and what might you want to find out about those problems? [pause] Turn to your partner.*

After a moment, ask volunteers to report their suggestions and record them on a chart titled “Problems We Can Write About.”

Problems We Can Write About

Shrinking rainforests: What can be done to protect what is left?

Pollution: How can we clean up the environment?

Global warming: What can be done about it?

Prejudice: Why are people prejudiced and what can we do about it?

Poverty: Why are so many people in the world poor?

Explain that during Writing Time today the students may look for information about problems in the world they are curious about, or they may explore other nonfiction topics that interest them. Encourage them, as they read, to notice how information is organized by topic. Remind them of your expectations regarding the handling of collected materials, and remind them of any solutions they proposed yesterday for sharing the materials more fairly. Tell them you will check in with them later to see how they did.

Teacher Note

Save the “Problems We Can Write About” chart to use in Week 2.

Teacher Note

As the students work, ask individuals what they notice about how information is organized in the sources they are reading.

WRITING TIME

4 Read Nonfiction Texts

Have the students get their notebooks and pencils and sit at desks with partners together. Have them spend 15–20 minutes browsing the nonfiction materials and reading about topics they are curious about. Interested students might visit the school library or search online. Be ready to assist the students with thinking about topics and finding information about them.

5 Write About Nonfiction Reading

Call for the students' attention and have them close their books and other materials. Ask and briefly discuss:

Q *When reading today, what did you notice about how the information is organized?*



Q *What did you find out from your reading, and what are you curious to know more about? [pause] Turn to your partner.*

Have the students open their notebooks to the next blank page. Display the “Writing Time” chart (WA3) and have the students work silently on the charted tasks for 5–10 minutes.

Writing Time

- Write one or two interesting things you found out about a topic today.
- Write one or two things you are curious about.
- Add any new topics that interest you in your writing ideas section.

WA3

As the students write, walk around and observe them, assisting students as needed. Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

6 Reflect on Writing and Sharing Materials Fairly

Ask and briefly discuss questions such as:

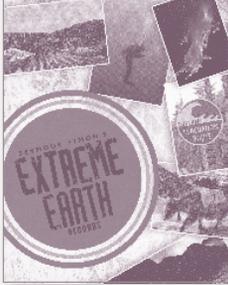
Q *What problems in the world did you explore today?*

- Q *What did you do to share the materials fairly today? How did that work?*
- Q *What problems, if any, are we still having with sharing materials fairly? What else can we do to avoid those problems next time?*

Explain that next week the students will continue to explore different topics they are curious about. Later in this unit, each pair of students will select a topic to research in detail and then write about it and share their writing with the class.

Week 2

OVERVIEW



Extreme Earth Records

by Seymour Simon

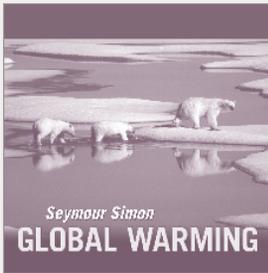
The book explores Earth's highest peaks, lowest valleys, coldest and hottest regions, and other extreme environments.



“About Seymour Simon”

excerpted from *From Paper Airplanes to Outer Space* by Seymour Simon (see page 381)

Seymour Simon describes what it is like to be a nonfiction author.



Global Warming

by Seymour Simon

The book explains what causes global warming and what might be done to deal with the problem.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA3

Assessment Forms

- “Class Assessment Record” sheets (CA2–CA3)

Professional Development Media

- “Asking Facilitative Questions” (AV22)
- “Adapting Lessons for English Language Learners” (AV32)
- “Using Web-based Teaching Resources” tutorial (AV75)

TEACHER AS WRITER

*“Writing is like exploring. . . .
As an explorer makes maps of
the country he has explored, so
a writer’s works are maps of the
country he has explored.”*

— Lawrence Osgood

Choose one of the topics you listed last week and write that topic at the top of a blank page in your notebook. Then write five questions you have about that topic and five places you could go to look for answers. For example, you might write:

Antarctica

- What lives there?
- Who has explored it?
- Is it changing over time?
- What interesting things have happened there?
- How is the South Pole different from the North Pole?

Places to look for answers might include a world atlas, library books, the Internet, a globe, and memoirs of sailors who explored the area.

Writing Focus

- Students hear and discuss expository nonfiction.
- Students think about different ways to organize and present information in nonfiction.
- Students learn about a professional author’s writing practice.
- Students read and write about topics that interest them.
- Students cultivate and express curiosity about nonfiction topics.

Social Development Focus

- Students act in fair and caring ways.
- Students make decisions and solve problems respectfully.
- Students express interest in and appreciation for one another’s writing.

DO AHEAD

- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA2) on page 85 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a copy of the “Class Assessment Record” sheet (CA3) on page 86 of the *Assessment Resource Book*.

Day 1

Exploring Nonfiction

Materials

- *Extreme Earth Records*
- Chart paper and a marker
- Collected nonfiction texts from Week 1
- “Writing Time” chart (WA3) from Week 1

In this lesson, the students:

- Hear, read, and discuss expository nonfiction
- Generate ideas for nature topics they can write about
- Write about what they learned and what they are curious about
- Share materials fairly

GETTING READY TO WRITE

1 Briefly Review Nonfiction

Gather the class with partners sitting together, facing you. Remind the students that last week they began exploring nonfiction writing, or writing that gives true information about real things. Explain that they will continue to hear, read, and discuss nonfiction this week in preparation for selecting a topic to research and write about next week.

2 Read Parts of *Extreme Earth Records* Aloud

Show the cover of *Extreme Earth Records* and read the title and author’s name aloud. Explain that Seymour Simon is a well-known children’s book author who has written many nonfiction books about the natural world. Invite the students to think as they listen about things in nature that they might want to write about. Read pages 9–19 aloud, showing the photographs and clarifying vocabulary as you read.

Suggested Vocabulary

acclimate: become used to conditions, such as weather and altitude (p. 9)

suffocating: dying due to lack of air (p. 9)

uncontaminated: pure, free of pollution (p. 10)

siblings: brothers and sisters (p. 17)

remote: far from other places (p. 17)

crested: having head feathers that stick straight up (p. 18)

ELL Vocabulary

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

your eyes twitch: your eye muscles move quickly on their own (p. 9)

glacier: thick sheet of ice (p. 9)

bacteria: very small living things (p. 10)

frostbite: skin damage caused by extreme cold (p. 10)

paved roads: roads with a smooth, firm surface (p. 14)

battered: hit hard many times (p. 17)

Ask and briefly discuss:

Q *What are you curious about as you listen?*

Flip through a few more pages of the book, showing the photographs. Explain that the book tells about other extreme places, like the rainiest and snowiest, and about extreme events, such as earthquakes, volcanic eruptions, and tsunamis.

3 Generate Ideas for Nature Topics to Write About

Point out that the students have heard read-alouds about different nature topics, including polar regions, deserts, and rainforests. Use “Think, Pair, Share” to discuss:



Q *What other topics about the natural world are you curious about?* [pause]
Turn to your partner.

After a moment, ask volunteers to share their ideas and record them on a sheet of chart paper titled “Nature Topics We Can Write About.”

Nature Topics We Can Write About

Tornadoes: What causes them and where do they happen?

Earthquakes: What causes them and how can people prepare for them?

Volcanoes: Where are they and why do they erupt?

Planets: How many are in our solar system and which ones can be seen without a telescope?

Weather: How do scientists predict it?

Explain that during Writing Time the students may look for information about nature topics they are curious about, or they may continue to explore any other nonfiction topics that interest them. Remind them of your expectations regarding the handling of collected materials. Have students get their notebooks and pencils and sit at desks with partners together.

Teacher Note

Save the “Nature Topics We Can Write About” chart for use on Day 2.

WRITING TIME

4 Read Nonfiction Texts

Have the students spend 15–20 minutes browsing the nonfiction materials and reading about topics they are curious about.

Interested students might visit the school library or search online during this period. Be ready to assist the students in thinking of different topics that interest them and finding information about those topics.

5 Write About Nonfiction Reading

Call for the students' attention and have them close their books and other materials. Ask and briefly discuss:

Q *When reading today, what did you notice about how the information is organized?*



Q *What did you find out from your reading today, and what are you curious about? [pause] Turn to your partner.*

Have a few volunteers share their thinking with the class.

Have the students open their notebooks to the next blank page. Display the “Writing Time” chart (WA3) and have the students work silently on the charted tasks for 5–10 minutes.

Writing Time

- Write one or two interesting things you found out about a topic today.
- Write one or two things you are curious about.
- Add any new topics that interest you in your writing ideas section.

WA3

As the students write, walk around and observe them, assisting students as needed. Signal to let the students know when Writing Time is over.

Ask the students to return the nonfiction materials they read today so others can read them tomorrow. Remind them not to become attached to any particular book or topic at this point; they will explore many different topics before choosing one to explore in depth.

SHARING AND REFLECTING

6 Reflect on Nonfiction

Ask and briefly discuss questions such as:

- Q *You've had a chance to hear and read several nonfiction texts. What have you learned about nonfiction?*
- Q *What are some different ways that you have noticed authors organize and present nonfiction information?*

Invite interested students to read aloud what they wrote in their notebooks today.

Exploring Nonfiction

Day 2

In this lesson, the students:

- Hear, read, and discuss expository nonfiction
- Write about what they learned and what they are curious about
- Share materials fairly

GETTING READY TO WRITE

1 Discuss Curiosity

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Review that the students have been developing their curiosity about nonfiction topics and that it is important for nonfiction writers to be curious about many things. Point out that learning a little bit about a topic can often lead to greater curiosity about it. Ask and briefly discuss:

- Q *What topics are you curious about now that you weren't very curious about before? What has helped you become curious?*

Encourage the students to continue to develop their curiosity as they explore and read about topics that interest them. Explain that you will read from another book about the natural world today, and invite the students to think as they listen about what they are curious about.

2 Discuss the Glossary and Index in *Global Warming*

Show the cover of *Global Warming* and read the title and author's name aloud. Remind the students that they heard parts of *Extreme Earth Records* by the same author yesterday. Point out that the author has

Materials

- *Global Warming*
- *Extreme Earth Records* from Day 1
- "Nature Topics We Can Write About" chart from Day 1 and a marker
- Collected nonfiction texts
- "Writing Time" chart (WA3) from Day 1

included some special features at the end of the book. Read the heading “Glossary” aloud, and review that a *glossary* is an alphabetical list of words found in the book, along with their definitions.

Read the heading “Index” aloud, and explain that an *index* is also an alphabetical list of words found in the book, with page numbers next to them. Readers who want to learn about a topic they think might be included in the book can look up the topic in the index and then turn to the page listed next to the topic. Read aloud some of the words in the index and invite a volunteer to pick one. Read aloud the first page number listed for the word. Then turn to the page listed and read a short passage that includes that word. Follow the same procedure to look up one or two more words from the index.

3 Read and Discuss the First Half of *Global Warming*

Read pages 5–15 of *Global Warming* slowly and clearly, showing the photographs. Define difficult words such as *atmosphere*, *carbon dioxide*, and *greenhouse gases* as you read by turning to the glossary on page 32 and showing and reading the definitions. If necessary, clarify other vocabulary as you read.

Suggested Vocabulary

average: normal, in the middle between a high point and a low point (p. 5)

impact: effect, result (p. 5)

variations: differences (p. 9)

convert: change (p. 10)

ELL Vocabulary

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

bounces: moves quickly in the opposite direction after hitting something (p. 6)

balance: steady amount (p. 10)

Ask and briefly discuss:

- Q *What did you learn about global warming that you were curious about?*
- Q *What questions did this book raise for you?*

4 Add Ideas to “Nature Topics We Can Write About” Chart

Briefly review the “Nature Topics We Can Write About” chart, and remind the students that they brainstormed these nonfiction topics yesterday. Ask and briefly discuss:

- Q *What other topics about nature might you want to learn more about?*

TEKS 13.A.ii
Student/Teacher Activity
Step 4

Have a few volunteers share their ideas with the class. As they report, add their ideas to the “Nature Topics We Can Write About” chart.

Nature Topics We Can Write About

Tornadoes: What causes them and where do they happen?

Earthquakes: What causes them and how can people prepare for them?

Volcanoes: Where are they and why do they erupt?

Planets: How many are in our solar system and which ones can be seen without a telescope?

Weather: How do scientists predict it?

Hibernation: Why do some animals hibernate and others don't?

Gasoline: What is it and where does it come from?

Electricity: What is it and how do we make it?

Explain that during Writing Time the students may continue to browse the nonfiction materials and look for information about nature topics they are curious about, or they may explore any other nonfiction topics that interest them. Remind them of your expectations regarding the handling of collected materials, and have partners sit together at desks. Make *Global Warming* available for the students to look at on their own, if they wish.

WRITING TIME

5 Read Nonfiction Texts

Have the students spend 15–20 minutes browsing the nonfiction materials and reading about topics they are curious about. Interested students might visit the school library or search online during this period. Be ready to assist the students in thinking of different subjects that interest them and finding information about those topics.

6 Write About Nonfiction Reading

Call for the students' attention and have them close their books and other materials. Use "Think, Pair, Share" to discuss:



Q *What did you find out from your reading today, and what are you curious about?* [pause] *Turn to your partner.*

After partners have shared, have a few volunteers share their thinking with the class.

Have the students open their notebooks to the next blank page. Display the "Writing Time" chart (WA3) and have the students work silently on the charted tasks for 5–10 minutes.

Writing Time

- Write one or two interesting things you found out about a topic today.
- Write one or two things you are curious about.
- Add any new topics that interest you in your writing ideas section.

WA3

As the students write, walk around and observe them, assisting students as needed. Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

7 Reflect on Writing

Ask and briefly discuss:

Q *What nature topics did you explore today?*

Q *What else would you like to add to our "Nature Topics We Can Write About" chart?*

As the students suggest topics, add them to the chart.

Teacher Note

Save the "Nature Topics We Can Write About" chart to use on Day 3 and throughout the unit.

In this lesson, the students:

- Hear, read, and discuss expository nonfiction
- Write about what they learned and what they are curious about
- Share materials fairly

GETTING READY TO WRITE**1** Briefly Review *Global Warming*

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Remind the students that they have been developing their curiosity about nonfiction topics and that it is important for nonfiction writers to be curious about many things. Review that yesterday they heard a few chapters from the book *Global Warming*. Ask and briefly discuss the questions that follow. Be ready to reread from the book to help the students recall what they heard.



Q What are some things you learned about global warming? Turn to your partner.

Q What else are you curious to know about global warming?

Invite the students to notice if the parts of the book you read today provide information about some of the things they want to know about global warming and to think about what else they would like to know.

2 Read Aloud and Discuss the Second Half of *Global Warming*

Show the cover of *Global Warming* and read pages 16–31 aloud, showing the photographs as you read. Define difficult words and phrases such as *El Niño*, *glacier*, *ice sheet*, and *incandescent lightbulb* as you read by turning to the glossary on page 32 and showing and reading the definition. If necessary, clarify other vocabulary as you read.

Suggested Vocabulary

receding: growing smaller (p. 16)

limestone: white rock containing the shells and skeletons of sea creatures (p. 20)

bleaches: whitens (p. 20)

droughts: periods of time with little or no rain (p. 23)

Materials

- *Global Warming* from Day 2
- *Extreme Earth Records* from Day 1
- “Nature Topics We Can Write About” chart from Day 2 and a marker
- “Problems We Can Write About” chart from Week 1
- Collected nonfiction texts
- “Writing Time” chart (WA3) from Day 2
- “Class Assessment Record” sheet (CA2)

ELL Vocabulary

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

wiped out: completely killed (p. 20)

solar: sun-made (p. 27)

sturdy: hard to break (p. 28)

efficient: does not waste energy (p. 29)

Ask and briefly discuss:

- Q *What did you learn about global warming that you were curious about?*
- Q *What questions did this book raise for you?*

3 Add Ideas to “Nature Topics We Can Write About” Chart

Briefly review the “Nature Topics We Can Write About” chart and remind the students that they brainstormed these nonfiction topics.

Ask and briefly discuss:

- Q *What other topics about nature, such as global warming, might you want to learn more about?*

Have a few volunteers share their ideas with the class. As they report, add their ideas to the “Nature Topics We Can Write About” chart.

Nature Topics We Can Write About

Tornadoes: What causes them and where do they happen?

Earthquakes: What causes them and how can people prepare for them?

Volcanoes: Where are they and why do they erupt?

Planets: How many are in our solar system and which ones can be seen without a telescope?

(continues)

(continued)

Weather: How do scientists predict it?

Hibernation: Why do some animals hibernate and others don't?

Gasoline: What is it and where does it come from?

Electricity: What is it and how do we make it?

Rocks: How do they form? Where do they come from?

The heart: How does it work? What makes it beat?

Clouds: Why are there different shapes of clouds?

Explain that during Writing Time the students may continue to browse the nonfiction materials and look for information about nature topics they are curious about, or they may explore any other nonfiction topics that interest them. Tell students that if they wish they may also refer to the “Problems We Can Write About” chart from last week. Remind them of your expectations regarding the handling of collected materials, and have partners sit together at desks.

WRITING TIME

4 Read Nonfiction Texts

Have the students spend 15–20 minutes browsing the nonfiction materials and reading about topics they are curious about. Interested students might visit the school library or search online during this period. Be ready to assist the students in thinking of different subjects that interest them and finding information about those topics.

5 Write About Nonfiction Reading

Call for the students’ attention and have them close their books and other materials. Use “Think, Pair, Share” to discuss:



Q *What did you find out from your reading today, and what are you curious about?* [pause] *Turn to your partner.*

After partners have shared, have a few volunteers share their thinking with the class.

Have the students open their notebooks to the next blank page. Display the “Writing Time” chart (C WA3) and have the students work silently on the charted tasks for 5–10 minutes.

WA3

Writing Time

- Write one or two interesting things you found out about a topic today.
- Write one or two things you are curious about.
- Add any new topics that interest you in your writing ideas section.

As the students write, walk around and observe them, assisting students as needed.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to write information they have learned about other topics?

If you notice students struggling to write, call for the class’s attention and ask a few volunteers to read what they have written so far aloud. Then have the students resume writing on their own for a few more minutes.

Record your observations on the “Class Assessment Record” sheet (CA2); see page 85 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

6 Reflect on Writing

Ask and briefly discuss:

- Q *What topics did you explore today?*
- Q *What else would you like to add to our “Nature Topics We Can Write About” chart?*
- Q *What other problems can we add to our “Problems We Can Write About” chart?*

As the students suggest topics, add them to the chart.

In this lesson, the students:

- Hear, read, and discuss expository nonfiction
- Learn about a professional author's writing practice
- Write about what they learned and what they are curious about
- Share materials fairly

GETTING READY TO WRITE**1** Briefly Review *Extreme Earth Records* and *Global Warming*

Gather the class with partners sitting together, facing you. Review that the students heard parts of two nonfiction books by Seymour Simon this week: *Extreme Earth Records* and *Global Warming*. Ask and briefly discuss:

Q *After hearing parts of Extreme Earth Records and Global Warming, what kind of person do you think Seymour Simon, the author, might be?*

Explain that today the students will learn a little about Seymour Simon from his book *From Paper Airplanes to Outer Space*, in which he describes his life as an author. Invite the students to imagine what it would be like to be a nonfiction writer as they listen.

2 Read and Discuss “About Seymour Simon”

Read “About Seymour Simon” (see page 381) aloud, slowly and clearly.

Ask and briefly discuss the following questions. Be ready to reread from the text to help the students recall what they heard. Ask:

Q *What clues did you hear that tell you that Seymour Simon is a curious person?*

Q *How does he get information about things he is curious about?*

Q *Would you enjoy a life as a nonfiction author? Why or why not?*

Explain that during Writing Time today the students may continue to browse the nonfiction materials and read about nonfiction topics that interest them. Remind them of your expectations regarding the handling of collected materials. Have the students get their notebooks and pencils and sit at desks with partners together. Make *Global Warming* and *Extreme Earth Records* available for the students to look at on their own, if they wish.

Materials

- *Global Warming* from Day 3
- *Extreme Earth Records* from Day 3
- “About Seymour Simon” (see page 381)
- Collected nonfiction texts
- “Nature Topics We Can Write About” chart from Day 3 and a marker
- “Writing Time” chart (WA3) from Day 3

WRITING TIME

3 Read Nonfiction Texts

Have the students spend 15–20 minutes browsing the nonfiction materials and reading about topics they are curious about. Interested students might visit the school library or search the Internet during this period. Be ready to assist the students in finding information about topics that interest them.

4 Write About Nonfiction Reading

Call for the students' attention and have them close their books and other materials. Use "Think, Pair, Share" to discuss:



Q *What did you find out from your reading today, and what are you curious about?* [pause] *Turn to your partner.*

After partners have shared, have a few volunteers share their thinking with the class.

Have the students open their notebooks to the next blank page. Display the "Writing Time" chart (WA3) and have the students work silently on the charted tasks for 5–10 minutes.

Writing Time

- Write one or two interesting things you found out about a topic today.
- Write one or two things you are curious about.
- Add any new topics that interest you in your writing ideas section.

WA3

ELL Note

Tomorrow partners will begin working on a joint nonfiction report about a topic they agree to research.

If you have beginning English speakers, consider having each of them join an existing pair of fluent English speakers for this project. While you will need to provide support to trios to make sure pairs are integrating the third student and that they are sharing the work fairly, the benefit to ELLs of having two fluent English speakers to interact with and listen to will make this additional support worthwhile.

To learn more, view "Adapting Lessons for English Language Learners" (AV32).



As the students write, walk around and observe them, assisting students as needed.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Reflect on Writing

Invite interested students to read aloud what they wrote today in their notebooks. As the students share, discuss as a class questions such as:

Q *What can we ask [Ming] about what he shared?*

Q *What did you hear that makes you curious about [Ming's] topic?*

EXTENSION

Explore Other Books by Seymour Simon

Consider reading and discussing other nonfiction books by Seymour Simon, including *Lightning*, *Volcanoes*, *Oceans*, and *Destination: Space*.



TECHNOLOGY EXTENSION

Watch or Read an Interview with Seymour Simon

Seymour Simon, the author of *Global Warming* and *Extreme Earth Records*, has written many books for children. To learn more about the author and his work, have the students watch or read an interview with him. To find a video or print interview with the author, search online using his name and the keyword “video” or “interview.” After the students watch the video or read the interview, have them discuss what they learned about the author’s life and his thoughts about writing.

Teacher Note

An interview with Seymour Simon is available on the Center for the Collaborative Classroom’s website (collaborativeclassroom.org/seymour-simon).



Technology Tip

For more information about using web-based resources, view the “Using Web-based Teaching Resources” tutorial (AV75).



Exploring Nonfiction and Pair Conferring

Day 5

In this lesson, the students:

- Discuss topics they are curious about in pairs
- Cultivate and express curiosity
- Explore and write about nonfiction topics in pairs
- Make fair decisions

GETTING READY TO WRITE

1 Review Writing from the Past Two Weeks

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Explain that today partners will meet to confer about the nonfiction topics they have explored over the past two weeks. They will share what they wrote about various topics they explored and talk about what they learned.

Ask the students to spend a few moments quietly rereading the writing they have done in their own notebooks over the past two weeks. After

Materials

- A sheet of lined paper for each pair of students
- Collected nonfiction texts
- “Writing Time” chart (WA3) from Day 4
- “Class Assessment Record” sheet (CA3)



ELL Note

If you have decided to have ELL students join existing pairs, give the trios a few minutes to talk informally and get to know one another before they begin to work together.

Facilitation Tip

During this unit, we invite you to practice **asking facilitative questions** during class discussions to help the students respond directly to one another, not just to you. After a student comments, ask the class questions such as:

- Q *Do you agree or disagree with [Ken]? Why?*
- Q *What questions can we ask [Ken] about what he said?*
- Q *What can you add to what [Ken] said?*

To see this Facilitation Tip in action, view “Asking Facilitative Questions” (AV22).



Teacher Note

You may want to let the students spread out around the classroom during the conferences so partners can hear each other.

sufficient time, signal for their attention and have them think to themselves about the following questions:

- Q *What topics have you explored so far?*
- Q *What are you curious about as you review your writing?*

2 Discuss Expressing Curiosity in a Partner’s Work

Explain that as partners share today about the topics they have explored, it will be important for them to express curiosity about each other’s topics and find out as much as they can about them.

Ask a student volunteer to read aloud one piece she wrote during the past two weeks. As a class, discuss:

- Q *What questions can we ask [Abbie] about her topic?*
- Q *If you were going to research [Abbie’s] topic, what would you want to know more about?*

Students might say:

“[Abbie], what else did you find out about volcanoes?”

“When you read about volcanoes, what did you find out about volcanoes that are active today?”

“I’m curious about what causes volcanoes and why they are more common in some parts of the world than others.”

Encourage partners to ask each other questions like these and to express their curiosity as they share their writing and thinking today.

3 Confer in Pairs



Give partners ample time to share their writing from the past two weeks with each other. As they work, walk around and observe them, offering assistance as needed.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are partners staying on task, sharing their writing and thoughts about topics?
- Are they asking each other questions and expressing their curiosity?

Note any difficulties you observe to discuss with the students during the reflection discussion.

Record your observations on the “Class Assessment Record” sheet (CA3); see page 86 of the *Assessment Resource Book*.

When most pairs have had time to discuss their writing, signal for the class’s attention.

4 Reflect on Pair Conferences

Ask and discuss:

- Q *What topics got you and your partner talking today? What did you talk about?*
- Q *Did you feel like your partner was curious about the topics you shared? What made you feel that way?*
- Q *I noticed that [some partners were doing other things while their partner was sharing with them]. Why do we want to avoid that in our community? What can we do next time to [support our partners]?*

Explain that during Writing Time today partners will work together to explore nonfiction topics that they both are interested in.

Encourage the students to explore any topics or questions that came up during their conferences today. Remind them of your expectations regarding the handling of collected materials, and have partners sit together at desks.

WRITING TIME

5 Read Nonfiction Texts in Pairs



Have partners spend 15–20 minutes browsing the nonfiction materials and reading about topics they are both curious about. Interested pairs might visit the school library or search online. Be ready to assist the students with finding information about topics that interest them.

6 Write About Nonfiction Reading

Call for the students' attention and have them close their books and other materials. Use “Think, Pair, Share” to discuss:



- Q *What did you find out from your reading today, and what are you curious about? [pause] Turn to your partner.*

Have the students open their writing notebooks to the next blank page. Display the “Writing Time” chart (WA3) and have the students work silently on the charted tasks for 5–10 minutes.

Writing Time

- Write one or two interesting things you found out about a topic today.
- Write one or two things you are curious about.
- Add any new topics that interest you in your writing ideas section.

WA3

As the students write, walk around and observe them, assisting students as needed.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

7 Reflect on Writing

Invite interested students to read aloud what they wrote today in their notebooks. As the students share, discuss as a class questions such as:

Q *What can we ask [Amber] about what she shared?*

Q *What did you hear that makes you curious about [Amber's] topic?*



Excerpt

About Seymour Simon

excerpted from *From Paper Airplanes to Outer Space*
by Seymour Simon

“I began writing when I was a child. I loved reading science fiction stories, so my first story was about space monsters. I wrote it in my notebook when I was in second grade. Years later I wrote a book called *Space Monsters*. I often write about things that I remember from my childhood.

“All my life I’ve loved to explore the world around me. At first, I explored what I found near my home. Then I learned that I could explore by reading. I read about dinosaurs, sharks, whales, and wolves and explored mountains, oceans, deserts, and volcanoes.

“With books I could explore distant places. But with my imagination I could go even further. I looked up at the night sky and learned how to find the North Star and recognize the Big Dipper. I wondered whether distant stars had planets with people living on them.

“Now I’m writing books about all these things.

“For my books about oceans, volcanoes, deserts, mountains, and the seasons, I go to the place I’m writing about and take the photographs myself. For my books about comets, meteors, the earth, the moon, the sun, and the different planets, I get the most up-to-date information from space scientists around the world. We write letters and talk on the telephone. I also use the Internet to do research.

“Children often ask me, ‘Will you ever run out of ideas for books?’

“I reply, ‘I can’t imagine that ever happening.’

“Our world and the universe are so full of wonders and marvels to observe and explore—and of course, to write about!”

Excerpts from *From Paper Airplanes to Outer Space* by Seymour Simon from *Meet the Author* collection published by Richard C. Owen Publishers, Katonah, NY 10536 — www.RCOwen.com.

Week 3

OVERVIEW

Writing Focus

- Students select nonfiction topics to research and write about.
- Students do pre-research writing to determine what they are curious about.
- Students explore using effective Internet search terms.
- Students identify and use various sources of information.
- Students take notes in their own words.
- Students cultivate curiosity.

Social Development Focus

- Students make decisions and solve problems respectfully.
- Students work in a responsible way.
- Students act in fair and caring ways.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA4–WA7

Assessment Forms

- “Class Assessment Record” sheets (CA4–CA5)
- “Conference Notes: Focus 1” record sheet (CN1)

Professional Development Media

- “Conferring About Expository Nonfiction” (AV46)
- “Supporting Note-taking and Partner Work” (AV48)
- “Creating a Class Blog” tutorial (AV76)

DO AHEAD

- ✓ Prior to Day 1, choose a topic from either the “Problems We Can Write About” chart or the “Nature Topics We Can Write About” chart (for example, tsunamis) to use to model the process of researching and writing an informational report. Collect resources about the topic, such as books or information printed from online sources. Think ahead about what you know about the topic you have chosen.
- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA4) on page 87 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, decide if you will allow small groups of students to visit the library, media center, computer lab, or another location in the school to research their topics during Writing Time. Arrange for this ahead of time with the librarian or other adults in the school.
- ✓ Prior to Day 2, generate four or five questions about the topic you have chosen for modeling (for example: What causes a tsunami? How big and fast can a tsunami be? What interesting facts are there about tsunamis?). Identify passages in your sources that give information about these topics.
- ✓ Prior to Day 3, spend some time becoming familiar with a few search engines and decide which one you will use for modeling during the lesson. Many search engines are available, including some that are intended for students’ use. Check that the preferences on the search engine you select to use with the class have been set to “Strict,” “Safe,” or a comparable setting.
- ✓ Prior to Day 3, prepare a paper chart titled “How to Turn a Research Question into a Search Query” with the following numbered items on it:
 1. Write down your research question.
 2. Circle the words you definitely need.
 3. Cross out unnecessary words.
 4. Add or substitute more specific words if needed.
 5. Decide in what order to write the words.

(continues)

TEACHER AS WRITER

“Get your facts first, and then you can distort ’em as much as you please.”

— Mark Twain

Choose another topic from the list you made in Week 2 and repeat that activity. Write five questions you have about that topic and see if you can find answers to your questions at the library, on the Internet, or through other sources.

⌚ DO AHEAD *(continued)*

- ✓ Prior to Day 4, prepare a paper chart titled “Important Information About Books and Websites” (see diagram on page 397).
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA5) on page 88 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a class set of the “Conference Notes: Focus 1” record sheet (CN1) on page 94 of the *Assessment Resource Book*.

In this lesson, the students:

- Discuss topics they have explored
- With a partner, select a topic to research and write about
- Do pre-research writing about their topics
- Reach agreement before making decisions
- Make fair decisions
- Cultivate curiosity

ABOUT SUPPORTING PARTNER WORK

In this unit, each student works with a partner to produce a nonfiction report about a topic they both are curious about. Their writing in this unit will consist primarily of factual information they have found in books and other sources. The partner work is intended to support the students by inciting discussion about the facts they find, what those facts mean, whether they want to include those facts in their written report, and how they will write about those facts in their own words.

Both partners are responsible for the form and content of the final product, and each partner is responsible for researching and writing a part. During this process, partners talk about their thinking and learn from each other as they negotiate to reach agreements and make decisions together.

The cooperative work in this unit may challenge your students. The goals are for them to learn how to handle problems as they arise and to make decisions that both partners think are fair. If you notice partners struggling to work together, use these occasions as learning opportunities. Ask questions such as:

- Q *What problem are you trying to solve? Why is it important to solve it?*
- Q *What is a solution you can both live with, even if it's not your first choice?*
- Q *Is that solution fair to both of you? Why or why not?*

GETTING READY TO WRITE

1 Briefly Review

Have the students bring their pencils and notebooks and gather with partners sitting together, facing you. Review that they have been hearing and discussing various kinds of nonfiction texts and exploring topics that interest them.

Materials

- A self-stick note for each pair
- “Pre-research Writing” chart (WA4)
- “Class Assessment Record” sheet (CA4)
- “Problems We Can Write About” chart from Week 2
- “Nature Topics We Can Write About” chart from Week 2

Teacher Note

To see an example of this technique, view “Supporting Note-taking and Partner Work” (AV48).



Teacher Note

In this unit, each pair of students may decide on any topic of interest to research, as long as both partners agree. This can be both motivating and challenging for students. If their topic is very different from the topic you are modeling with, they may not benefit from your modeling to the extent they need (for example, in categorizing and ordering their notes in Week 4). If you feel that students—either your whole class or specific pairs—need this support, have them choose a topic from the “Problems We Can Write About” chart or the “Nature Topics We Can Write About” chart, and plan to model with a topic from one of these charts as well.

TEKS 1.B.i

Student/Teacher Activity Step 2

Teacher Note

If you notice partners having difficulty agreeing on a topic, support them by asking them questions such as:

- Q** *What topics did you each research over the past two weeks that were interesting? What similar topic can the two of you research together?*
- Q** *Let’s look at the writing ideas section in your notebooks. What topics did you both list?*
- Q** *It doesn’t seem like either of you will get your first choice. What second or third choice might you be able to agree on?*

ELL Note

Monitor trios of students to make sure that ELLs are participating in selecting the topics for their trios to research.

TEKS 1.D.i

Student/Teacher Narrative Step 2 (third paragraph on)

Remind the students that they learned about Seymour Simon and that he, like many nonfiction authors, writes because he loves to explore topics that interest him. Ask and briefly discuss:

- Q** *What topics have you begun to explore and wonder about over the past two weeks?*

Explain that in the coming weeks each pair of students will explore and write an informational report on a topic they are curious about. Like Seymour Simon, they will write to satisfy their own curiosity and to help others understand and enjoy learning about the topic they choose. They will publish their report and put it in the nonfiction section of their class library.

2 Discuss and Select Topics

Ask the students to spend a few minutes reviewing their own writing from Weeks 1 and 2. After sufficient time, call for their attention. Then have them review with their partners the topics they have explored.



Signal for their attention and explain that each pair of students will select one topic to research and write about in the coming weeks. Point out that it should be a topic that is new and interesting to both partners. Before they select, ask and briefly discuss:

- Q** *What can you do to make sure you choose a topic that both you and your partner are curious about?*
- Q** *Why is it important that one partner doesn’t just “give in” to the other?*
- Q** *If you want to work on a particular topic but your partner doesn’t want to, what can you do?*

Students might say:

“I think it’s important for both partners to be happy with the topic because otherwise one partner will not be as interested as the other.”

“In addition to what [Samuel] said, if your partner doesn’t agree with your first choice, you might have to go with your second choice.”

“My partner and I will keep talking until we find a topic we’re both excited about.”



Have partners talk and decide on a topic they are very curious about. Encourage partners to keep talking until both partners agree, and discourage the use of methods like “Rock, Paper, Scissors” to decide. You might suggest that partners who are struggling spend some time looking at nonfiction books together. Students in some pairs may need additional time tomorrow to discuss and agree on their topics.

When most students are finished, signal for their attention. Ask and briefly discuss:

- Q** *How did you and your partner make your decision? What’s another way a pair of students decided?*
- Q** *What problems did you have making the decision? How did you solve those problems?*

Have the students in each pair report their topic to you, one at a time.

3 Model Pre-research Writing About a Topic

Tell the students that you have selected a topic that you are curious about. Name the topic (for example, tsunamis; see “Do Ahead” on page 383). Explain that you will research and write a report about this topic to model for the students what they will do in the coming weeks.

Explain that today the students in each pair will do some pre-research writing about their topic to find out what they already know, or think they know, about it. Display the “Pre-research Writing” chart (WA4). Ask the students to watch as you think aloud about what you know, or think you know, about this topic, and what else you are curious to find out. Write several sentences on the chart.

Pre-research Writing

Tsunamis are one of the most powerful forces on Earth. They are giant waves that start out in the ocean and do an enormous amount of damage when they hit the shore. I think tsunamis often happen after large earthquakes. One thing I wonder is if tsunamis happen only because of earthquakes or if they can happen for other reasons, too.

WA4

Explain that during Writing Time each student will do some pre-research writing about her pair’s chosen topic in her own notebook. Then partners will share what they have written with each other. Encourage the students to write freely about everything they know, or think they know, about their topic, as well as what else they are curious to find out.

WRITING TIME

4 Do Pre-research Writing

Have the students sit at desks with partners together. Have them spend 15–20 minutes writing what they know, or think they know, about their topic. Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed.

Teacher Note

Keep a record of the topics the students have selected, and use it to help you gather resources for them to use. Allow the students in each pair to choose whatever topic they both find interesting at this point. There will be opportunities in the coming days for you to provide guidance and help them narrow topics that are too broad.

Teacher Note

In the coming three weeks, you will model researching your chosen topic, writing and organizing notes about it, and using the notes to begin writing a nonfiction report about it. (Diagrams throughout the unit show how to model the process for the students.) The students will follow your example to research and write about their own topics. Plan to research and take notes about your topic, gathering additional resources if necessary, so you have notes to use in the modeling.

Teacher Note

Save the “Pre-research Writing” chart (WA4) to use on Day 2 and throughout the unit.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students write freely and with interest about their topics?

If you notice any student having difficulty writing, ask the student to tell you what he knows about the topic. You might also ask whether he has written anything about this topic in the past two weeks. If so, have the student review that writing. If not, ask the student to write what he is curious to know.

Record your observations on the “Class Assessment Record” sheet (CA4); see page 87 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Reflect in Pairs on Pre-research Writing



Have partners read and discuss their pre-research writing with each other. After they have had time to share, ask and briefly discuss:

Q *What did your partner write about your topic that you did not write?*



Q *What are some things that you and your partner are both curious to know about this topic? [pause] Turn to your partner.*

Explain that tomorrow partners will continue to discuss what they are curious about and then begin their research.

Teacher Note

Collect any additional resources you can find related to your students' chosen topics to use in Day 2.

In this lesson, the students:

- Review and discuss pre-research writing
- Generate research questions about their topics
- Identify and use various sources of information
- Cultivate curiosity
- Reach agreement before making decisions
- Make fair decisions

ABOUT GENERATING RESEARCH QUESTIONS

This week and next, partners generate questions to research about the topics they have chosen and then research those questions. In today's lesson, you will model the process of generating several questions, drawing on your own pre-research writing for inspiration. Then partners will do the same. Generating research questions may prove challenging for your students. Support struggling students by asking questions such as:

Q *What is a question that you would like to ask about the topic you are researching? How might you write that question?*

Q *What did you include in your pre-research writing that you would like to learn more about?*

Once the students have generated a list of questions, some may become overly focused on finding the answers, ignoring other interesting information that could enrich their reports. Over the coming weeks, continue to discuss with your students the importance of approaching their research with curiosity. Encourage each pair of students to continue adding to their list of questions and to take notes on anything they find interesting about their chosen topic, whether or not it answers one of their original questions.

GETTING READY TO WRITE

1 Discuss Pre-research Writing

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Review that partners selected a topic to research and write about together and that they did pre-research writing about the topic yesterday. Remind them that the purpose of pre-research writing is to help them see what they already know, or think they know, and to determine what they want to find out.

Display the “Pre-research Writing” chart (WA4) from Day 1, and read it aloud. Think aloud about questions you have about the topic you are

Materials

- “Pre-research Writing” chart (WA4) from Day 1
- Chart paper and a marker
- Collected nonfiction texts from Weeks 1 and 2, as well as additional resources related to the students’ chosen topics
- “Writing Time” chart (WA5)

researching. Record these questions on a sheet of chart paper titled “Questions About Tsunamis.”

You might say:

“I wrote a bit about how tsunamis happen after earthquakes. I’d like to know more about what causes them. I also wonder how big and fast they can be. I’d also like to research what was the most destructive tsunami ever and other interesting facts.”

Questions About Tsunamis

What causes a tsunami?

How big and fast can a tsunami be?

Where and when were the most destructive tsunamis?

How do scientists predict tsunamis?

What interesting facts are there about tsunamis?

Teacher Note

Save the “Questions About Tsunamis” chart to use on Day 3 and throughout the unit.

Point out that the students will have an easier time finding information about their topics if they have specific questions that they can research.

Explain that partners will now review their pre-research writing and together agree on four or five questions that they are both interested in researching.

2 Review Pre-research Writing and Brainstorm Research Questions

Ask the students to individually reread their pre-research writing from yesterday. Use “Think, Pair, Share” to discuss:



Q *What is one question you and your partner might want to focus on when you begin researching your topic? [pause] Turn to your partner.*

After partners have had time to share, signal for their attention and have volunteers report their questions to the class. Record their questions on a sheet of chart paper titled “Examples of Research Questions.”

TEKS 13.A.i
TEKS 13.A.iii
Student/Teacher Narrative
Step 2

Teacher Note

If you notice many partners having difficulty reaching agreement, signal for the class’s attention and discuss the problem by asking:

Q *What’s challenging about trying to reach agreement?*

Q *If neither you nor your partner can agree on your first choice, what second or third choice might you be able to agree on? Turn to your partner and discuss.*

Examples of Research Questions

Why do bats hang upside down?

What causes hurricanes?

How did a Chihuahua evolve from a wolf?

What is it like inside a tornado?

Are the polar ice caps melting?

Where does a hamburger come from?

Ask and briefly discuss:

- Q *What did you and your partner do to make sure you both agreed before making your decision?*
- Q *What problems or challenges did you have? How did you handle them?*

Explain that during Writing Time today the students in each pair will agree on three more questions they might want to focus on when they start researching their topic. They will write the questions in their own notebooks and then begin looking for answers to their questions using various sources of information.

3 Discuss Searching for Resources

Explain that partners may use any resources they can find to research their questions. Resources include the nonfiction books you have gathered for the class, other books or media materials available in the classroom or school library, or online resources. Ask partners to discuss:



- Q *Where might you and your partner go to look for information about the questions you have chosen to research? Turn to your partner.*

If you have decided to have small groups of students visit the library, media center, or other locations in the school to look for resources, discuss how the students will take responsibility for themselves outside the classroom. Discuss:

- Q *What will you do to act in a considerate and responsible way at the [library]? Why is that important?*

TEKS 13.C.i

TEKS 13.C.ii

Student/Teacher Narrative

Step 3

Teacher Note

Save the “Examples of Research Questions” chart to use on Day 3 and throughout the unit.

Teacher Note

If you notice that the students in a pair are discussing a very broad topic (such as “water” or “history”) and having difficulty narrowing it to reasonable research questions, support them by asking questions such as:

- Q *[Water] is a very broad topic to research. What are three things you find most interesting about it?*
- Q *What questions might you be able to write about those things?*

If necessary, guide the students by suggesting questions that are specific enough to research (for example, *Where does our drinking water come from?*) and ask them to generate a few more questions like it.

TEKS 13.A.i
TEKS 13.C.i
TEKS 13.C.ii
Student/Teacher Activity
Step 4

WRITING TIME

4 Agree on Research Questions and Search for Information



Have partners sit together at desks. Display the “Writing Time” chart (WA5), and have the students work in pairs on the charted tasks for 20–30 minutes. Be ready to assist them in writing questions and finding information about their research questions.

Writing Time

- Agree on and write at least three research questions about your topic.
- Search for sources of information about your topic.

WA5

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Reflect on Taking Responsibility During the Information Search

Ask and briefly discuss questions such as:

- Q *What is one research question you and your partner agreed on?*
- Q *What did you and your partner do today to act responsibly as you looked for resources?*
- Q *What problems did you have? What can you do tomorrow to avoid those problems? Why will it be important for you to try to avoid those problems?*

Explain that the students will continue to research their questions over the next couple of weeks. If they have identified books or other resources about their topics, they may keep them in their desks to use later in the week.

In this lesson, the students:

- Learn and use the terms *search engine*, *search term*, and *search query*
- Identify the best terms for an effective search query
- Reach agreement before making decisions

GETTING READY TO WRITE

1 Briefly Review and Introduce Searching for Information Online

Have the students bring their notebooks and pencils and gather with partners sitting together, facing the whiteboard. Review that each pair of students selected a topic to research and write an informational report about. The partners then wrote down what they know about their topic and then agreed on four or five research questions.

Review that to research their topics, the students may use multiple sources, including online resources. Explain that today the students will learn how to use a search engine to find information on the Internet. Explain that a *search engine* is a computer program that searches the Internet using words you type into a search bar. Finding the information you are looking for requires knowing how to choose the best words, or *search terms*, to type into a search engine.

2 Model Choosing the Best Terms for a Search Query

Direct the students' attention to the whiteboard with the search engine displayed and show where to type in the search terms. Explain that good researchers start with a research question and then identify words within the question to use for their searches.

Direct the students' attention to the "Examples of Research Questions" chart. Choose one of your charted questions and rewrite it on a sheet of chart paper. Explain that you will use the question to help you identify a set of words for your search and that the set of words you choose is called a *search query*.

Explain that a search query tells a search engine exactly what information you are looking for. Search queries are not usually complete sentences because they only use words directly related to the focus of the search. Ask the students to listen carefully as you think aloud about how to change the question (for example, "What causes a tsunami?") into a search query.

TEKS 13.A.iii
Student/Teacher Narrative
Step 2

Materials

- Whiteboard with a search engine displayed, prepared ahead
- "Examples of Research Questions" chart from Day 2
- Chart paper and a marker
- "How to Turn a Research Question into a Search Query" chart, prepared ahead
- "Writing Time" chart (WA6)
- A sheet of loose, lined paper for each pair
- A folder for each pair of students

Technology Tip

If after today's lesson your students need more support with choosing effective search terms, you might teach Technology Mini-lesson 4, "Choosing Effective Search Terms," which closely matches today's instruction. (If only some students need more support, you might teach Mini-lesson 4 just to those students.)

If your students do not need further support choosing search terms, you might skip Technology Mini-lesson 4 and teach Technology Mini-lessons 5-8 which provide further instruction on conducting online searches. If possible, teach this set of mini-lessons (located in Appendix A) in order and at corresponding stages in the students' research. For example, teach Technology Mini-lesson 7, "Evaluating Research Sources," after the students have searched for and collected several online sources. For more information, see "About Teaching the Online Research Lessons" on page 712.

You might say:

"I know I need the word *tsunami* because it is the topic I am researching, and I need the word *causes* because it will give me the specific information about tsunamis that I want. So *tsunami* and *causes* are my keywords—I am going to circle them. I don't need the words *What* or *a* because they don't say anything about the information I need, so I will cross them out. Now I have the words *tsunami* and *causes*. I think it makes sense to put the name of the topic first and what I want to know about it second, so my search query will be: *tsunami causes*."



What causes a tsunami?

Type the search query into the search engine's search bar and display the results. Read some of the results aloud. Use "Think, Pair, Share" to discuss:



Q Which of these results do you think will have information about [the causes of tsunamis]? Why? [pause] Turn to your partner.

If the students do not mention them, point out any results that look like they directly address your research question.

3 Choose the Best Terms for a Search Query

Explain that the students will follow the same procedure to turn a different research question into a search query. Post the chart titled "How to Turn a Research Question into a Search Query" and read each step aloud.

How to Turn a Research Question into a Search Query

1. Write down your research question.
2. Circle the words you definitely need.
3. Cross out unnecessary words.
4. Add or substitute more specific words if needed.
5. Decide in what order to write the words.

Write another research question (for example, “How big and fast can tsunamis be?”) where everyone can see it and have the students copy it onto the next blank page in their notebooks. Explain that partners will read the question carefully and follow the steps on the chart to decide on a search query. Ask and briefly discuss:

Q *What can you and your partner do if you don’t agree about what words to include in your search query or what order to put the words in?*

Students might say:

“If we don’t agree, we can talk about why we think a word should be used or not used in the search query.”

“In addition to what [Tumaini] said, we can explain to our partner why we think the words in the search query should go in a certain order.”

“We can write different search queries for the same question, and later we can try them out and see how each one works.”



Distribute a sheet of lined paper to each pair of students. Have partners work together to write search queries for the research question you wrote. Walk around the room and observe. If necessary, direct the students’ attention to the “How to Turn a Research Question into a Search Query” chart and remind them to follow each step. Review that search queries use only words directly related to the research question. When most pairs of students have finished, signal for their attention and have a few volunteers share their search queries with the class. Remind the students that a search query tells a search engine exactly what information to search for about a research question.

Explain that during Writing Time today each pair of students will follow the same procedure to turn one of their own research questions into a search query.

WRITING TIME

4 Write Search Queries



Have the students sit at desks with partners together. Have them look at the lists of questions they compiled in their writing notebooks. Display the “Writing Time” chart (WA6). Have partners work together on the charted tasks for 5–10 minutes. Encourage them to refer to the “How to Turn a Research Question into a Search Query” chart. As the students write, walk around and observe them, assisting as needed.

Writing Time

- Pick a question from your list.
- Turn the question into a search query.
- Repeat these steps for other questions on your list.

WA6

Signal to let the students know when Writing Time is over.

Teacher Note

The students may decide on a search query such as *tsunami how big how fast* or *tsunami big fast*.

Teacher Note

Save the “How to Turn a Research Question into a Search Query” chart to use throughout the unit.

TEKS 13.A.iii
Student/Teacher Activity
Step 4

SHARING AND REFLECTING

5 Reflect on What the Students Learned



Have partners review their questions and search queries together. Then, as a class, discuss questions such as:

Q *What is one question on your list? How did you and your partner turn that question into a search query? Tell us about it.*

As volunteers share, type their search queries into the search engine on the whiteboard and ask:

Q *Which of these research results do you think will have information about [early airplanes]? Why?*

Explain that the students will continue to research their topics tomorrow. Distribute a folder to each pair of students, and have partners write their names on it. Explain that they will keep all of the papers related to their report in this folder. Have them place their sheet of search queries and any other loose papers in the folder. Have partners decide who will keep the folder until the next lesson.

Day 4

Researching and Taking Notes

Materials

- Collected nonfiction texts
- “Research Notes” chart (WA7)
- “Examples of Research Questions” chart from Day 3
- “Important Information About Books and Websites” chart, prepared ahead
- Print and online sources of information about your chosen topic
- Index cards and rubber bands for students’ notes
- “Class Assessment Record” sheet (CA5)

In this lesson, the students:

- Identify and use various sources of information
- Take notes in their own words
- Reach agreement before making decisions
- Make fair decisions
- Share the work fairly

ABOUT TEACHING NOTE-TAKING SKILLS

Taking notes requires summarization and organization skills, the ability to write what one has learned in one’s own words, and the ability to cite sources. In this unit, the students take notes on 3" × 5" or 4" × 6" index cards. The cards help them to be succinct and to organize their notes in preparation for writing their reports and bibliographies. The students learn to include source information on each card using the author’s last name and a page number (or website). Including this information will assist the students if they need to go back to the source to clarify or add information.

Be aware that writing notes in their own words can be challenging for elementary students. Look for opportunities to model this process frequently,

asking the students to help you restate written information in their own words. Plan to monitor and encourage the students, but do not worry if you notice students copying from the text, as many of them will not master writing notes in their own words until they are older.

GETTING READY TO WRITE

1 Briefly Review

Gather the class with partners sitting together, facing you. Review that together, partners selected a topic to research and write a nonfiction informational report about. They wrote down what they think they know about their topic and agreed on four or five questions to research. Then they wrote Internet search queries for some of their questions.

Explain that today the students will begin doing their research, both to confirm what they think they know and to get information about the questions they wrote. Partners will work together to research and take notes about things they want to include in their informational report.

2 Model Researching and Taking Notes

Direct the students' attention to the "Important Information About Books and Websites" chart (see "Do Ahead" on page 383) and read it aloud.

Important Information About Books and Websites

When you take notes from a book, write down: the author's first and last name, the book's title, the city of publication, the publisher, page number, and the year of publication.

When you take notes from a website, write down: the author's first and last name, the website's title, the URL (web address), and the date you accessed the website.

Display the "Research Notes" chart (WA7) and ask the students to watch as you model how you would like them to take notes. Use the following procedure to model:

- Read the "Examples of Research Questions" chart aloud and identify one that you found some information about.

Teacher Note

This lesson may require an extended class period.

TEKS 7.E.i
TEKS 13.C.i
TEKS 13.C.ii
Student/Teacher Narrative
Step 2

Teacher Note

If possible, model using a table of contents, index, glossary, and/or the Internet to locate information about your topic.

- Show the sources of information you found about your topic.
- Read aloud the information in each source that addresses the question.
- Think aloud about the information you read.
- On the “Research Notes” chart, model writing a note in your own words, and model referring to the “Important Information About Books and Websites” chart when writing down information about the source. Also, model writing your initials in the upper right directly above the note.

You might say:

“I did an Internet search with the search terms *tsunami causes* and found a website called *all-about-tsunamis.com*. I printed out some information from that website. It says, ‘Tsunamis usually happen because part of Earth’s crust suddenly rises or falls beneath the ocean. The motion disturbs the water above, sending a large wave toward the shore. Sometimes tsunamis are created by volcanoes or landslides on mountains beneath the ocean.’ This tells me that tsunamis form when Earth’s crust moves, when volcanoes erupt, or when landslides occur beneath the ocean. I’ll write that information on a note card. I’ll also write down important information about the website because later I’ll need to include a list of all the books and websites I have used in my research. I’m going to try to find and write down the website’s author and title, the URL (web address), and the date I *accessed*, or used, the site. I can’t find the author’s name, which sometimes happens, but I can find the website title, ‘All About Tsunamis,’ so I’ll write that down. The date I accessed the site is March 19, 2014, and the URL is *all-about-tsunamis.com*, so I’ll write those things down, too.”

WA7

Research Notes

J.B.

The causes of tsunamis include movements in Earth’s crust and volcanoes and landslides beneath the ocean.

“All About Tsunamis.” Accessed March 19, 2014 (all-about-tsunamis.com)

Teacher Note

You might model taking notes from a few different sources, such as the Internet, a book, and an encyclopedia.

Note that the students are not yet expected to record their sources in bibliographic format. They will focus on the correct format in Week 6.

Use the same procedure to model another example of taking notes.

Point out that notes are most helpful when they are brief and written in the writer’s own words, rather than copied exactly from the source. Explain that the notes should also contain the important information about the source, and tell the students that they can look at the “Important Information About Books and Websites” chart to see what information to write down.

Explain that the students will take their notes on index cards, one note per card. Point out that having the notes and the important information about their sources on cards will help the students organize them when they get ready to write their informational reports. Ask them to write both partners' initials on each card.

3 Get Ready to Work Together



Have partners reread their list of brainstormed questions from yesterday. Explain that the questions are just starting places; partners should look for and take notes about any information that they find interesting about their topic.

Explain that partners will need to work together to research and take notes about their topic. Ask and briefly discuss:

- Q *What will you and your partner do to share your work fairly today?*
- Q *What can you and your partner do if you don't agree about whether to take notes about a piece of information?*

Students might say:

- "We'll read a book together and stop when we want to write a note about something."
- "We'll each look in a different book but talk to each other about interesting things we read so we can take notes about them."
- "We can take turns writing the notes."
- "If we don't agree, we can say why we think something is interesting enough to take notes on."

Encourage partners to try the things they suggested, and tell them that you will check in with them to see how they did.

WRITING TIME

4 Research Nonfiction Topics and Take Notes



Distribute index cards to the students, and have them begin researching and taking notes about their topics. They may talk in soft voices during this time about their work.

As the students write, circulate and observe, assisting students as needed.

TEKS 7.E.i
TEKS 13.C.i
TEKS 13.C.ii
Student/Teacher Activity
Step 4

Teacher Note

Save the "Research Notes" (WA7) and "Important Information About Books and Websites" charts to use in the coming weeks.

To help students cite online sources, you might also teach Technology Mini-lesson 8, "Citing Online Sources," in Appendix A.

Teacher Note

Some pairs of students may still be looking for resources today. This is to be expected. On any given day you are likely to have pairs working at different stages of their projects.

Technology Tip

You might enlist a parent volunteer or an older student to help small groups of students search online. Encourage the students to print out information they find about their topics.

If your school has an acceptable use policy, review it with the students. Also confirm that the search settings on your school's computers are set to "Strict," "Safe," or a comparable setting.



Facilitation Tip

Continue to **ask facilitative questions** to help the students respond to one another. When the students direct their responses to you, redirect them toward the class by asking questions like:

- Q *Do you agree or disagree with what [Dante] just said, and why?*
- Q *What questions can we ask [Dante] about what he said?*
- Q *Why does what [Dante] said make sense?*

Much of the learning in this program relies on creating a dynamic discourse among the students. Facilitative questions teach them that their comments contribute to a class discussion and that they are responsible for listening to one another and responding.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are partners agreeing on interesting facts to write about their topic?
- Are they writing notes in their own words?
- Are they writing just one piece of information per card?
- Are they sharing the work?

If necessary, stop the class to remind the students of the procedures to follow when taking their notes. If you notice partners having difficulty sharing the work, stop them and discuss questions such as:

- Q *What is each of you responsible for accomplishing?*
- Q *Is the way you are sharing the work fair? Why or why not?*
- Q *What can you do to share the work fairly?*
- Q *Why is it important that both of you do your part of the work on this project?*

Record your observations on the “Class Assessment Record” sheet (CA5); see page 88 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Remind them to write their initials on all of their cards.

SHARING AND REFLECTING

5 Reflect on What the Students Learned



Have partners review their notes together. Then, as a class, discuss questions such as:

- Q *What is one interesting fact you and your partner learned about your topic today?*
- Q *As you listened to [Melanie and Todd] share about their topic, what did you hear that makes you curious?*
- Q *What was [interesting/challenging] about doing research today? What suggestions do you have that might help someone else with this challenge?*

Point out that curiosity leads to learning and that learning often leads to more curiosity.

6 Reflect on Sharing Work Fairly

Ask and briefly discuss:

- Q *How did you and your partner share the work fairly today?*
- Q *If you did not share the work fairly, what will you do tomorrow to share the work fairly? Why will that be important to do?*

Explain that the students will continue to share work fairly as they research their topics tomorrow. Provide the students with rubber bands to bind their cards. Have them put their cards in their folders or another secure place until the next lesson.

EXTENSION

Continue Research During Other Times of the Day

You might have the students continue doing research and taking notes during other times of the day. They might use independent time, the library period, or after-school activity time. Also encourage the students to use the public library or their home computers to continue their research and writing.

Researching and Taking Notes

Day 5

In this lesson, the students:

- Identify and use various sources of information
- Take notes in their own words
- Reach agreement before making decisions
- Share the work fairly

GETTING READY TO WRITE

1 Discuss the Research Process

Gather the class with partners sitting together, facing you. Review that the students began researching their chosen topics yesterday. Explain that today they will continue to research and take notes about their topics. Ask and briefly discuss:

- Q *Was it hard or easy to find information about your topic yesterday? What made it hard or easy?*
- Q *What did you do to locate information about your topic?*

Students might say:

"I looked in the table of contents of a book to see if there was a chapter on why bats don't just lie down to sleep."

"I looked up *hurricane* in the index, and that told me the page to go to in the book."

"I wanted to find information about how people first tamed wolves and how different dog breeds are created."

Materials

- Collected nonfiction texts
- "Research Notes" chart (WA7) from Day 4
- "Examples of Research Questions" chart from Day 4
- "Important Information About Books and Websites" chart from Day 4
- Sources of information about your topic
- Index cards and rubber bands
- Class set of "Conference Notes: Focus 1" record sheets (CN1)

TEKS 13.F.i
Student/Teacher Narrative
Step 2

Teacher Note

You might have the students place self-stick notes in their sources on the pages containing information they are using in their notes so that they can easily locate these pages later in the research process.

Teacher Note

Save the “Research Notes” chart (WA7) to use in Week 4.

As the students share ways they located information, stop periodically to ask pairs to discuss:



Q How might you use [Alexa’s] method of finding information?

2 Model Researching and Taking Notes

Display the “Research Notes” chart (WA7) from yesterday. Ask the students to watch as you model another example of researching and taking notes. Follow the procedure you used on Day 4, Step 2 (see page 397) to model locating information, reading it aloud, thinking aloud about it, and writing a note about it in your own words. This time, invite the students to help you write the note.

You might say:

“I found a book about tsunamis that explains how animals may be able to hear the sounds or feel the vibrations of a tsunami before the wave hits shore. This book says, ‘Some animals are capable of hearing very low sounds that humans cannot hear. It may be that animals can hear the sound or feel the vibrations of an approaching tsunami before humans do.’ How can I capture that briefly in my own words? One suggestion I heard is that I write: *Some animals hear sounds that humans cannot hear.* I’ll start with that. Then I might add: *Some animals may be able to hear a distant tsunami before people do.* Perhaps I should also make it clear that the animals may be able to feel vibrations caused by the tsunami. I can add that to my second sentence this way: *Some animals may be able to hear or feel the rumble of a distant tsunami before people do.* Now before I forget to do it, I’m going to look at the ‘Important Information About Books and Websites’ chart and then copy down the information about the source that I’ll need later. The book’s author is Kimberly Malone, and the title is *Anything and Everything You Could Possibly Want to Know About Tsunamis.* I’ll also write down that the book was published in Boston by LMNO Publishers in 2011.”

Add your initials to the upper right-hand corner of the note, and in parentheses beneath the note, write the book’s author, title, city of publication, and year of publication. Then model another example using the same procedure.

Explain that the students will continue to research and take notes today about their topics. Remind them to take notes not only about their questions but also about other interesting information they find. Remind them to try to write their notes briefly and in their own words and to copy down the important information about each book and website they use for their research.

WRITING TIME

3 Research Nonfiction Topics and Take Notes



Have the students get their pencils and shared folders and sit at desks with partners together. Distribute more cards as needed and have them research and take notes about their topics. As the students work, circulate, observe, and offer assistance. Once all partners seem to be working independently, begin conferring with pairs of students, one at a time.



TEACHER CONFERENCE NOTE

Today you will begin conferring with individual pairs and continue conferring with them into next week. Ask partners to tell you the topic they are researching and what they are learning about that topic. Focus your conversations on what the partners are curious about, what they are learning, and how they are capturing what they are learning in their notes. Ask questions such as:

- Q *What topic are the two of you researching? What question about that topic is each of you researching now?*
- Q *What have you found out about your question? Read me one of your notes.*
- Q *What else do you want to know? What sources might you use to find information about that?*

If you ask a student to read you a note and you find it confusing, ask the student what the note means. Explain why you were confused and ask the partners how the note might be rewritten more clearly.

Document your observations for each student on a separate “Conference Notes: Focus 1” record sheet (CN1); see page 94 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Remind both partners in each pair to write their initials on all of their cards.

SHARING AND REFLECTING

4 Reflect on Researching and Taking Notes



Have partners review their notes together to make sure that what they have written makes sense. Explain that if they find a note confusing, they should work together to decide what is confusing about it and how to make it clearer. Explain that partners may need to refer to the source of the information to help them rewrite it.

Teacher Note

To see an example of a teacher conferring with individual students, view “Conferring About Expository Nonfiction” (AV46).



TEKS 13.F.i
Student/Teacher Activity
Step 4
(third question)

 **Technology Tip**

For information about setting up and maintaining a class blog, view the “Creating a Class Blog” tutorial (AV76).



After several minutes, briefly discuss:

- Q *Who has an example of a confusing note? What did you do to make the note clearer?*
- Q *What have you learned about taking notes? What suggestions do you have to help others?*
- Q *Why might it be important to try to take notes in your own words, instead of writing down an author’s words?*

Have the students reflect on their partner work by asking:

- Q *What did you and your partner do to share the work fairly today?*

Explain that partners will continue to research their topics next week. Have them bind their index cards with a rubber band and put them in their folder or another secure place until then.



TECHNOLOGY EXTENSION

Use a Class Blog for Reflection

Create a class blog and, in the coming weeks, invite the students to reflect on what they are learning about writing informational reports. Post reflection questions such as the second question in Step 4 on page 403. After discussing the questions as a class, have interested students post their comments. Review the comments periodically and, with the respondents’ permission, discuss comments with the class.

When you take notes from a book, write down: the author’s first and last name, the book’s title, the city of publication, the publisher, and the year of publication.

When you take notes from a website, write down: the author’s first and last name, the website’s title, the URL (web address), and the date you accessed the website.

Week 4

OVERVIEW

Writing Focus

- Students use various sources of information to research topics.
- Students modify and expand their thinking based on research.
- Students take notes in their own words.
- Students organize their notes in preparation for writing.
- Students draft informational reports and include facts, details, and other information.
- Students explore transitional words and phrases.
- Students confer with one another and the teacher.

Social Development Focus

- Students make decisions and solve problems respectfully.
- Students act in fair and caring ways.
- Students work in a responsible way.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA8–WA12

Assessment Forms

- “Class Assessment Record” sheets (CA6–CA7)
- “Conference Notes: Focus 1” record sheet (CN1)
- “Conference Notes: Focus 2” record sheet (CN2)

Professional Development Media

- “Predictable Structure of the Writing Lessons” (AV3)
- “Managing Pair Conferences” (AV8)

J DO AHEAD

- ✓ Prior to Day 2, look for information about any of the research questions you charted last week about your topic (for example, questions about what causes tsunamis, how they damage coastal towns, how scientists predict them, how people are warned about them, and other interesting facts). Take notes on what you find, eight to ten notes altogether. Copy your notes onto 5" × 7" index cards, with one note per card. Think about how you will group your notes and what heading you will assign each group (for example, "Causes," "Damage," "Prediction," "Warning," and "Other Interesting Facts").
- ✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA6) on page 89 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, prepare wall space by the whiteboard where you can post your sorted index cards. The space should be close enough to the interactive whiteboard that you can read the notes while you model writing on the lined writing chart (WA10) on Day 3.
- ✓ Prior to Day 3, review your organized note cards from Day 2 and think ahead about how you might begin drafting an informational report about your topic. Include appropriate information from your pre-research writing as well as from your notes.
- ✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA7) on page 90 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, title a sheet of chart paper "Transitional Words and Phrases for Reports." Under the title, list the following: *another, for example, also, because, besides, especially, particularly, for instance, in other words, consequently, eventually, furthermore, however, in addition, in fact, on the other hand, similarly, since, therefore, to summarize*.
- ✓ Prior to Day 4, make a class set of the "Conference Notes: Focus 2" record sheet (CN2) on page 95 of the *Assessment Resource Book*.

TEACHER AS WRITER

"We write about what we don't know about what we know."

— Grace Paley

Reread the questions you wrote concerning a nonfiction topic in Teacher as Writer over the past two weeks. Choose one or two questions and try to find some information about those questions using the resources you have collected for your students. As you look for information, consider:

- Is it hard or easy to locate information about your questions? Would modifying your questions make it easier? How?
- What tools or methods are you using to locate information (for example, tables of contents, indexes, glossaries, search engines)? What skills do you need to use these tools successfully?

Day 1

Researching and Taking Notes

Materials

- Collected nonfiction texts
- “Important Information About Books and Websites” chart from Week 3
- Index cards and rubber bands
- “Writing Time” chart (WA8)
- (Optional) “Research Notes” chart (WA7) from Week 3
- (Optional) “Examples of Research Questions” chart from Week 3
- (Optional) Sources of information about your topic from Week 3

Teacher Note

If necessary, model researching and taking notes about your topic again using the “Research Notes” chart (WA7) and the procedure you used in Week 3, Day 4, Step 2 (page 397). Model locating specific information using the table of contents, index, glossary, etc. Read information from your sources aloud and ask the students to help you write brief notes in your own words.

In this lesson, the students:

- Continue to research topics
- Take notes in their own words
- Check each other’s notes for understanding
- Share the work fairly

GETTING READY TO WRITE

1 Review Pre-research Writing and Notes

Have the students bring their notebooks and folders and gather with partners sitting together, facing you. Review that the students began researching their topics in pairs last week. Ask the students to quietly reread their pre-research writing and their notes; then call for their attention and ask:

Q *After starting your research, did you change your mind about anything you wrote in your pre-research writing? If so, tell us about it.*

Use “Think, Pair, Share” to discuss:



Q *What is something new that both you and your partner have learned about your topic? [pause] Turn to your partner.*

After partners have discussed the question, have one or two volunteers share with the class. Remind the students that the purpose of their research (and the writing they will do later in the week) is to satisfy their own curiosity about their topics and also to help others become curious about them.

Explain that today partners will continue to research and take notes about their questions, things they thought they knew about their topic (from their pre-research writing), and any new things they have become curious about.

2 Discuss How Partners Will Work Together

Remind the students that, as they research and take notes today, they should consult the “Important Information About Books and Websites” chart when writing down their sources. Later this week each pair of students will begin drafting a nonfiction report about their topic.



Ask partners to spend a few minutes discussing what they want to accomplish today and how they will share the work in a fair way.

TEKS 1.D.i
Student/Teacher Activity
Step 2

WRITING TIME

3 Research Nonfiction Topics and Take Notes



Display the “Writing Time” chart (WA8). Have partners sit together at desks and work on the charted tasks for 20–30 minutes.

Writing Time

- Find resources for your topic.
- Research and take notes in your own words about your questions, things you thought you knew, and new things you have become curious about.
- Share the work fairly.

WA8

Distribute more index cards as needed and have the students research and take notes about their topics. As they work, circulate, observe, and offer assistance. When pairs of students seem to be working independently, confer with one pair at a time.



TEACHER CONFERENCE NOTE

As you did in Week 3, confer with individual pairs about their research and the notes they took. Ask partners to tell you the topic they are researching and what they are learning about that topic. Focus your conversations on what the partners are curious about, what they are learning, and how they are capturing what they are learning in their notes. Ask questions such as:

- Q *What topic are the two of you researching? What question about that topic is each of you researching now?*
- Q *What have you found out about your question? Read me one of your notes.*
- Q *What else do you want to know? What sources might you use to find information about that?*

If you ask a student to read you a note and you find it confusing, ask the student what the note means. Explain why you were confused and ask the partners how the note might be rewritten more clearly.

Beginning in Day 4, the focus of the individual student conferences will change. If you have not met with all of your students to discuss the questions above, you may wish to do so before changing the conference focus.

Document your observations for each student on a separate “Conference Notes: Focus 1” record sheet (CN1); see page 94 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

Teacher Note

The Writing Time routine established early in the year helps the students settle quickly into focused writing. To learn more, view “Predictable Structure of the Writing Lessons” (AV3).



SHARING AND REFLECTING

4 Reflect on Researching and Taking Notes



Have partners review their notes together. Ask:

- Q *What was it like to take notes in your own words today? Read us one of your notes.*
- Q *What is one interesting fact you and your partner learned about your topic today?*
- Q *Take a look at your pre-research writing. What have you learned about your topic that confirms (is the same as) what you thought you knew? What have you learned that is different from what you thought you knew?*

Explain that partners will begin organizing their notes tomorrow in preparation for writing their informational report. They will have time to continue researching their topic as well.

Provide rubber bands as needed and have partners bind together their cards and put them in their folder or another secure place until tomorrow.

Day 2

Organizing Research

Materials

- *Extreme Earth Records* from Week 2
- *I Wonder Why Penguins Can't Fly* from Week 1
- Collected nonfiction texts
- Your research notes written on 5" x 7" index cards
- Blank wall space to post note cards
- Blank cards to write section titles for your research notes
- Index cards and rubber bands
- "Class Assessment Record" sheet (CA6)
- "Writing Time" chart (WA9)

In this lesson, the students:

- Modify and expand their thinking based on research
- Organize notes in preparation for writing
- Reach agreement before making decisions
- Agree and disagree in a caring way
- Share the work fairly

GETTING READY TO WRITE

1 Briefly Review

Gather the class with partners sitting together, facing the whiteboard. Review that they have been working in pairs to research and take notes about their topics.

Explain that nonfiction authors want their readers to become curious and learn about their topics, so they organize their information in ways that will interest readers and be easy to understand.

Review that the students have seen many ways authors organize nonfiction information. Show the covers of *Extreme Earth Records* and *I Wonder Why Penguins Can't Fly*, and remind the students that they heard these books earlier. Show the table of contents of *Extreme Earth Records* and explain that this book is organized by *subtopics*, or smaller topics. Then show the table of contents of *I Wonder Why Penguins Can't Fly* and explain that this book is also organized by subtopics. Explain that the students will organize their own nonfiction reports by subtopics this week.

2 Model Organizing Notes

Ask the students to watch as you model organizing your notes by subtopics. Read aloud the notes you wrote on index cards as you post them on a wall or the board. Explain that some of the notes can be put together because they are about the same subtopic. Model putting notes about similar subtopics together and writing a heading for each category on an index card above each group of notes.

You might say:

"I can combine 'Tsunamis are created by giant earthquakes, landslides, or volcanoes under or near the ocean' and 'Huge amounts of water move quickly and cause giant waves.' Both notes are about what causes tsunamis. I'll write the subtopic heading that I think will be helpful to readers: *Causes of Tsunamis*."

Ask:

Q *What other notes can we put together? What could we call this group of notes?*

If possible, use the students' suggestions to categorize the notes. Write a subtopic heading above each group of notes. If the students have difficulty categorizing the notes, continue to model while thinking aloud.

Causes of Tsunamis

J.B.

Tsunamis are created by giant earthquakes, landslides, and volcanoes under or near the ocean. "Causes of Tsunamis." all-about-tsunamis.com. Accessed: 3/19/14.

J.B.

Huge amounts of water move quickly and cause giant ripples. Alexander, Tim. *The Big Book of Tsunami Facts*, page 10. New York: XYZ Books, 2010.

(continues)

TEKS 11.C.iii
TEKS 11.C.viii
TEKS 13.B.ii
Student/Teacher Narrative
Step 2

Teacher Note

On Day 3, you will model drafting your report on the whiteboard as you refer to your research notes.

(continued)

Size and Speed

J.B.

They can travel as fast as a jumbo jet—500 miles per hour.

“Tsunamis.” [naturaldisaster-web.com](#). Accessed: 3/19/14.

J.B.

They can be 100 feet high—as tall as an eight-story building—or more.

“Causes of Tsunamis.” [all-about-tsunamis.com](#). Accessed: 3/19/14.

Other Interesting Facts

J.B.

Animals may be able to hear or feel the vibrations of a tsunami before it happens and climb to safety.

“Tsunami Facts.” Accessed: 3/19/14. [standardencyclopedia.com](#).

After categorizing your notes, point out that these are the facts that you will include in your written report about your topic. Ask:

- Q Do you think I have enough information for my report? Why or why not?
- Q Which subtopics do you think might need more information? Why?
- Q What additional subtopics might I want to include in my report? Why?

Students might say:

“You only have one note under ‘Other Interesting Facts.’ You might want to add a few more notes to that subtopic.”

“Maybe you can include information about the tsunami that hit the coasts of the Indian Ocean in 2004.”

Use rubber bands to bind together each group of notes with its heading.

Teacher Note

Prior to Day 3, research the students’ suggestions and write additional notes on 5" × 7" index cards (about additional subtopics, if necessary).

Teacher Note

You might choose to keep the cards posted for the Day 3 lesson.

3 Discuss How Partners Will Work Together

Explain that today each pair of students will organize their notes into subtopics (groups), write the names of the subtopics on blank index cards, decide where they need more information and do more research, and bind together each group of notes with the name of its subtopic.

Point out that there are usually multiple ways that notes can be organized and that partners will need to talk until they agree on the best way to organize their notes. Ask and briefly discuss:

Q *If you and your partner disagree about how to organize your notes, what will you do?*

Q *Why is it important to disagree in a respectful way?*

Point out that people sometimes disagree when they are working together and that people can disagree while maintaining respect for one another. Encourage partners to be aware of how they are disagreeing with each other and tell them that you will check in with them at the end of the lesson.



Ask partners to spend a few minutes discussing what they will do and how they will share the work in a fair way.

WRITING TIME

4 Organize Notes for Writing



Have the students get their research notes, folders, and pencils and sit at desks, partners together. Display the “Writing Time” chart (WA9) and have partners work on the charted tasks for 20–30 minutes. When pairs of students have finished organizing their notes, have them signal to you so you can review their work.

Writing Time

- Organize your notes into subtopics (groups).
- Write the names of the subtopics on index cards.
- Decide where you need more information and continue researching.
- Bind together the groups of notes with the subtopic headings.

WA9

As the students work, circulate, observe, and assist as needed.

TEKS 13.B.i
Student/Teacher Narrative
Step 3



Facilitation Tip

Continue to **ask facilitative questions** to build accountability for listening and participation during class discussions. Redirect students' comments to the class by asking:

Q *Do you agree or disagree with [Ruby]? Why?*

Q *What questions can we ask [Ruby] about what she said?*

Q *What can you add to what [Ruby] said?*

TEKS 13.B.i
TEKS 13.B.ii
Student/Teacher Activity
Step 4



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do partners seem able to categorize their notes in ways that make sense?
- Do they categorize all their notes?
- Are they able to agree on how to categorize their notes?
- If they do not agree at first, do they keep talking until they reach agreement?

Support any pair that struggles by asking questions such as:

Q *What notes seem to belong together? Why do you think so?*

Q *What other notes could go into your ["Turning Trash into Treasures"] group? Why do you think so?*

Be aware that categorizing information can be challenging for some students; this is to be expected. They may have difficulty defining subtopics or consistently sorting their notes into those subtopics. They may want to discard notes that do not fit, or become preoccupied with having the same number of notes in each subtopic. Encourage them to try their best to organize all their notes in a way that makes sense (perhaps creating an "Other Interesting Facts" category for outliers).

Record your observations on the "Class Assessment Record" sheet (CA6); see page 89 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Reflect on Partner Work

Ask:

Q *Which subtopics did you and your partner decide you needed more information about? What made you decide that?*

Q *Did you and your partner disagree about anything when you were organizing your notes? If so, what? What did you do to disagree in a respectful way? How did you reach agreement?*

Explain that tomorrow partners will finish organizing their notes, if necessary, and begin writing their informational reports.

Have partners put their work away in a secure place until tomorrow.

Teacher Note

Allow students who need more time researching to do so before you teach the Day 3 lesson.

EXTENSION

Discuss Elements of Nonfiction Across the School Day

Take time at the end of independent reading periods and other times during the day to discuss the nonfiction students are reading. Have students share the titles and authors of the books they are reading and explain what the books are about. Discuss questions such as:

- Q *How do you know that the book you are reading is nonfiction?*
- Q *What true information are you learning about from the book?*
- Q *What features (such as illustrations, captions, diagrams, graphs, tables of contents, and glossaries) of nonfiction do you see in your book?*

Drafting and Pair Conferencing

Day 3

In this lesson, the students:

- Order their grouped notes in preparation for writing
- Decide how they will share the writing fairly
- Begin drafting their informational reports
- Include facts, details, definitions, and other information related to their topics
- Check for understanding
- Reach agreement before making decisions

GETTING READY TO WRITE

1 Review Ways to Organize Nonfiction

Gather the class with partners sitting together, facing the whiteboard. Review that they have grouped their research notes into subtopics in preparation for writing. Explain that today partners will put their grouped notes in the order in which they want to write about them and then begin writing drafts of their reports. Ask:



- Q *What have you found out about your topic that you think other people will be excited or curious to learn about? Turn to your partner.*

After partners have talked, signal for their attention and explain that you will model ordering your grouped notes and beginning to write a draft.

Materials

- Your grouped research notes from Day 2, posted near the whiteboard
- Lined writing chart (WA10)
- “Writing Time” chart (WA11)
- Loose, lined paper for writing drafts
- “Class Assessment Record” sheet (CA7)

TEKS 12.B.i
TEKS 12.B.ii
TESK 12.B.iii
Student/Teacher Narrative
Step 2

2 Model Ordering Your Notes and Beginning a Draft

Direct the students' attention to your posted index cards. Think aloud about the order in which you want to introduce each subtopic.

You might say:

"I think I will write about the size and speed of tsunamis first, because I think those facts will really capture my reader's attention. Then I will write about the causes of tsunamis, how scientists predict tsunamis, how people are warned about them, and then follow that with 'Other Interesting Facts.'"

Display the lined writing chart (WA10). Read aloud your first group of notes and think aloud about how you might want to start writing this section of your report. Explain that you want to grab your reader's attention and provide facts, details, definitions, and other information to make your report clear and accurate (correct).

You might say:

"Maybe I can start by writing: *It might be hard to believe, but a tsunami can be 100 feet high.*"

Model writing a few sentences about this subtopic, double-spaced, on the chart, pointing out the notes you are using as you write. Ask:

- Q *What is another sentence I can write about [the size and speed of tsunamis]?*
- Q *What shall I tell about next? What sentence can I write to tell about that?*
- Q *What is a fact, detail, or definition I can include to make this report as clear and accurate as possible?*

WA10

Size and Speed of Tsunamis

It might be hard to believe, but a tsunami can be 100 feet

high. That is as tall as an eight-story building! It can travel

across the ocean as fast as a jumbo jet, at about 500 miles

per hour. You can't see a tsunami traveling across the ocean. It

does not become visible until it gets close to shore. By then, it is

too late to escape it.

Teacher Note

Save the model draft on the lined writing chart (WA10) to use on Day 4 and throughout the unit.

Use the students' suggestions to write a few more sentences. If the students have difficulty suggesting sentences, model writing a few more yourself. Point out that you are trying to write in a way that makes the topic as interesting and clear as possible for your readers.

3 Discuss How Partners Will Work Together

Explain that today partners will work together to order their notes, reread their notes to make sure the order makes sense, and begin writing. Tell them that you expect both partners to participate in the writing, so they will need to decide who will write which subtopics (groups). They will put their parts together into one report when they publish it for the class.



Ask partners to spend a few minutes discussing what they want to accomplish today and how they will share the work in a fair way. After a moment, signal for the students' attention. Ask and briefly discuss:

Q *What part of your pair work are you responsible for today?*

WRITING TIME

4 Begin Drafting Informational Reports

Have the students get their research notes, folders, and pencils and sit at desks, partners together. Display the "Writing Time" chart (WA11) and have partners work for 20–30 minutes to order their notes and draft their informational report.



Writing Time

- Arrange your subtopics (grouped notes) in the order in which you want them to be in your report.
- Reread your notes and make sure the order makes sense.
- Begin writing a draft of your report, double-spaced, on loose, lined paper.
- Try to grab your reader's attention and provide facts, details, definitions, and other information.
- Share the writing fairly.

WA11

As the students work, circulate, observe, and offer assistance as needed.

TEKS 13.B.ii
Student/Teacher Activity
Steps 3 and 4



ELL Note

Monitor trios of students to make sure that ELLs are participating in the work. Students who speak limited English may not be able to help with the writing. If necessary, help them contribute to their trio's work in other ways, such as by reading the research notes aloud or by drawing and labeling diagrams to accompany the final report.

TEKS 12.B.ii
TEKS 12.B.iii Student/
Teacher Activity Step 4



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are partners able to decide on an order of the subtopics for their report?
- Does the order make sense?
- Are both partners writing sections of their report?
- Are the students able to use their notes to write coherently about their topics?
- Are they double-spacing their drafts?

Support any pair that struggles by asking questions such as:

- Q *What do you want to write about first to grab your reader's attention?*
- Q *What do you want to write about next?*
- Q *What part is each partner working on? Is that a fair way to share the work? Why or why not? [What will you do differently to share the work fairly?]*

Record your observations on the "Class Assessment Record" sheet (CA7); see page 90 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Confer in Pairs About Drafts



Have partners read their writing to each other and check to make sure they each understand what the other has written. After a few moments, signal for their attention and ask:

- Q *Do you understand everything your partner wrote today? If not, what can you ask your partner to help you understand?*
- Q *If your partner is confused about something you wrote, how can you revise it to make it clearer?*

Invite volunteers to share examples from their own writing as they answer these questions.

6 Reflect on Partner Work

Ask and briefly discuss:

- Q *What did you do to take responsibility for your own part of the work today? How did that help your pair work?*
- Q *What did you and your partner do to reach agreement about how to write your informational report? If you did not agree at first, what did you do to reach agreement?*

Teacher Note

For more information, view "Managing Pair Conferences" (AV8).



TEKS 11.C.x
Student/Teacher Activity
Step 5

Have the students place all of the papers related to their reports in their folders. If they have identified books or other resources about the topics they are researching, they may keep them in their desks to use later in the week.

Drafting and Pair Conferring

Day 4

In this lesson, the students:

- Draft their informational reports
- Explore transitional words and phrases
- Include facts, details, definitions, and other information related to their topics
- Confer with one another about their drafts
- Work responsibly in pairs
- Share the work fairly

GETTING READY TO WRITE

1 Explore Transitional Words and Phrases

Gather the class with partners sitting together, facing you. Review that they began writing drafts of their informational reports yesterday. Explain that they will continue to work on their drafts today.

Explain that one way the students might make their reports clearer and easier to follow is by adding *transitional words and phrases*. Explain that these are words and phrases that help readers connect ideas in a report. Direct the students' attention to the "Transitional Words and Phrases for Reports" chart. Read aloud the words and phrases listed on the chart. Ask:

Q *What other transitional words and phrases might you use in a report to help readers connect ideas?*

Add the students' ideas to the chart.

2 Model Adding to a Draft

Explain that before the students work on their drafts, you will model adding to your draft. Display the model draft on the lined writing chart (WA10) from Day 3. Using the procedure from yesterday (see Day 3, Step 2 on page 416), model adding to your informational report by reading your notes, thinking aloud about what you might write, and writing. Include transitional words and phrases as you write. Also point out facts, details, definitions, and other information you are adding to your report.

Materials

- "Transitional Words and Phrases for Reports" chart, prepared ahead
- Your grouped research notes from Day 2
- The model draft on the lined writing chart (WA10) from Day 3
- "Writing Time" chart (WA12)
- Loose, lined paper for writing drafts
- Class set of "Conference Notes: Focus 2" record sheets (CN2)

Teacher Note

If you have already taught the Personal Narrative, Fiction, and/or Opinion Writing genre units, remind the students that they explored transitional words and phrases in those units. Explain that the transitional words and phrases listed on the chart are especially useful in nonfiction reports.

Teacher Note

Save the "Transitional Words and Phrases for Reports" chart to use on Day 5 and throughout the unit.

Technology Tip

For more transitional words and phrases, you might search online using the keywords "transitional words and phrases."

Elicit the students' help in developing more sentences. Ask questions such as:

- Q (Point to a note.) *I want to include this information about [how animals seem to hear or feel a tsunami before it happens]. What sentence could I write to get this information across in an interesting way?*
- Q *What is another fact, detail, definition, or interesting piece of information I can include?*
- Q *What transitional word or phrase could I use here to make it clear that [I'm telling about another idea about how animals sense that a tsunami is coming]?*

Other Interesting Facts

Strangely, many animals seem able to escape the disaster

of tsunamis. When they sense one coming, they quickly climb

to higher ground. Witnesses report that before the giant

tsunami hit the coasts of the Indian Ocean in 2004, elephants

trumpeted and climbed nearby hills. In addition, dogs wouldn't

go outside, and zoo animals hid in their shelters. Some people

believe animals have a "sixth sense" that humans don't have.

However, many scientists point out that some animals just have

much better hearing than humans, so they heard the tsunami's

approach well before people did.

WA10

If the students have difficulty suggesting sentences, continue thinking aloud and writing a few more yourself. Point out that you are trying to make your report as interesting and clear as possible for your readers.

Encourage the students to continue to think about how to make their topics interesting and clear for their readers as they write today. Remind them to include facts, details, definitions, and other interesting information and to also use transitional words and phrases to connect ideas.

3 Discuss How Partners Will Work Together

Remind the students that you expect both partners to participate in the writing. They will each write different parts (subtopics), and then they will put the parts together into one report when they publish it for the class.



Ask partners to spend a few minutes reviewing what they have written so far and deciding what they will write today.

WRITING TIME

4 Draft Informational Reports



Display the “Writing Time” chart (WA12). Have partners sit together at desks and work silently for 20–30 minutes to draft their informational reports. When pairs of students seem to be working independently, confer with one pair at a time.

Writing Time

- Continue writing your report.
- Try to grab your reader’s attention and provide facts, details, definitions, and other information.
- Use transitional words and phrases to connect ideas.
- Share the writing fairly.

WA12

TEKS 13.B.i
Student/Teacher Activity
Steps 3 and 4

TEKS 11.B.iv
TEKS 11.B.ix
TEKS 11.B.xiv
Student/Teacher Activity
Step 4



TEACHER CONFERENCE NOTE

This week and next, confer with individual pairs about their drafts. Ask partners to read their drafts aloud and to tell you their plan for their report. Ask questions such as:

- Q *What did you write in your pre-research writing that you want to include in your draft?*
- Q *What questions did you originally write that you will answer in your draft?*
- Q *How did you group and order your notes? What made you decide to organize them that way?*
- Q *What is a fact, detail, definition, or other piece of information that would help your reader learn about [how firefighters put out forest fires]?*

(continues)

TEACHER CONFERENCE NOTE *(continued)*

Q *What transitional word or phrase might you use to help the reader move from this idea to the next one?*

Q *What else do you want to know? What sources might you use to find information about that?*

Document your observations for each student on a separate "Conference Notes: Focus 2" record sheet (CN2); see page 95 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Confer in Pairs About Drafts



Have partners read their writing to each other and check to make sure they each understand what the other has written. After a few moments, signal for their attention and ask:

Q *Do you understand everything your partner wrote today? If not, what can you ask your partner to help you understand?*

Q *If your partner is confused about something you wrote, how can you revise it to make it clearer?*

Invite volunteers to share examples from their own writing as they answer these questions.

6 Reflect on Partner Work

Ask and briefly discuss:

Q *What did you do to take responsibility for your part of the work today? How did that help your pair work?*

Q *What did you and your partner do to reach agreement about how to write your informational report? If you did not agree, what did you do to reach agreement?*

Have each pair of students put papers related to their informational report in their folder.

In this lesson, the students:

- Draft their informational reports
- Include facts, details, definitions, and other information related to their topics
- Explore transitional words and phrases
- Confer with one another about their drafts
- Work responsibly in pairs
- Share the work fairly

GETTING READY TO WRITE

1 Briefly Review

Have the students bring their folders, report drafts, and pencils and gather with partners sitting together, facing you. Review that they have been writing drafts of their informational reports. Remind the students that they have been using facts, details, definitions, and other information in their reports and connecting those ideas using transitional words and phrases. Ask:

- Q *Why is it important to use facts, details, definitions, and other interesting information and examples in your report?*
- Q *Why is it important to use transitional words and phrases to connect ideas in your report?*

Students might say:

"I want to give facts in my report because I want my readers to learn true information about [how asteroids form]."

"Details are important to include because they make writing more interesting to read."

"I want to define a word when I think readers might not know it. Otherwise, readers could lose interest and stop reading."

"It's important to use transitional words and phrases to help readers move from one idea to the next one, so they don't get confused."

Ask the students to reread what they have written so far and to notice whether their reports are interesting and make sense. Discuss:

- Q *What do you notice about what you have written so far?*
- Q *What do you want to do today as you work to complete this draft?*

Materials

- "Transitional Words and Phrases for Reports" chart from Day 4
- "Writing Time" chart (WA12) from Day 4
- Loose, lined paper for writing drafts

Students might say:

"I notice that I left something out."

"My report seems like a list of facts. I want to make it more interesting."

"I want to work on the order of the information for one subtopic so it makes more sense."

2 Discuss How Partners Will Work Together

Explain that today partners will continue to draft their reports. If a partner finishes the part of the draft he has been working on, then both partners should review that part to make sure it is clear and complete. If partners agree that this part is complete, then they should choose another of their subtopics for the partner to work on.



Ask partners to spend a few minutes reviewing what they have written so far and deciding what they will write today.

WRITING TIME

3 Draft Informational Reports



Display the "Writing Time" chart (WA12). Have partners sit together at desks and work for 20–30 minutes to draft their informational reports.

WA12

Writing Time

- Continue writing your report.
- Try to grab your reader's attention and provide facts, details, definitions, and other information.
- Use transitional words and phrases to connect ideas.
- Share the writing fairly.

When the students seem to be working independently, confer with one pair at a time.



TEACHER CONFERENCE NOTE

Continue to confer with individual pairs about their drafts. Ask partners to read their drafts aloud and to tell you their plan for their report. Ask questions such as:

Q *What did you write in your pre-research writing that you want to include in your draft?*

(continues)

TEACHER CONFERENCE NOTE *(continued)*

- Q *What questions did you originally write that you will answer in your draft?*
- Q *How did you group and order your notes? What made you decide to organize them that way?*
- Q *What is a fact, detail, definition, or other piece of information that would help your reader learn about [how firefighters put out forest fires]?*
- Q *What transitional word or phrase might you use to help the reader move from this idea to the next one?*
- Q *What else do you want to know? What sources might you use to find information about that?*

Document your observations for each student on a separate "Conference Notes: Focus 2" record sheet (CN2); see page 95 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Confer in Pairs About Drafts



Have partners read their writing to each other and check to make sure they each understand what the other has written. After a few moments, signal for their attention and ask:

- Q *Do you understand everything your partner wrote today? If not, what can you ask your partner to help you understand?*
- Q *If your partner is confused about something you wrote, how can you revise it to make it clearer?*

Invite volunteers to share examples from their own writing as they answer these questions.

5 Reflect on Partner Work

Ask and briefly discuss:

- Q *What did you do to take responsibility for your own part of the work today? How did that help your pair work?*
- Q *What did you and your partner do to reach agreement about how to write your informational report? If you did not agree, what did you do to reach agreement?*

Have pairs of students put all the papers related to their informational reports in their folders.

TEKS 11.C.ix
Student/Teacher Activity
Step 4

Week 5

OVERVIEW

Writing Focus

- Students finish drafting their informational reports.
- Students explore and integrate text features into their reports.
- Students write introductions and endings for their reports.
- Students analyze and revise their reports.
- Students write author biography sections.
- Students confer with one another and the teacher.

Social Development Focus

- Students make decisions and solve problems respectfully.
- Students act in fair and caring ways.
- Students help one another improve their writing.
- Students work in a responsible way.
- Students build on one another's thinking.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA10, WA13–WA17

Assessment Forms

- “Class Assessment Record” sheet (CA8)
- “Conference Notes: Focus 2” record sheet (CN2)

Professional Development Media

- “Building a Community of Writers” (AV1)
- “Asking Facilitative Questions” (AV22)

DO AHEAD

- ✓ Prior to Day 3, think ahead about what you might include in an introduction to your report.
- ✓ Prior to Day 3, finish writing the model draft of your informational report.
- ✓ Prior to Day 4, decide how you will combine pairs of students to form groups of four.
- ✓ Prior to Day 4, prepare a sheet of chart paper titled “Does It All Make Sense?” with the following questions written on it:
 - Does this writing make sense? Can I track what the author is saying?*
 - Is there a place where I am confused? Where?*
 - What have I heard in this report that makes me curious?*
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA8) on page 91 of the *Assessment Resource Book*.

TEACHER AS WRITER

“To me, writing a book is a great voyage of discovery; what attracts me to a subject in part is what I don’t know about it, what I can learn from it.”

— David McCullough

Think about the subjects you are attracted to. What is something you would like to know about those subjects? Write your reflections in your notebook.

Day 1

Drafting and Pair Conferencing

Materials

- *Rainforests* from Week 1
- *Student Writing Handbook* pages 23–24
- The model draft on the lined writing chart (WA10) from Week 4
- Loose, lined paper for writing drafts
- Chart paper and a marker
- A pad of small (1½" × 2") self-stick notes for each pair
- Unlined paper for text features
- “Writing Time” chart (WA13)

In this lesson, the students:

- Explore and use expository text features
- Draft their informational reports
- Share the work fairly
- Reach agreement before making decisions
- Assess how a solution is working and modify it if necessary

MORE ABOUT FACILITATING PARTNER WORK

This week students in each pair combine their writing into a single report, write an introduction together, and make many decisions. Partners also give each other feedback about their writing. This cooperative work may challenge your students. If you notice partners struggling to work together, ask them questions such as:

Q *What problem are you trying to solve? Why is it important to solve it?*

Q *What is a solution you can both live with, even if it's not your first choice?*

Q *Is that solution fair to both of you? Why or why not?*

GETTING READY TO WRITE

1 Reread and Share Sentences

Have the students bring their *Student Writing Handbooks* and gather with partners sitting together, facing you.

Remind the students that last week they began drafting their nonfiction informational reports. Review that the purpose of these reports is to help their classmates become curious about their topics.

Ask the students to quietly reread their own writing from last week and each select one sentence that they feel might help others become curious about their topics. Tell them that you would like each student to read his sentence aloud. Ask the students to listen carefully to one another's sentences and to think about which ones make them curious.

Go around the room and have the students read their sentences aloud, without comment. When all have read, ask and briefly discuss:

Q *What sentences did you hear that make you curious?*

Explain that the students will continue to work on their drafts today, and encourage them to write in a way that helps others become as curious as they are about their topics.

2 Explore Expository Text Features

Point out that nonfiction often includes various text features, such as maps and photographs, to provide additional information and to make the writing more interesting. Explain that the students will look closely at some of these features today and decide whether they want to include such features in their own informational reports.

Show the cover of *Rainforests*, and remind the students that they heard this book earlier in the unit. Ask them to open to *Student Writing Handbook* pages 23–24 as you show pages 6–7 of the book. Point out the expository text features on these pages (map, caption, heading, words in bold type, photograph, labeled illustration). Ask the students to follow along as you read these pages aloud and to think about how these features help them understand the main text.

Read page 6 aloud; then point out the regions on the map that show where rainforests are found today (dark green in the book; shaded on the *Student Writing Handbook* excerpt). Ask and briefly discuss:

- Q *What information do the map and its caption provide that helps us understand the text?*
- Q *What information do the headings and words in bold type provide that helps us understand the text?*
- Q *How does the labeled illustration help us understand the text?*

Write *map*, *caption*, and *heading* on a sheet of chart paper titled “Text Features.” Read page 7 aloud; then ask:

- Q *How does the photograph help us understand the text?*

Have a few volunteers share with the class; then add *photographs* to the “Text Features” chart. Follow the same procedure to discuss the labeled illustration of animals.

Point out that the word in bold type on page 6 (*equator*) is defined in the glossary on pages 46–47 of the book. Show the glossary and read a few definitions aloud. Add *word in bold type* and *glossary* to the chart.

3 Model Marking Your Draft for Text Features

Show and reread the model draft of your informational report on the lined writing chart (WA10). Think aloud about text features you might want to include in your report to give more information and help your readers understand the text. Point to each place in your draft where you might include a feature, and explain your thinking. Model writing the name of the text feature in the margin next to the place where the feature will go.

TEKS 9.D.v
Student/Teacher Narrative
Step 2

TEKS 10.C.ii
Student/Teacher Activity
Step 2
(first, third, and fourth
discussion questions)

Facilitation Tip

Continue to practice **asking facilitative questions** during class discussions to help the students respond directly to one another. Redirect students' comments to the class by asking:

- Q *Do you agree or disagree with [Anne]? Why?*
- Q *What questions can we ask [Anne] about what she said?*
- Q *What can you add to what [Anne] said?*

To see this Facilitation Tip in action, view “Asking Facilitative Questions” (AV22).



Teacher Note

Save the “Text Features” chart to use on Day 2 and throughout the week.

Technology Tip

You might teach Technology Mini-lesson 9, “Creating Documents,” in Appendix A before discussing how to add text features to informational reports.

Teacher Note

Students will learn how to create a bibliography on Week 6, Day 3 in this unit.

Teacher Note

The students may write or draw their text features, copy them out of books, cut them out of magazines, or download them from the Internet.

TEKS 1.D.i Student/Teacher Activity Step 5

You might say:

“I might want to include a map of the Indian Ocean here to show which countries were hit by the great tsunami of 2004. I will write *map* next to that spot in the margin of my draft. I might also want to include an illustration that shows a wave next to a building to show my reader just how high a 100-foot wave is. I will write *illustration* next to that sentence in the margin of my draft.”

4 Discuss Adding Text Features to Informational Reports

Reread the items on the “Text Features” chart; then use “Think, Pair, Share” to discuss:



Q *What text features might you want to include in your report and why?*
[pause] *Turn to your partner.*

After partners have talked, have a few volunteers share their thinking with the class. Ask and briefly discuss:

Q *Where might you go for help in creating your text feature?*

5 Discuss How Partners Will Work Together

Explain that today partners will decide what text features they want to include in their report and begin creating them on separate sheets of paper. Point out that if they include photographs in their report, they must include captions that tell about the photographs.

Explain that partners will decide where in their report the text features will go and mark those places with self-stick notes. The notes will remind them to leave space for those text features when they copy their draft into its final version.

Briefly discuss:

Q *Today you and your partner have many decisions to make. What have you learned about making decisions with a partner that will help you?*

Q *What are some ways to make a fair decision if you and your partner don't agree at first?*



Ask partners to spend a few minutes deciding what they want to accomplish today and how they will share the work fairly. Remind them that both partners need to be writing sections of their joint draft.

WRITING TIME

6 Draft Informational Reports



Have the students get their notebooks, folders, and pencils and sit at desks with partners together. Display the “Writing Time” chart (WA13) and have partners work on the charted tasks for 20–30 minutes.

Writing Time

- Decide what text features to include.
- Use self-stick notes to show where in your draft the text features will go.
- Continue drafting your informational report.
- Begin creating text features for your report.

As the students work, circulate, observe, and offer assistance. When the students seem to be working independently, confer with one pair at a time.



TEACHER CONFERENCE NOTE

As you did in Week 4, continue to confer with individual pairs about their drafts. Ask partners to read their drafts aloud and to tell you their plan for their report. Ask questions such as:

- Q *What did you write in your pre-research writing that you want to include in your draft?*
- Q *What questions did you originally write that you will answer in your draft?*
- Q *How did you group and order your notes? What made you decide to organize them that way?*
- Q *What is a fact, detail, definition, or other piece of information that would help your reader learn about [how firefighters put out forest fires]?*
- Q *What transitional word or phrase might you use to help the reader move from this idea to the next one?*
- Q *What text features can you include to make the information in your report even more interesting and clear?*

Document your observations for each student on a separate “Conference Notes: Focus 2” record sheet (CN2); see page 95 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

7 Confer in Pairs and Reflect



Have partners read their writing from today to each other and check to make sure they each understand what the other has written. Give them time to clarify any confusion in their writing; then ask and briefly discuss questions such as:

- Q *What text features have you and your partner decided to include? How did you decide?*
- Q *What did you do to work responsibly on your part of the work today? How did that help your pair work?*
- Q *Did you and your partner disagree about anything today? If so, what did you do to reach agreement?*

Explain that partners will continue to work on their reports tomorrow. Have the pairs of students put all the papers related to their informational reports in their folders.

Teacher Note

Questions like this help the students develop good working relationships with their partners. When students feel connected to others, they learn to relax and take the risks necessary to grow academically, socially, and ethically. For more information, view “Building a Community of Writers” (AV1).



Day 2

Drafting and Pair Conferencing

Materials

- *Rainforests* from Week 1
- “Text Features” chart from Day 1
- Loose, lined paper for writing drafts
- Unlined paper for text features
- “Writing Time” chart (WA14)

In this lesson, the students:

- Explore and use informational text features
- Draft their informational reports
- Share the work fairly
- Reach agreement before making decisions

GETTING READY TO WRITE

1 Gather and Briefly Review

Gather the students with partners sitting together, facing you. Review that yesterday they began thinking about text features to include in their informational reports. Direct their attention to the “Text Features” chart and review the items on it. Ask and briefly discuss:

- Q *Which text features are you and your partner planning to include in your report? Tell us about them.*

Explain that today the students will explore a few more text features and decide if they want to include these features in their own reports.

2 Explore More Informational Text Features

Leaf through *Rainforests* and draw the students' attention to the table of contents (page 3). Read it aloud and ask:

Q *Why might you want to include a table of contents?*

Add *table of contents* to the “Text Features” chart.

Follow this procedure to look at and discuss *diagrams with labels* (for example, page 9), *fact boxes* (for example, “Hidden World” on page 13 and “Trunks and roots” on page 17), and the *index* (page 48), each time adding the name of that feature to the chart.

3 Discuss Adding Text Features to Informational Reports

Use “Think, Pair, Share” to discuss:



Q *What other text features might you want to include in your report and why?* [pause] *Turn to your partner.*

After partners have talked, have a few pairs of students share their thinking with the class.

Explain that today partners will continue working on their drafts, including any text features they want to add. Remind them to use self-stick notes to show where text features will go when they write their final versions.

WRITING TIME

4 Draft Informational Reports



Have the students get their folders, notebooks, and pencils and sit at desks with partners together. Display the “Writing Time” chart (WA14) and have partners work on the charted tasks for 20–30 minutes.

Writing Time

- Decide which additional text features you might want to include.
- Use self-stick notes to show where in your draft the text features will go.
- Continue drafting your informational report.
- Continue creating text features for your report.

WA14

Teacher Note

If necessary, briefly explain how an index is organized and used.

As the students work, circulate, observe, and offer assistance. When the students seem to be working independently, confer with one pair at a time.



TEACHER CONFERENCE NOTE

Continue to confer with individual pairs about their informational reports. Ask partners to read their drafts aloud and to tell you their plan for their report. Ask questions such as:

- Q *What did you write in your pre-research writing that you want to include in your draft?*
- Q *What questions did you originally write that you will answer in your draft?*
- Q *How did you group and order your notes? What made you decide to organize them that way?*
- Q *What is a fact, detail, definition, or other piece of information that would help your reader learn about [how firefighters put out forest fires]?*
- Q *What transitional word or phrase might you use to help the reader move from this idea to the next one?*
- Q *What text features can you include to make the information in your report even more interesting and clear?*

Document your observations for each student on a separate “Conference Notes: Focus 2” record sheet (CN2); see page 95 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Confer in Pairs and Reflect



Have partners read their writing from today to each other and check to make sure they each understand what the other has written. Give them time to clarify any confusion in their writing; then ask and briefly discuss:

- Q *What text features have you and your partner decided to include?*
- Q *How are you sharing the work? Do you feel you are sharing it fairly? If not, what might you want to do differently tomorrow to share the work more fairly?*

Explain that partners will continue to work on their reports tomorrow. Have each pair of students put papers related to their informational report in their joint folder.

EXTENSION

Discuss Text Features in Other Nonfiction

Take time at the end of independent reading periods and other times during the day to discuss text features in the nonfiction students are reading. Have students share the titles and authors of the books they are reading and tell what the books are about. Discuss questions such as:

- Q *What features (such as illustrations, captions, diagrams, graphs, tables of contents, and glossaries) of nonfiction do you see in your book?*
- Q *How do those features give you more information or help you understand the text?*

TEKS 9.D.v
Student/Teacher Activity
Extension

Drafting and Pair Conferring

Day 3

In this lesson, the students:

- Explore and write interesting introductions
- Draft their informational reports
- Make decisions about the completeness of a draft
- Check each other's writing for understanding
- Give feedback in a helpful way

GETTING READY TO WRITE

1 Explore Interesting Introductions

Have the students bring their folders and gather with partners sitting together, facing you.

Remind the students that their published reports will be placed in the class library for other students to read. Explain that today the students will spend some time thinking about what they want to write at the very beginning of their reports to capture the reader's attention. Show the covers of *Global Warming* and *Extreme Earth Records* and explain that the students will explore how the authors of these books chose to begin them.

Materials

- *Global Warming* from Week 2
- *Extreme Earth Records* from Week 2
- The model draft on the lined writing chart (WA10) from Day 1
- Chart paper and a marker
- "Writing Time" chart (WA15)
- Loose, lined paper for writing drafts

TEKS 11.B.i
TEKS 11.B.vi
TEKS 11.B.xi
Student/Teacher Narrative
Steps 1 and 2

Show and read page 5 of *Global Warming* aloud; then ask and briefly discuss:

- Q *What is the author doing on this page to prepare the reader for what is coming in the book?*
- Q *What does the author do to get you interested in reading this book?*

Students might say:

"The author gets you interested by making you imagine what Earth was like thousands of years ago. That makes you want to read and find out what can cause changes in Earth's climate."

"In addition to what [Peter] said, the author makes reading the book seem fun, like you're hearing a story, not just learning facts."

"Also, the author asks questions that make you think hard about the topic. They make you want to keep reading to get some answers."

Repeat this procedure with page 9 of *Extreme Earth Records* (reading only the first paragraph on the page).

2 Model Writing an Interesting Introduction

Ask the students to watch as you model writing an interesting introduction. Display the model draft on the lined writing chart (WA10) from Day 1. Model writing an introduction on a sheet of chart paper, thinking aloud about what you might write.

You might say:

"For this report, I think I'll write an introduction similar to Seymour Simon's in *Global Warming*. I'm going to create a picture in my reader's mind that will make him or her excited to read more about my topic."

As you write, elicit the students' help. Ask questions such as:

- Q *What can I write to make readers feel excited about my topic?*
- Q *How can I get readers curious to learn about tsunamis?*
- Q *What is an interesting detail I could include about tsunamis that will make readers want to find out more?*

Introduction

A wave taller than your school sweeps in and washes everything away—people, buildings, pets, trees, and cars. This isn't an action movie's special effect. This terrifying disaster

(continues)

(continued)

has really happened. A wave like this one is called a tsunami. Although tsunamis are rare, they can cause so much damage and destroy so many lives that people remember them for a long time. It is important for people who live near a coast, especially the coasts of the Pacific and Indian Oceans, to know what tsunamis are and how to be prepared for them.

If the students have difficulty suggesting sentences, continue thinking aloud and writing a few more yourself. Point out that you are trying to make your introduction as interesting as possible for your readers so they will want to read your report.

Tell the students that authors introduce their books in many different ways and suggest that the students look at some of the introductions in the resources they have used to get other ideas.

3 Discuss How Partners Will Work Together



Explain that today partners will decide on the type of introduction that they will write, discuss how they will share the work of writing it, and begin writing. They will also finish drafts for all of their subtopics. Ask partners to spend a few minutes discussing what they want to accomplish today.

WRITING TIME

4 Continue Drafting Informational Reports



Display the “Writing Time” chart (WA15). Have the students sit together at desks with partners and work on the charted tasks for 20–30 minutes.

Writing Time

- Decide on the type of introduction you will write.
- Write your introduction.
- Finish writing the drafts for all your subtopics.

WA15

TEKS 11.B.i
TEKS 11.B.vi
TEKS 11.B.xi
Student/Teacher Activity Step
4 and Teacher Conference
Note (last question)

Circulate, observe, and offer assistance. When pairs of students seem to be working independently, confer with one pair at a time.



TEACHER CONFERENCE NOTE

Continue to confer with individual pairs about their drafts. Ask partners to read their drafts aloud and to tell you their plan for their report. Ask questions such as:

- Q *What did you write in your pre-research writing that you want to include in your draft?*
- Q *What questions did you originally write that you will answer in your draft?*
- Q *How did you group and order your notes? What made you decide to organize them that way?*
- Q *What is a fact, detail, definition, or other piece of information that would help your reader learn about [how firefighters put out forest fires]?*
- Q *What transitional word or phrase might you use to help the reader move from this idea to the next one?*
- Q *What text features can you include to make the information in your report even more interesting and clear?*
- Q *What can you write in your introduction to make your reader want to keep reading?*

Document your observations for each student on a separate "Conference Notes: Focus 2" record sheet (CN2); see page 95 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Confer in Pairs About Drafts



Ask partners to read to each other what they have written today and to make sure they each understand what the other has written. Give them time to clarify any confusion in their writing. Briefly discuss:

- Q *What type of introduction did you decide to write? How did you share the work of writing it?*

6 Reflect on Partner Work

Ask and briefly discuss:

Q *Did you and your partner disagree about anything today? If so, what did you do to reach agreement?*

Explain that tomorrow partners will think about writing an ending for their report and will finish writing their drafts. Have partners put all the papers related to their informational report in their folder.

EXTENSION

Explore Strong Opening Sentences for Subtopics

Remind the students that the opening sentences of a piece of writing need to grab the reader's attention, making her want to keep reading. Review that informational reports are usually divided into sections, with each section featuring a different subtopic. Explain that good nonfiction writers pay attention to the opening sentences of each section, making them as interesting as possible so that readers will want to read about each subtopic.

Read the opening sentences from a few chapters in *Extreme Earth Records* (for example, you might read the opening sentences on pages 13, 17, 21, and 25). Discuss as a class what the author does in these opening sentences to make the reader curious to learn more. Then have the students revise the opening sentences of their subtopics as needed in order to grab the reader's attention.

TEKS 11.B.i
TEKS 11.B.vi
TEKS 11.B.xi
Student/Teacher Activity
Extension
(last sentence)

Day 4

Group Conferencing

Materials

- “Does It All Make Sense?” chart, prepared ahead
- The model draft on the lined writing chart (WA10) from Day 3
- Loose, lined paper for writing drafts
- “Class Assessment Record” sheet (CA8)

In this lesson, the students:

- Ask for and receive feedback about their writing
- Give feedback in a helpful way
- Ask one another questions about their writing
- Discuss and solve problems that arise in their work together
- Finish drafting their informational reports
- Include one another and contribute to group work

GETTING READY TO WRITE

1 Prepare for Group Conferences

Have the students bring their folders and gather with partners sitting together, facing you. Explain that today each pair will meet with another pair to confer about their informational reports (see “Do Ahead” on page 427). They will share their drafts and get feedback from the other pair about anything confusing or unclear; then each pair will make any necessary revisions until they are convinced that their report makes sense and is complete.

Remind the students that in the writing community, the goal of giving feedback is to help each person create the best possible piece of writing. In pairs and as a class, discuss:



Q *What have you learned about giving feedback respectfully? Turn to your partner.*

Q *What problems can arise when giving feedback? How will you avoid those problems today? Turn to your partner.*

2 Prepare to Give Feedback: Does It All Make Sense?

Explain that, as the students listen to one another’s writing, you would like them to ask themselves some questions. Direct the students’ attention to the “Does It All Make Sense?” chart (see “Do Ahead” on page 427) and read the questions aloud.

ELPS 5.G.ii
Steps 2–4

Does It All Make Sense?

Does this writing make sense? Can I track what the author is saying?

Is there a place where I am confused? Where?

What have I heard in this report that makes me curious?

Display the model draft on the lined writing chart (🗨️ WA10) from Day 3. Help the students practice giving feedback about these questions by reading your draft aloud, along with any revisions. Use “Think, Pair, Share” to have partners consider and discuss the questions about your draft. Then ask a few volunteers to give you feedback about your draft using the questions.

Encourage the students to listen carefully to their group members when conferring and be ready to report the feedback they heard to the class.

3 Confer in Groups

Have pairs move into the groups of four you have assigned. Give them ample time to read aloud their drafts and confer. As they work, circulate, observe, and offer assistance.



CLASS ASSESSMENT NOTE

Circulate among conferring groups of four. Observe the students and ask yourself:

- Are groups staying on task, reading and discussing their writing?
- Are group members asking one another questions about their drafts?
- Are they giving feedback in a helpful and respectful way?

Make note of any problems you notice groups having to bring up during the reflection discussion.

Record your observations on the “Class Assessment Record” sheet (CA8); see page 91 of the *Assessment Resource Book*.

When most groups have had time to discuss their drafts, signal for the class’s attention.

4 Reflect on Feedback Received

Ask and briefly discuss as a class:

Q *What did the members of your group do to be respectful during your conference?*

Remind the students that authors pay close attention to feedback about what is unclear or confusing in their writing. Although authors might not follow every suggestion they receive, the feedback helps them improve their work until it is the best piece of writing possible. Use “Think, Pair, Share” to discuss:

 **Q** *What feedback did you hear today that you might use when you rewrite your draft? [pause] Turn to your partner.*

Q *What feedback do you want to think more about before deciding whether to use it or not? [pause] Turn to your partner.*

Have a few volunteers share their thinking with the class.

5 Discuss How Partners Will Work Together

Explain that today partners will work together to make any agreed-upon revisions and reread their drafts to make sure they are as clear, interesting, and complete as they can be.

 Ask partners to spend a few minutes deciding what they want to accomplish today and how they will share the work.

WRITING TIME

6 Revise Informational Reports

 Have partners sit together at desks and work for 20–30 minutes to make the changes and additions as they discussed.

As they work, circulate, observe, and offer assistance. When the students seem to be working independently, confer with one pair at a time.



TEACHER CONFERENCE NOTE

Continue to confer with individual pairs about their drafts. Ask partners to read their drafts aloud and to tell you their plan for their report. Ask questions such as:

Q *What did you write in your pre-research writing that you want to include in your draft?*

Q *What questions did you originally write that you will answer in your draft?*

(continues)

ELPS 5.G.iii

Teacher Conference Note (all, beginning on page 442 and continuing on to the top of page 443)

TEACHER CONFERENCE NOTE *(continued)*

- Q *How did you group and order your notes? What made you decide to organize them that way?*
- Q *What is a fact, detail, definition, or other piece of information that would help your reader learn about [how firefighters put out forest fires]?*
- Q *What transitional word or phrase might you use to help the reader move from this idea to the next one?*
- Q *What text features can you include to make the information in your report even more interesting and clear?*
- Q *What can you write in your introduction to make your reader want to keep reading?*
- Q *How might you revise your report so it [makes sense/captures your reader's interest/gives enough information]?*

Document your observations for each student on a separate “Conference Notes: Focus 2” record sheet (CN2); see page 95 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

7 Briefly Reflect on Writing

Help the students reflect on their work today by briefly discussing:

- Q *What feedback did you incorporate into your draft today? Tell us about it.*

Have partners put all the papers related to their informational report in their folder.

EXTENSION

Teach Cooperative Structures for Group Work

Look for opportunities throughout the school day for the students to work in groups of four (or three or five, if necessary). Two cooperative structures you can teach them to use during group work are “Heads Together” and “Group Brainstorming” (see “Cooperative Structures” on page xxx). Group work can be more challenging for students than pair work. Take time to discuss problems, as well as how group members are including one another and contributing responsibly to the work.

Materials

- “Author Biography Section from *Global Warming*” chart (WA16)
- *Student Writing Handbook* page 25
- The model draft on the lined writing chart (WA10) from Day 4
- “Writing Time” chart (WA17)
- Loose, lined paper for writing drafts

In this lesson, the students:

- Explore and write author biography sections
- Finish drafting their informational reports
- Reach agreement before making decisions
- Check each other’s writing for understanding
- Give feedback in a helpful way

GETTING READY TO WRITE

1 Explore “About the Author” Sections

Have the students bring their *Student Writing Handbooks* and gather with partners sitting together, facing you. Explain that today you will ask them to think about an important feature of informational reports: sections that tell about the author.

Explain that these sections give information about the author’s life and often his or her expertise (knowledge) of the topic discussed in the book. Explain that you will read the section that tells about Seymour Simon from the book *Global Warming*, which they heard earlier, and ask them to think about what they learn about the author.

Have the students open their *Student Writing Handbooks* to page 25, where the information about Seymour Simon from *Global Warming* is reproduced. At the same time, display the “Author Biography Section from *Global Warming*” chart (WA16). Read the passage together. If necessary, explain that a *dean* is someone who has earned one of the highest positions in a school, so calling Seymour Simon “the dean” means that he is seen as the top expert in the children’s science field. Ask and briefly discuss:

- Q *What do you find out about the author?*
- Q *What words or phrases show you that the author is an expert on writing about science for young people?*

Students might say:

“I found out that he has written more than 250 books for young readers.”

“He also won a bunch of awards for being a great science writer.”

“In addition to what [Garry] said, the *New York Times* said that he’s one of the best writers in the field of children’s science.”

As volunteers respond, underline the words and phrases they mention on the chart.

2 Model Writing a Section About the Author

Ask the students to watch as you model writing a section about the author. Display the model draft on the lined writing chart (WA10) from Day 4. Model writing a section about the author at the bottom of the document, below the last section, thinking aloud about what you might write.

You might say:

"I want to let my readers know that I'm really interested in tsunamis and that I have the necessary knowledge to write an accurate report about them. I also want to let my readers know a little bit about me as a person because I think if my readers feel connected to me, that will help make them interested in what I write."

WA10

About the Author

Juliana Barillo has taught informational report writing to

hundreds of students in her 15 years as an elementary school

teacher. She enjoys helping her students understand the

importance of what she calls "finding the beauty in science."

Mrs. Barillo became interested in tsunamis after reading

about the tsunami that hit the Japanese coast in 2011. She

wanted to know more about how scientists predict tsunamis and

how communities warn people when a tsunami is predicted. She

has read many, many books, articles, and websites about these

fascinating but terrifying waves.

When Mrs. Barillo is not teaching or writing, she enjoys

spending time with her husband, Craig, her son, Jeffrey, and

their parakeet, Captain Hook.

As you write, elicit the students' help. Ask questions such as:

- Q *What can I write to let readers know that I have the knowledge needed to write this report?*
- Q *What can I share with readers to help them get to know me a little bit?*

If the students have difficulty suggesting sentences, continue thinking aloud and writing a few more yourself. Point out that you are trying to make your writing demonstrate to your readers that you are a friendly, interesting person with expertise on the topic of tsunamis.

3 Discuss How Partners Will Work Together

Explain that partners will each contribute to their “About the Authors” section. They will talk with each other about what they might write and then each write their part. Suggest that the students look through the resources they have used to get other ideas for their “About the Authors” section.



Ask partners to spend a few minutes discussing what they want to accomplish today.

WRITING TIME

4 Continue Drafting Informational Reports



Have the students get their folders and pencils and sit at desks, partners together. Display the “Writing Time” chart (WA17) and have partners work on the charted tasks for 20–30 minutes.

Writing Time

- Decide what you will each write about yourself.
- Share your ideas with your partner.
- Write your part of the “About the Authors” section.

WA17

As the students work, circulate, observe, and offer assistance. When the students seem to be working independently, confer with one pair at a time.



TEACHER CONFERENCE NOTE

Continue to confer with individual pairs about their drafts. Ask partners to read their drafts aloud and to tell you their plan for their report. Ask questions such as:

- Q *What did you write in your pre-research writing that you want to include in your draft?*
- Q *What questions did you originally write that you will answer in your draft?*
- Q *How did you group and order your notes? What made you decide to organize them that way?*
- Q *What is a fact, detail, definition, or other piece of information that would help your reader learn about [how firefighters put out forest fires]?*
- Q *What transitional word or phrase might you use to help the reader move from this idea to the next one?*
- Q *What text features can you include to make the information in your report even more interesting and clear?*
- Q *What can you write in your introduction to make your reader want to keep reading?*
- Q *How might you revise your report so it [makes sense/captures your reader's interest/gives enough information]?*
- Q *What might you write in an "About the Author" section to introduce yourself to your reader?*

Document your observations for each student on a separate "Conference Notes: Focus 2" record sheet (CN2); see page 95 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Confer in Pairs About Drafts



Ask partners to read to each other what they have written today and to make sure they each understand what the other has written. Give them time to clarify any confusion in their writing. Briefly discuss:

- Q *What was something you shared about yourself in your part of the "About the Authors" section?*

6 Reflect on Partner Work

Ask and briefly discuss:

Q *Did you and your partner disagree about anything today? If so, what did you do to reach agreement?*

Tell the students that they will publish the final versions of their reports next week. Have partners put all the papers related to their informational report in their folder.

Materials

- Read-aloud books from Weeks 1–2
- Collected nonfiction texts

ELPS 5.B.ii
Writing About Reading

WRITING ABOUT READING

Write Opinions About a Nonfiction Text

Remind the students that they have heard and read a great deal of nonfiction about various topics over the past several weeks. Ask:

Q *What does a good informational book or report include?*

As volunteers share, list their ideas where everyone can see them.

Explain that you will reread the first three pages of the book *I Wonder Why Penguins Can't Fly*. Ask the students to think as they listen about which items on the list the book includes. Read the first three pages of the book aloud and stop periodically during the reading to have the students discuss the items they notice.

Explain that you would like the students to write an opinion piece about whether or not they think a particular nonfiction book is well written. Direct the students' attention to the list you just created and explain that one way of forming an opinion about the book is to consider whether it includes the characteristics or features that good informational books and reports usually include. Ask the students to watch as you think aloud and model writing an opinion about *I Wonder Why Penguins Can't Fly*. Be sure to support your opinion with information and features from the book and with information from the list of things to include in nonfiction about a topic.

You might say:

"I think that *I Wonder Why Penguins Can't Fly* is a good example of informational text. I'll start by writing: *The book I Wonder Why Penguins Can't Fly by Pat Jacobs is a good example of a nonfiction text.* Notice that I stated my opinion and put the book's title and the author's name in the opening sentence. Now I need to explain my thinking using facts and details. I'll write: *Jacobs grabs your attention from the very first page by asking questions readers have probably wondered about. The author keeps the reader interested with colorful illustrations and helps the reader make sense of the text through a table of contents, an index, and a question-and-answer format that is easy to follow. Jacobs's writing is clear and interesting; every sentence is easy to understand. Perhaps best of all, I Wonder Why Penguins Can't Fly is filled with fascinating facts, details, definitions, and other information.* Now I need a closing sentence. I'll write: *I strongly recommend Pat Jacobs's book to readers who wish to find out more about polar regions.*"

Tell the students that people may differ about how well written they think a particular published work is, and that is fine. The important thing is that they explain their thinking by using facts and details from the piece. Invite the students to write about *I Wonder Why Penguins Can't Fly* or any of the other nonfiction texts read aloud earlier in the unit or that they read for their own research. Give them time to browse the titles, select a text, and reread it.

When the students have selected and reread their texts, explain that they should each start their opinion piece with an opening sentence that states their opinion and includes the title of the text and the author's name, give a reason for their opinion and a fact or detail to support their reason, and provide a closing sentence that wraps up their writing. Have the students write about their opinions. If time permits, invite the students to share their opinions with the class.

Teacher Note

If the students have difficulty generating ideas, think aloud about what the class has learned about expository nonfiction and add the items you mention to the chart. The list does not need to be exhaustive or perfectly mirror the following list but should include several of these items:

- Clear, interesting writing
- Maps, charts, illustrations, photos, captions
- Table of contents
- Glossary
- Subtopics with titles
- Subtopics organized in a way that makes sense
- Facts, details, definitions, or other information related to the topic
- Transitional words and phrases that help the reader connect ideas
- Strong opening sentences that grab the reader's attention
- Introduction
- "About the Author" section
- Absence of punctuation, spelling, and grammar mistakes

Week 6

OVERVIEW

Writing Focus

- Students proofread for spelling, grammar, and punctuation errors.
- Students write final versions of their informational reports.
- Students write bibliographies.
- Students publish completed reports.
- Students present their informational reports to the class from the Author's Chairs.
- Students confer with one another and the teacher.

Social Development Focus

- Students make decisions and solve problems respectfully.
- Students act in fair and caring ways.
- Students express interest in and appreciation for one another's writing.
- Students give their full attention to the person who is speaking.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA18–WA23

Assessment Forms

- “Class Assessment Record” sheets (CA9–CA10)
- “Individual Writing Assessment” record sheet (IA1)
- “Student Self-assessment” record sheet (SA1)

Reproducible

- Expository Nonfiction genre unit family letter (BLM1)

Professional Development Media

- “Using Presentation Tools” tutorial (AV77)

DO AHEAD

- ✓ Prior to Day 1, decide how the students will publish their final versions for the class library. For example, each pair of students might make a book (see “Tips for Managing the Program in Your Classroom” on page xli), a poster with the final version attached to it, or a multimedia presentation (see the technology extension “Create Multimedia Presentations” on page 455; also see Technology Mini-lesson 8, “Citing Online Sources” and Technology Mini-lesson 10, “Creating Presentations,” in Appendix A). Gather any necessary materials.
- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA9) on page 92 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA10) on page 93 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student’s published piece.
- ✓ (Optional) If computers are available, you might have some students type and print out their drafts. You may want to recruit parent volunteers to help the students do so. In addition, you might teach Technology Mini-lesson 9, “Creating Documents,” in Appendix A.

TEACHER AS WRITER

“I get pieces, flashes of an idea, an image, and I won’t know what it means, but I’ll be fascinated by it. It’s all there in that first instant—it’s complete—but all I know is the wonder and the curiosity.”

— Mekeel McBride

Think about the informational report you wrote as a model for the students over the past few weeks. What have you learned about the topic as you researched and wrote about it? What surprised you? What are you curious about now? Jot your reflections in your notebook and consider writing more about this topic at a later time.

Materials

- “Nonfiction Passages with Run-on Sentences” chart (WA18)
- *Student Writing Handbooks*
- “Writing Time” chart (WA19)
- Supply of lined paper for final versions
- “Class Assessment Record” sheet (CA9)
- (Optional) Computers for typing and printing final versions

In this lesson, the students:

- Proofread for spelling and punctuation
- Listen for run-on sentences as they read their drafts aloud
- Begin writing their final versions
- Reach agreement before making decisions
- Share the work fairly

GETTING READY TO WRITE

1 Prepare to Proofread First Drafts

Have the students get their folders, pencils, and *Student Writing Handbooks* and sit at desks with partners together. Remind the students that last week they completed the first drafts of their informational reports and began to revise them. Today each pair of students will continue to revise their draft and proofread it to be sure they have corrected all errors before publishing it. This will help their classmates easily read and understand it.

Remind the students that they learned to proofread their drafts for spelling and punctuation using the Word Bank and Proofreading Notes sections in the *Student Writing Handbook*. Explain that they will use these resources today to proofread their informational reports.

2 Discuss Proofreading for Spelling

Ask the students to begin rereading their drafts (even if they are not finished with them) and circle any words that they are not sure how to spell. Stop the students after a couple of minutes and ask:

Q *What words have you circled so far?*

Have a few volunteers report the words they circled. Have the students check the word bank to see if the words they circled are listed. If not, encourage them to check the spelling by another method during Writing Time today and to make sure to add the correctly spelled word to their word banks. The students can check the spelling of a word by asking you or another student, finding the word in a published book, or looking it up in a dictionary or online.

3 Discuss Proofreading for Run-on Sentences

Remind the students that their proofreading notes are a checklist of things to pay attention to when they proofread their drafts. Ask:

Q *What is listed in your proofreading notes that you will check for in your draft today?*

Point out that, in addition to checking for the rules already listed in their proofreading notes, such as capital letters at the beginnings of sentences and proper nouns (nouns that name a specific person, place, thing, or organization), the students should also check for run-on sentences. Remind students that a *run-on sentence* is usually made of two or more complete sentences that have been “run together” without a conjunction (connecting word) such as *or*, *and*, *so*, or *but*. Point out that run-on sentences often look like really long sentences.

Display the “Nonfiction Passages with Run-on Sentences” chart (📄 WA18). Ask the students to watch and listen as you read the first passage aloud, pausing only at the period. Ask:

Q *What did you notice about the way the passage sounded when I read it?*

Q *What run-on sentences do you notice in the passage?*

Students might say:

“It doesn’t sound right.”

“In addition to what [Bettina] said, some of the sentences sound funny—like they go on too long.”

“I noticed a sentence that sounded like it might be two sentences squished together. It was confusing.”

If necessary, point out that right now the passage does not sound right when it is read aloud because it contains run-on sentences. Model rereading the passage while thinking aloud about how to split the run-ons into several complete sentences or about how to join them into one complete sentence. Invite the students to help you.

You might say:

“Some of us think that the first sentence is a run-on. I agree. I can hear it when I read, ‘All living things need water to survive coping with dry desert weather is tough for plants and animals.’ That sounds like the end of one sentence and the beginning of another sentence squished together. I can join the two sentences with a connecting word by putting a comma after *survive*, and adding *so* before *coping*. Now the two sentences are joined correctly. Next, I think that the second sentence is a run-on, too. I can join the two sentences with a connecting word by putting a comma after the first *roots* in that sentence and adding *and* before *some*.”

Follow this same procedure with the second passage on the “Nonfiction Passages with Run-on Sentences” chart.

ELPS 5.F.i
Steps 3–5

Skill Practice Note

The students will have more opportunities to practice recognizing run-on sentences in the other genre units. For more practice producing complete sentences and correcting run-on sentences, see Lesson 1, Lesson 2, and Lesson 5 in the *Skill Practice Teaching Guide*.

4 Discuss How Partners Will Work Together

Review that the students will proofread their drafts for spelling and punctuation using their word banks and proofreading notes in their *Student Writing Handbooks*. Then they will read their drafts aloud and listen for any run-on sentences. They should split run-ons into two or more complete sentences. Remind them to capitalize the first word of each complete sentence and add a period at the end. If they finish, they should begin copying their final drafts on loose, lined paper.



Ask partners to spend a few minutes discussing what they will work on today and how they will share the work fairly.

WRITING TIME

5 Proofread and Write Final Versions



Display the “Writing Time” chart (WA19) and have partners work on the charted tasks for 20–30 minutes.

Writing Time

- Proofread your draft for spelling and punctuation.
- Check for run-on sentences.
- If you finish proofreading, begin copying your final version on loose, lined paper.

WA19

As the students work, circulate and observe, assisting as needed.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are partners working together fairly to write a final version of their informational report?
- Are they catching and correcting spelling, grammar, and punctuation errors?

Support any pair that struggles by asking questions such as:

- Q *What is each of you responsible for accomplishing?*
- Q *Is the way you are sharing the work fair? Why or why not?*
- Q *What can you do to share the work fairly?*
- Q *Why is it important that both of you do your part of the work on this project?*

Record your observations on the “Class Assessment Record” sheet (CA9); see page 92 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

6 Reflect on Proofreading

Briefly discuss questions such as:

- Q *What corrections did you make when you proofread your draft?*
- Q *What words did you find in your word bank? How did you check on words that were not in the word bank?*
- Q *Who found errors using your proofreading notes? Tell us about them.*

Have partners put all the papers related to their informational report in their folder.



TECHNOLOGY EXTENSION

Create Multimedia Presentations

Have the students develop their informational reports into multimedia presentations. Begin by discussing the various types of multimedia the students might incorporate into their reports (for example, images, video, audio, or animations) and the ways that multimedia can make a report more informative and engaging. Then have the students work in pairs to determine how to present their reports visually.

For additional support, see Technology Mini-lesson 10, “Creating Presentations,” in Appendix A.

TEKS 1.C.v

TEKS 1.C.vi

TEKS 13.H.i

Student/Teacher Activity

Technology Extension



Technology Tip

For more information about storyboarding and using presentation tools, view the “Using Presentation Tools” tutorial (AV77).



Materials

- “Nonfiction Passages with Sentence Fragments” chart (WA20)
- “Writing Time” chart (WA21)
- Supply of lined paper for final versions
- (Optional) Computers for typing and printing final versions

In this lesson, the students:

- Proofread for sentence fragments
- Write their final versions
- Add illustrations and captions
- Reach agreement before making decisions
- Share the work fairly

GETTING READY TO WRITE

1 Prepare to Proofread First Drafts

Have the students get their folders and pencils and sit at desks with partners together. Explain that the students will begin copying their first drafts into final versions. Before this step, they will take time to proofread their writing for one more thing to make sure that it is free from errors.

2 Discuss Proofreading for Sentence Fragments

Explain that the students will proofread their drafts today to see if they have any *sentence fragments*, or incomplete sentences. Explain that many sentence fragments can be identified because they do not have a *subject* that tells who or what a sentence is about or a *predicate* that tells what the subject does or did (or both). Point out that incomplete sentences should be changed to form complete sentences.

Display the “Nonfiction Passages with Sentence Fragments” chart (WA20). Ask the students to watch and listen as you read the first passage aloud. Ask:

- Q *What did you notice about the way the passage sounded when I read it?*
- Q *What sentence fragments, or incomplete sentences, do you see in the passage?*

Students might say:

“It doesn’t sound right.”

“In addition to what [Dillon] said, some of the sentences sound funny—like something is missing.”

If necessary, point out that right now the passage does not sound right when read aloud, because it contains several sentence fragments. Model rereading the passage and thinking aloud about how to transform the fragments into complete sentences or combine them with other complete sentences.

You might say:

“‘The climate and the weather’ isn’t a complete sentence because it lacks a predicate, but I can combine it with the sentence that follows so that I get: *Some people mix up the climate and the weather.* ‘The average weather over a long period of time’ doesn’t make sense by itself, but I can add a predicate and combine it with the fragment that follows to form a complete sentence: *The average weather over a long period of time is called the climate.* I can do the same thing to fix the next fragment, but I also have to add a few words to make the sentence sound smooth and make sense: *The sunshine yesterday and the rain today are examples of the weather.* Looking at the remainder of the paragraph, I see that there is one fragment and one complete sentence, so I’m going to try to fit the fragment into the complete sentence: *Climate scientists are concerned about the average weather over many years, not the daily weather.*”

Follow this same procedure with the second passage on the “Nonfiction Passages with Sentence Fragments” chart.

3 Discuss How Partners Will Work Together

Explain that during Writing Time the students will reread their drafts and look for sentence fragments. They should transform any fragments into complete sentences or combine them with other complete sentences. Then they should continue writing their final versions. If they finish, they may add images and captions to their reports.



Ask partners to spend a few minutes discussing what they will work on today and how they will share the work fairly.

WRITING TIME

4 Proofread and Write Final Versions



Display the “Writing Time” chart (WA21) and have partners work on the charted tasks for 20–30 minutes. As they work, circulate, observe, and offer assistance.

Writing Time

- Proofread your draft for sentence fragments.
- Write your final version on loose, lined paper.
- If you finish, add illustrations and captions.

WA21

Signal to let the students know when Writing Time is over.

Skill Practice Note

For more practice using subjects and predicates and recognizing and correcting fragments, see Lesson 1 and Lesson 5 in the *Skill Practice Teaching Guide*.

TEKS 11.C.iii
TEKS 11.C.viii
Student/Teacher Activity
Step 4

SHARING AND REFLECTING

5 Reflect on Proofreading

Briefly discuss questions such as:

- Q *What corrections did you make when you proofread your draft?*
- Q *What words did you find in your word bank? How did you check on words that were not in the word bank?*
- Q *Who found errors using your proofreading notes? Tell us about them.*

Have partners put papers related to their informational report in their folder.

Materials

- Collected nonfiction texts
- Loose, lined paper

TEKS 13.E.i

Student/Teacher Narrative
Writing About Reading
(first paragraph through second-to-last paragraph)

Teacher Note

Some students might need help thinking of a problem related to the topic of their informational reports. Explain that they may select a problem only loosely related to their original topics.

WRITING ABOUT READING

Write Persuasive Paragraphs About Problems Related to Nonfiction Topics

Point out that over the last several weeks the students have become experts on a topic, and many of them have learned about problems related to their topics. Explain that they can use what they know about the topic and a related problem to write persuasively about that problem. (For example, the students might write to convince others that the problem is important and that they should care about solving it.) Ask:

- Q *What is a problem related to the topic you have chosen?*
- Q *Why do you think that people should care about this problem? In your opinion, why is this problem important?*
- Q *What are some things that people can do to solve this problem?*

Students might say:

"My report is about bats. I would write about the problem that bats could become extinct. I think people should care about this problem because bats do good things for the environment, like eating insects and pollinating crops."

"My topic is the sun. One problem related to the sun is that many people don't wear sunscreen and then they get skin cancer. I would write about why people should always wear sunscreen when they spend time outside."

"I'd write about the problem of dogs being abandoned on the street. I would try to convince people to think hard about being a responsible pet owner before they decide to get a dog."

Explain that the students will each write a paragraph that persuades people to care about or try to solve a problem related to the topic of their informational report. Explain that they will support their thinking with

facts and details about the topic. Ask the students to watch as you model writing a persuasive paragraph to convince people who live near oceans that they should always be prepared for a tsunami. Be sure to support your writing with facts and details about the topic.

You might say:

"My nonfiction topic is tsunamis. One problem related to tsunamis is that many people who live in coastal areas aren't prepared for this kind of emergency. I want to persuade these people to take tsunamis seriously and get prepared. I'll start by writing: *Do you live near the ocean? If you do, you should always be prepared for tsunamis and know what to do. Many people are not prepared for these deadly events, and I think that is a big problem.* Notice that I stated the problem and my opinion about it in the opening sentences. Now I need to explain why people should get prepared using facts and details I've learned about tsunamis. I'll write: *Tsunamis can happen suddenly. They are fast, moving at a speed of hundreds of miles per hour. In fact, people often have only a few minutes to flee from approaching tsunamis. Every second counts when a huge, destructive tsunami is coming! If you don't have an escape plan ready beforehand, you might not know what to do or where to go.* Now I will explain some things people in coastal areas can do to get prepared: *Here are some simple ways to get prepared. First, you should know your tsunami evacuation route—in other words, you should know how you're going to get to a safe place. Also, you should keep a wind-up radio at home so that you can listen to emergency broadcasts even if you lose electrical power. Finally, if there is a big earthquake, you should head to high ground away from the coast even before you hear about an official tsunami warning.* Those sentences all include facts I know from doing my research on tsunamis. Now I need some closing sentences. I'll write: *Now you know why it's very important to be prepared for tsunamis. Don't let you or your family get caught off guard by these sudden, life-threatening waves.*"

Tell the students that people may differ in their opinions about problems and how important certain problems are, and that is fine. The important thing is that they explain their opinions by using facts and details about the problem. Invite the students to write about a problem related to the topic they researched and to refer to nonfiction texts they used for their research.

Explain that they should each start the paragraph with opening sentences that identify the problem and state their own opinion about it. They should then try to persuade the reader to agree with their opinion by giving facts and details that support it. They should end the paragraph with closing sentences that wrap up the writing and restate their opinion.

Have the students write their persuasive paragraphs. If time permits, invite the students to share their opinions with the class. You might have the students create brochures about using the persuasive paragraphs and illustrations.

TEKS 13.E.i
Student/Teacher Activity
Writing About Reading
(last paragraph)

Day 3

Writing Final Versions

Materials

- “Bibliography of Print and Online Sources” chart (WA22)
- “Important Information About Books and Websites” chart from Week 3
- Supply of loose, lined paper for final versions
- Materials for publishing informational reports
- “Writing Time” chart (WA23)
- “Class Assessment Record” sheet (CA10)
- (Optional) Computers for typing and printing final versions

TEKS 13.G.i Student/Teacher Narrative Step 1

In this lesson, the students:

- Explore and develop bibliographies
- Finish writing their final versions
- Reach agreement before making decisions
- Share the work fairly

GETTING READY TO WRITE

1 Explore Bibliographies

Have the students get their sources and reports and sit at desks with partners together. Remind them that they have been proofreading their reports and writing their final versions. Explain that this week they will publish their reports. They will share the reports from the Author’s Chairs and then take the reports home to show their families before placing them in the class library.

Remind the students that the purpose of their informational reports is to help their classmates become interested in and curious about the topics they selected to research. Explain that one way authors spark their readers’ curiosity and help them know what else to read about a topic is by providing a *bibliography*, or a list of sources the author used while writing the book.

Display the “Bibliography of Print and Online Sources” chart (WA22). Ask and briefly discuss:

- Q *What do you notice about the way this bibliography is organized?*
- Q *How might this bibliography help a reader?*

Students might say:

“The sources are listed alphabetically by the last name of the author.”

“A reader who wants to check on how correct the facts are in the book could go look them up in the sources.”

“A reader who wants to learn more about the topic could get ideas from looking at the bibliography about other things to read about it.”

Point out that this bibliography lists print resources, like books and articles, and online resources, such as an organization’s website and an online encyclopedia. Also point out that the bibliography lists the sources in alphabetical order by the authors’ last names. Remind the students that they have been referring to the “Important Information About Books and Websites” chart when taking notes about their sources.

Explain that the information they wrote down about their books and websites will now help them write their bibliographies.

Tell the students that the parts of a bibliographic citation are written in a specific order. Write the following example citation where everyone can see it.

Alexander, Tim. The Big Book of Tsunami Facts.
New York: XYZ Books, 2010. Print.

Point out that this is a book citation, and ask the students to listen as you describe each part.

You might say:

"The author's last name goes first, then the author's first name, separated by a comma. Notice there's a period at the end of the first name. The title of the book comes next, underlined. The city where the publisher of the book is located comes next, followed by a colon. Then comes the name of the publisher, followed by a comma and the year of the book's publication and a period. The word *Print* comes next, since this is a book. The citation ends with a period."

Use the same procedure to discuss citing online sources.

Explain that before the students can complete their bibliographies, they need to be sure that they have recorded the title, author's name, and publication information for each of their sources. Ask each pair of students to look through their index cards and make sure they have recorded information about each of the sources they used to research their topic. After a few minutes, call for the students' attention. Explain that before they complete their bibliographies, they should finish writing their final drafts.

2 Discuss How Partners Will Work Together

Explain that today each pair of students will finish writing their final draft, number their pages, and create a bibliography that lists the sources they consulted. When they are finished, they may add illustrations and captions to their report.



Ask partners to spend a few minutes deciding what they will accomplish today and how they will share the work fairly.



Technology Tip

You might also teach Technology Mini-lesson 8, "Citing Online Sources," in Appendix A.

Teacher Note

Some students may need help in returning to sources they consulted and copying the information they need for their bibliographies.

WRITING TIME

3 Write Final Versions and Bibliographies



Display the “Writing Time” chart (WA23). Have the students sit at desks with partners together and work for 20–30 minutes.

WA23

Writing Time

- Finish copying your final version.
- Discuss and write a bibliography.
- If you finish, add illustrations and captions.

As the students work, circulate, observe, and offer assistance.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are partners working together fairly to write a final version of their informational report?
- Are they including a bibliography?

Support any pair that struggles by asking questions such as:

- Q *What is each of you responsible for accomplishing?*
- Q *Is the way you are sharing the work fair? Why or why not?*
- Q *What can you do to make it so you are sharing the work fairly?*
- Q *Why is it important that both of you do your part of the work on this project?*

Record your observations on the “Class Assessment Record” sheet (CA10); see page 93 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Reflect and “Preview” Reports as a Class



Explain that each pair of students will give the class a “preview” of their informational report by reading aloud any two sentences from it. Ask partners to quietly reread their report and select two interesting sentences (one for each partner) to read aloud. Give them a few moments to select their sentences; then ask the class to listen carefully to one another’s sentences and to think about which ones make them curious.

Go around the room and have the students read their sentences aloud, without comment. When all have read, ask and briefly discuss:

Q *What sentences did you hear that made you curious?*

Remind the students that they will begin sharing their published reports from the Author's Chairs tomorrow. Have partners put all the papers related to their informational report in their folder.

Writing Final Versions and Publishing

Day 4

In this lesson, the students:

- Publish their informational reports
- Handle materials responsibly
- Share materials fairly
- Make decisions about how they will present their reports from the Author's Chairs
- Express interest in and appreciation for one another's writing
- Ask one another questions about their writing

Materials

- Materials for publishing informational reports
- Two chairs to use for Author's Chair sharing (or three for trios)

GETTING READY TO WRITE

1 Discuss Handling and Sharing Materials

Have the students get their folders and sit at desks with partners together. Explain that the students will finish writing their final versions and will begin sharing them from the Author's Chairs today. Explain the method you have chosen for publication (see "Do Ahead" on page 451), and review any procedures you would like the students to follow (for example, how to handle art supplies, how to use the computers, and where to place published stories for Author's Chair sharing).

Briefly discuss how the students will share materials fairly, handle them responsibly, and help one another. Ask and briefly discuss questions such as:

- Q** *What will you do today to take care of our [book-making] materials? Why is that important?*
- Q** *If you want to use something, such as the computer or the hole punch, but someone else is using it, what can you do?*
- Q** *If you're using something and someone else wants to use it, what can you do to share it fairly?*
- Q** *How can we be helpful to one another as we publish our reports today?*

ELL Note

Support trios, as necessary, to make sure that all three students in each trio have a role in presenting their report to the class.

TEKS 11.E.i
Student/Teacher Activity
Step 3

TEKS 13.H.i
Student/Teacher Narrative
Step 4

2 Discuss How Partners Will Work Together

Explain that today partners will work to finish publishing their report and then decide and practice how they will present it to the class (for example, decide what sections each partner will read aloud). Briefly discuss:

Q *What are some ways partners might share the presentation of their report?*



Explain that the students who finish the publication process today will begin sharing their reports from the Author's Chairs. Tell the students that Writing Time will be a bit shorter to allow time for this sharing. Ask partners to spend a few minutes deciding what they will accomplish and how they will share their work today.

WRITING TIME

3 Publish Reports and Prepare to Share



For 15–20 minutes, have partners work on publishing their informational report and preparing to present it. As they work, circulate, observe, and offer assistance.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Review Sharing Writing from the Author's Chairs

Gather the class with partners sitting together, facing the Author's Chairs. If necessary, remind them of the procedure you established for presenting books from the Author's Chair (see Unit 2, Week 2, "Do Ahead" on page 95).

Before asking partners to share from the Author's Chairs today, discuss how the students will act, both as presenting authors and as members of the audience.

Ask and discuss:

Q *Why is it important to speak in a loud, clear voice when you're reading your report to the class?*

Q *If you're in the audience and you can't hear the author, how can you politely let him or her know?*

Q *How will you let the authors know that you're interested in their report? Why is it important to express interest in one another's writing?*

Encourage the students to be attentive and considerate audience members, and tell them that you will check in with them afterward to see how they did.

5 Conduct Author's Chair Sharing

Ask partners who have finished publishing their informational report to read the report aloud from the Author's Chairs. At the end of the sharing, facilitate a discussion using questions like those that follow, and give the authors an opportunity to respond to the class's comments and questions:

- Q *What did you learn about [motorcycles] from hearing [Tracy and Jared's] report?*
- Q *What are you curious about after hearing their report?*
- Q *What questions can we ask [Tracy and Jared] about their report?*

Follow this procedure and have other pairs of students share from the Author's Chairs as time permits. Explain that tomorrow partners who have not finished publishing will have time to do so and to share their reports from the Author's Chairs.

6 Reflect on Audience Behavior During Author's Chair Sharing

Ask and briefly discuss:

- Q *What did we do well as an audience today? What might we want to work on the next time authors share their work?*
- Q *If you shared your report today, how did the members of the audience make you feel? What did they do that made you feel [relaxed/nervous/proud]?*

TEKS 13.E.i
TEKS 13.H.i
Student/Teacher Activity
Step 5

Day 5

Writing Final Versions and Publishing

Materials

- Materials for publishing informational reports
- Two (or three) chairs to use for Author's Chair sharing
- Copy of the Expository Nonfiction genre unit family letter (BLM1) for each student

Facilitation Tip

Reflect on your experience over the past weeks with **asking facilitative questions**. Does this technique feel comfortable and natural for you? Do you find yourself using it throughout the school day? What effect has using this technique had on your students' listening and participation in discussions? We encourage you to continue to use and reflect on this technique throughout the year.

In this lesson, the students:

- Review and reflect on writing nonfiction
- Finish publishing their reports
- Present their reports from the Author's Chairs
- Express interest in and appreciation for one another's writing
- Ask one another questions about their writing
- Give their full attention to the person who is speaking

GETTING READY TO WRITE

1 Review and Reflect on Writing Nonfiction

Have the students get their folders (unless they have already shared their published reports from the Author's Chairs) and pencils and sit at desks with partners together. Remind the students that over the past six weeks they have learned about writing nonfiction and have each worked with a partner to research and write a nonfiction report about a topic they were curious about. Ask:

Q *What have you learned about writing nonfiction over the past weeks?*

Students might say:

"I learned that you can write about things you are curious about."

"I agree with [Prema]. I learned that you can find out about things by researching them."

"In addition to what [Bryan] said, I learned that you can take notes and use them in your nonfiction writing."

"I learned ways to capture the reader's attention and make the reader curious about my topic."

Use "Think, Pair, Share" to discuss:



Q *What was your favorite part of working on your informational report? [pause] Turn to your partner.*

Q *What is one thing you are glad you learned about writing nonfiction? [pause] Turn to your partner.*

Q *What did you find challenging about writing nonfiction? [pause] Turn to your partner.*

Remind the students that writers become better over time as they practice writing again and again. Encourage students who feel drawn to nonfiction to continue to research and write about nonfiction topics they are interested in during their free time and outside of school.

Explain that today partners will finish publishing their report and then decide and practice how they will present it to the class. Those who have finished may write anything they choose during Writing Time.



Explain that after Writing Time more partners will share their reports with the class from the Author's Chairs. Ask partners to spend a few minutes deciding what they will accomplish and how they will share their work today.

WRITING TIME

2 Finish Publishing Reports and Prepare to Share



Have partners work on publishing and preparing to share for 10–15 minutes. As they work, circulate, observe, and offer assistance.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

3 Conduct Author's Chair Sharing

Gather the class with partners sitting together, facing the Author's Chairs. Remind presenters to speak in loud, clear voices and audience members to show interest in and appreciation for their classmates' writing.

Have partners read their report aloud from the Author's Chairs. At the end of the sharing, facilitate a discussion using questions like those that follow. Give the authors an opportunity to respond to the class's comments and questions:

- Q *What did you learn about [global warming] from hearing [Lisa and Tim's] report?*
- Q *What are you curious about after hearing their report?*
- Q *What questions can we ask [Lisa and Tim] about their report?*

Repeat this procedure to have other partners share from the Author's Chairs, as time permits.

Assure the students that the students who have not yet shared will get to share their published informational reports from the Author's Chairs in the coming days.

4 Reflect on Interactions and Thank One Another

Ask and briefly discuss:

- Q *What did we do well as an audience today? What do we still want to work on the next time authors share their work?*
- Q *If you shared a report today, how did the members of the audience make you feel? What did they do that made you feel [relaxed/nervous/proud]?*

Teacher Note

Continue to have pairs of students share their nonfiction informational reports from the Author's Chairs until everyone has had a chance to do so.

Teacher Note

For information on wrapping up this unit and conducting unit assessments, see “End-of-unit Considerations” on this page.

Point out that partners have worked closely together for several weeks to research and write about the topics they chose. Ask and briefly discuss:

- 
- Q *In what ways did you and your partner help each other on this project?*
 - Q *What do you appreciate about how your partner worked with you? Turn to your partner.*

Ask partners to take a moment to thank each other for their help and collaboration.

EXTENSION

Write Letters Home About Nonfiction

Provide letter-writing practice for the students by having them each write a letter home about what they learned about nonfiction from working on their informational reports. Discuss questions such as:

- Q *What’s special about nonfiction writing?*
- Q *What steps did you and your partner go through to research and write about your topic?*
- Q *What is one thing you’re proud of about your published informational report?*

If necessary, review the elements of a letter (date, salutation, body, closing, and signature) by modeling or writing a shared sample letter with the class. Have the students write and proofread their letters; then attach each student’s letter to a copy of the published informational report she helped to write and send it home.

End-of-unit Considerations

Wrap Up the Unit

- This is the end of the Expository Nonfiction genre unit. You will need to reassign partners before you start the next genre unit.
- Make copies of the published report so that each partner can take a copy home to share with his or her family. Place the original reports in the class library.
- Send home with each student a copy of the student’s published report and a copy of this unit’s family letter (BLM1). Encourage the students to share their published reports with their families.
- Save the students’ published writing (or copies of it) to use for reflection and discussion in Unit 9.

Assessments

- Before continuing with the next unit, take this opportunity to assess individual students' writing from this unit. See "Completing the Individual Writing Assessment" (IA1) on page 98 of the *Assessment Resource Book*.
- (Optional) Prior to sending the students' published writing home to share with their families, you might have each student analyze his writing using the "Student Self-assessment" record sheet (SA1) on page 97 of the *Assessment Resource Book*. For more information about administering this assessment, see the extension "Introduce 'Student Self-assessment'" on page 114.
- (Optional) Prior to beginning the next unit, you might wish to prepare the students for the end-of-year standards-based writing performance task by teaching the Informative/Explanatory Writing unit on page 55 of the *Writing Performance Task Preparation Guide*. For more information, see "Teaching the Units" on page vi of the preparation guide.

Genre

Functional Writing

During this three-week unit, the students explore functional writing. They read and discuss various types of functional writing and write directions for getting from one place to another. They explore craft elements of functional writing, including completeness, accuracy, and clarity, and they focus on using specific language and details in their writing. They explore using correlative conjunctions, such as *either/or* and *both/and*, in their directions. The students work with partners and in groups of four during the unit. They reach agreement and make decisions together, work responsibly, and give and receive feedback respectfully.



RESOURCES

Writing About Reading Activity

- “Write Persuasively About Knowing How to Write Directions”



Technology Mini-lessons

- Mini-lesson 4, “Choosing Effective Search Terms”
- Mini-lesson 5, “Understanding Search Results”
- Mini-lesson 6, “Using Filters to Narrow Results”
- Mini-lesson 9, “Creating Documents”



Technology Extension

- “Search Online for Directions to Places”

Extensions

- “Write Directions to a Secret Object at Home”
- “Exchange Patterns with Other Students”
- “Explore Writing Directions from Maps”

Skill Practice Teaching Guide and Student Skill Practice Book

- Lesson 21, “Correlative Conjunctions”
- Lesson 25, “Commas in a Series”

Assessment Resource Book

- Functional Writing genre unit assessments

Student Writing Handbook

- “Directions to the Skate Park”



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA18

Assessment Forms

- “Class Assessment Record” sheets (CA1–CA4)
- “Conference Notes” record sheet (CN1)
- “Individual Writing Assessment” record sheet (IA1)
- “Individual Writing Assessment Class Record” sheet (CR1)
- “Student Self-assessment” record sheet (SA1)

Reproducibles

- “Places’ Cards” (BLM1)
- Functional Writing genre unit family letter (BLM2)

Professional Development Media

- “Building a Community of Writers” (AV1)
- “Cooperative Structures Overview” (AV9)
- “Using ‘Turn to Your Partner’” (AV11)
- “Using ‘Think, Pair, Share’” (AV13)
- “Social Reflection” (AV14)
- “Avoid Repeating or Paraphrasing” (AV26)
- “Planning a Lesson” (AV33)
- “Conferring About Functional Writing” (AV49)
- “Exploring Functional Writing” (AV50)

DEVELOPMENT ACROSS THE GRADES

	Elements of Functional Writing	Writing Craft	Language Skills and Conventions
Grade 3	<ul style="list-style-type: none"> ▪ Writing directions for how to take care of something, draw something, and do a craft project 	<ul style="list-style-type: none"> ▪ Identifying audience and purpose for functional writing ▪ Checking directions for sequence, completeness, accuracy, and clarity 	<ul style="list-style-type: none"> ▪ Using coordinating conjunctions, such as <i>and</i>, <i>but</i>, and <i>or</i> ▪ Proofreading for spelling, punctuation, and grammar
Grade 4	<ul style="list-style-type: none"> ▪ Writing directions for recipes, cartoon drawings, and games 	<ul style="list-style-type: none"> ▪ Identifying audience and purpose for functional writing ▪ Checking directions for sequence, completeness, accuracy, and clarity 	<ul style="list-style-type: none"> ▪ Using modal auxiliaries, such as <i>can</i>, <i>may</i>, and <i>must</i> ▪ Proofreading for spelling, punctuation, and grammar
Grade 5	<ul style="list-style-type: none"> ▪ Writing directions for moving from one place in the classroom and school to another 	<ul style="list-style-type: none"> ▪ Identifying audience and purpose for functional writing ▪ Checking directions for completeness, accuracy, clarity, specific language, and details 	<ul style="list-style-type: none"> ▪ Using correlative conjunctions, such as <i>either/or</i> and <i>both/and</i> ▪ Proofreading for spelling, punctuation, and grammar

GRADE 5 OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
Immersion, Drafting, and Revising					
Week 1	Exploring Functional Writing Focus: <ul style="list-style-type: none"> Identifying types of functional writing 	Exploring Functional Writing Focus: <ul style="list-style-type: none"> Shared writing of directions to a secret object; exploring accuracy and clarity 	Drafting and Revising Focus: <ul style="list-style-type: none"> Drafting and revising directions to a secret object; exploring accuracy, clarity, and completeness in directions 	Group Conferring and Revising Focus: <ul style="list-style-type: none"> Conferring about directions; revising if necessary 	Exploring Functional Writing Focus: <ul style="list-style-type: none"> Drafting directions to draw a secret pattern
Week 2	Exploring Functional Writing Focus: <ul style="list-style-type: none"> Drafting directions to and from a location outside the classroom 	Exploring Functional Writing Focus: <ul style="list-style-type: none"> Drafting directions to and from a location outside the classroom; exploring accuracy, clarity, and completeness 	Exploring Functional Writing Focus: <ul style="list-style-type: none"> Exploring accuracy, clarity, and completeness 	Drafting and Revising Focus: <ul style="list-style-type: none"> Adding landmarks to directions 	Analyzing and Revising Focus: <ul style="list-style-type: none"> Using the correlating conjunctions <i>either/or</i> and <i>both/and</i>
Proofreading and Publication					
Week 3	Group Conferring and Revising Focus: <ul style="list-style-type: none"> Conferring about directions; revising if necessary 	Proofreading Focus: <ul style="list-style-type: none"> Commas in a series 	Proofreading Focus: <ul style="list-style-type: none"> Spelling, punctuation, and grammar; writing final versions 	Writing Final Versions and Publishing Focus: <ul style="list-style-type: none"> Write final versions; Author's Chair sharing 	Writing Final Versions and Publishing Focus: <ul style="list-style-type: none"> Reflecting on functional writing; Author's Chair sharing

Week 1

OVERVIEW

Writing Focus

- Students hear, read, and discuss functional writing.
- Students explore how information is communicated in functional writing.
- Students explore accuracy, clarity, and completeness in functional writing.
- Students explore audience and purpose in functional writing.
- Students discuss, follow, and write directions.

Social Development Focus

- Students work in a responsible way.
- Students make decisions and solve problems respectfully.
- Students act in fair and caring ways.
- Students help one another improve their writing.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Assessment Forms

- “Class Assessment Record” sheets (CA1–CA2)

Professional Development Media

- “Cooperative Structures Overview” (AV9)
- “Using ‘Think, Pair, Share’” (AV13)
- “Avoid Repeating or Paraphrasing” (AV26)
- “Exploring Functional Writing” (AV50)

DO AHEAD

- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see “Random Pairing” on page xxix and “Considerations for Pairing ELLs” on page lii. For more information, view “Cooperative Structures Overview” (AV9). 
- ✓ Prior to Day 1, collect examples of functional writing such as cookbooks, recipes, online maps with directions, schedules, menus, flyers, and books about how to make or do things. Make this collection available to the students throughout the unit.
- ✓ Prior to Day 2, pick an object in the classroom and write a set of directions titled “Directions to a Secret Object (1)” that directs a reader from the classroom door to the object. (You might use the example on page 483 as a guide.) The directions should be specific and detailed. Include a brief description of the object and its exact location at the end of the directions. Write the directions (or type and then upload them) on the “Directions to a Secret Object (1)” chart (WA1). Prepare a handheld copy of the directions to read aloud to the class prior to displaying the chart.
- ✓ Prior to Day 3, write a set of *incomplete* directions to a different secret object in the classroom and title them “Directions to a Secret Object (2).” (You might use the example on page 488 as a guide.) You might leave out important information such as a starting point, a description of the object, or a direction to turn. Write the directions on the “Directions to a Secret Object (2)” chart (WA3). Prepare a handheld copy of the directions to read aloud to the class prior to displaying the chart.
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA1) on page 113 of the *Assessment Resource Book*.

(continues)

TEACHER AS WRITER

“A writer is someone who pays attention to the world.”

— Susan Sontag

Most of us are surrounded by, and rely on, functional writing—or written language that helps us function. This week, join your students in beginning to explore functional writing by making a list of all the functional writing you encounter daily, including what you write yourself. Think about directions, signs, lists, flyers, online text, and other sources of information.

⌚ DO AHEAD *(continued)*

- ✓ Prior to Day 5, prepare a handheld version of a “secret pattern” and accompanying directions for drawing it to use to model writing directions (see the example on page 494).
- ✓ Prior to Day 5, collect folders that are sturdy enough to stand upright on a desk (one for each pair).
- ✓ Prior to Day 5, make a copy of the “Class Assessment Record” sheet (CA2) on page 114 of the *Assessment Resource Book*.

Exploring Functional Writing

Day 1

In this lesson, the students:

- Work with new partners
- Look for and read functional writing inside and outside the classroom
- Act responsibly during a school walk
- Handle materials responsibly

ABOUT TEACHING FUNCTIONAL WRITING

The purpose of functional writing, like all nonfiction, is to inform or explain. While expository nonfiction provides information about a topic—such as the animals of New Zealand—functional nonfiction explains how to do something. For example, functional writing might explain how to brush your teeth, use a microwave, create a website, or build a rocket. Functional writing, in varying forms of lists, labels, menus, and schedules, also helps people with daily living.

The goals of this unit are to introduce the students to functional writing, help them think about the craft elements involved in functional writing, and provide opportunities for them to create functional writing. There are two phases to this unit: Immersion and Drafting (two weeks), and Revision, Proofreading, and Publication (one week). During the first phase, the students explore and try their hand at functional writing. In the second phase, they write, revise, and publish walking directions to a place near their school or home and contribute their directions to a class book.

GETTING READY TO WRITE

1 Pair Students and Introduce Functional Writing

Randomly assign partners (see “Do Ahead” on page 477) and make sure they know each other’s names. Gather the students with partners sitting together, facing you.

Explain that during the next three weeks, partners will work together to explore functional writing. Tell the students that functional writing helps people learn how to do things, get from one place to another, and complete everyday tasks (jobs), such as buying groceries and paying bills. Point out that there are many types of functional writing, such as lists, recipes, menus, game directions, and schedules. Explain that in this unit the students will explore functional writing that gives walking directions to particular places.

ELPS 4.C.ii
Steps 1–4

Materials

- Chart paper and a marker
- Examples of functional writing, collected ahead

Teacher Note

For more information about functional writing, view “Exploring Functional Writing” (AV50).



Teacher Note

The partners you assign today will stay together for the unit. If necessary, take a few minutes at the beginning of today’s lesson to let them get to know each other better by talking informally in a relaxed atmosphere.

Teacher Note

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

Teacher Note

As you discuss different types of functional writing, you might show some examples from the functional writing you collected (see “Do Ahead” on page 477).

Teacher Note

If the students have difficulty answering this question, suggest some ideas like those in the “Students might say” note; then ask, “What other functional writing do you see in our classroom?”

Teacher Note

You might take the students to the main office, the library, or another public space in the school that has examples of functional texts in plain view. If a walk around the school is not possible, provide time for the students to explore the functional texts you collected (see Step 5) and then, as a class, list the different types of functional writing they explored (see Step 4).

Point out one or two examples of functional writing in the classroom, and then have the students discuss:



Q *What other functional writing do you see in our classroom? Turn to your partner.*

Have volunteers share their thinking.

Students might say:

“The schedule on the board tells us the activities we’ll be working on today and the time we’ll be doing them.”

“The map on the wall tells us where to go in case of a fire.”

“The sign by the sink gives us tips for how to stay healthy and not spread germs.”

Signal for the students’ attention and have a few volunteers share with the class. As they share, record the functional writing they identify on a sheet of chart paper titled “Types of Functional Writing.” Briefly discuss how each type of functional writing is helpful.

2 Introduce the School Walk

Tell the students that today they will take a walk around the school to look for more examples of functional writing. Explain that during the walk you will stop a few times so that the students can look around and quietly talk about the types of functional writing they see. Remind the students that it is important to take responsibility for themselves outside the classroom. Discuss:

Q *What will you do to act in a considerate and responsible way as we walk around the school? Why is that important?*

Students might say:

“We’ll walk quietly in the hallways so that we don’t bother anyone. If we need to talk, we’ll whisper.”

“If we walk by another class, we’ll smile at the students but not talk to them.”

“We will be considerate by not distracting our friends when we walk by their classrooms.”

Tell the students that because it is important that they talk quietly during the walk, you will ask them to turn and *whisper* to their partners when discussing questions. Encourage the students to keep in mind what they talked about, and tell them that you will check in with them at the end of the walk to see how they did.

3 Take a Class Walk Around the School

Lead the students to a spot in the school that contains functional writing, such as the main office. Bring paper and a pencil so you can record their observations. At the first stop, ask:



Q *What functional writing do you see? Turn and whisper to your partner.*

Signal for the students' attention and have a few volunteers quietly share their observations. If necessary, share one or two examples of functional writing you notice. Jot down the functional texts the students mention. After a few students have shared, continue the walk, stopping to notice functional writing in other areas of the school.

4 List Types of Functional Writing as a Class

When you return to the classroom, have the students sit together, facing you. Ask and briefly discuss:

Q *What functional writing did you see on our walk?*

Have a few volunteers share with the class, and as they share, record the types of functional writing they mention on the “Types of Functional Writing” chart. If necessary, remind the students of the functional texts they identified during the walk. Ask and briefly discuss:

Q *What information does the author of the [lunch menu/field trip permission slip/book fair flyer] give the reader? Why is that information helpful?*

Remind the students that in this unit they will focus on functional writing that gives a reader walking directions from one place to another.

5 Introduce the Collection of Functional Writing

Show the students the functional writing that you collected (see “Do Ahead” on page 477). Point out some of the different types of functional writing in the collection. Explain that the students may look at the materials in this collection today, and throughout the unit, to explore different types of functional writing. Explain any procedures for using the collection, such as sharing materials and handling them carefully.

Tell the students that during Writing Time they might also experiment with writing functional texts. For example, they might write a flyer about an upcoming class event, a schedule for their after-school activities, or a “to-do” list.

WRITING TIME

6 Write Independently and Explore Functional Writing

Ask the students to return to their seats for 20–30 minutes of silent work. They may browse the functional writing collection, or they may experiment with writing different types of functional texts.

Join the students in writing for a few minutes. Then circulate and observe, assisting students as needed.

Signal to let the students know that Writing Time is over. Have them return any functional writing they borrowed from the class collection.

Teacher Note

Save the “Types of Functional Writing” chart to use on Day 2.

SHARING AND REFLECTING

7 Reflect on Acting Responsibly

Ask and briefly discuss:

- Q *What did you do to act responsibly during the walk? How do you think that helped the people around us?*
- Q *What problems, if any, did we have as a class? What can we do to avoid those problems in the future?*

Tell the students that next week they will go on more walks around the school.

Teacher Note

Keep the collection of functional writing available for the students' use throughout this unit.

Day 2

Exploring Functional Writing

Materials

- “Types of Functional Writing” chart from Day 1
- Handheld copy of “Directions to a Secret Object (1)” chart, prepared ahead
- Chart paper and a marker
- “Directions to a Secret Object (1)” chart (WA1), prepared ahead
- Collection of functional writing
- “Writing Time” chart (WA2)

In this lesson, the students:

- Explore directions for how to walk from one place to another
- Explore accuracy and clarity in functional writing
- Handle materials responsibly

GETTING READY TO WRITE

1 Briefly Review Functional Writing

Gather the class with partners sitting together, facing you. Refer to the “Types of Functional Writing” chart and remind the students that yesterday they explored functional writing in the classroom and around the school. Review that functional writing helps people learn how to do things and complete everyday tasks. Explain that today they will explore functional writing that gives people walking directions from one place to another.

2 Introduce the “Find the Secret Object” Game

Tell the students that they are going to play a game called “Find the Secret Object.” Explain that you will read a set of directions that leads a person from the classroom door to a secret object somewhere in the room. Do not yet display the charted directions. Explain that as you read the directions aloud, you want the students to imagine following them and then guess what the secret object is.

Have the students imagine that they are standing at the door, facing into the classroom. Read your handheld copy of “Directions to a Secret Object (1)” aloud slowly and clearly, pausing between each step (see the example in Step 3). Without sharing as a class, ask the students to nod if they think they know what the secret object is.

Tell the students that you will read the directions again, and invite a student volunteer to follow the directions as you read them aloud. Ask the rest of the class to again imagine following the directions as the volunteer walks through the classroom. After you have finished reading the directions, have the volunteer touch the secret object. Ask:

Q *Who else thinks the secret object is [the folder]? What makes you think that?*

3 Explore Accuracy and Clarity in Directions

Explain that when you write directions it is important to ask yourself whether the directions are accurate and clear. If they are not, your readers will be confused. Write the question *Are the directions accurate and clear?* on a sheet of chart paper titled “Writing Good Directions.” Explain that when directions are *accurate*, they are correct, with no mistakes or misleading information, and that when directions are written clearly, they tell the reader exactly what to do.

Display the “Directions to a Secret Object (1)” chart (📄 WA1) and remind the students that you just read these directions aloud (see the example below).

Directions to a Secret Object (1)

1. Start with your back toward the classroom door so that you are facing the coat hooks.
2. Walk straight ahead. Stop when you reach the edge of the carpet. Turn left so that you are facing the back of the room.
3. Walk straight, along the edge of the carpet. Stop when you reach the round table.
4. Walk around the table. Stop when you get to the red chair.
5. Turn so that you are facing the windows and walk straight ahead. Stop when you get to Kenny’s desk.
6. Turn left. You should be facing the computer table.
7. Walk straight ahead. Stop when you reach the computer table.
8. Look at the computer. The secret object is to the right of the keyboard. It is smooth, rectangular, and flat. It holds papers and has a picture of our school mascot on it.

WA1

Give the students a few minutes to read the directions silently to themselves. Ask:

Q *Are these directions accurate and clear? Why or why not?*

Teacher Note

If the volunteer does not follow a direction correctly, stop her, clarify the direction, and have her try again.

TEKS 1.B.iii

Student/Teacher Narrative
Steps 3 and 4

TEKS 10.D.ii

Student/Teacher Narrative
Step 3

Teacher Note

Save the “Writing Good Directions” chart to use on Day 3 and throughout the unit.

Facilitation Tip

During this unit, we encourage you to **avoid repeating or paraphrasing** the students’ responses. It is easy to habitually repeat what students say when they speak too softly or to paraphrase them when they do not express themselves clearly. This teaches students to listen to you but not necessarily to one another. Try refraining from repeating or paraphrasing and see what happens. Encourage the students to take responsibility by asking one another to speak up or by asking a question if they do not understand what a classmate has said.

To see this Facilitation Tip in action, view “Avoid Repeating or Paraphrasing” (AV26).



For special considerations for English Language Learners, see “Additional Strategies for Supporting ELLs” on page xlix.

Teacher Note

If the students have difficulty answering this question, stimulate their thinking by suggesting some ideas like those in the “Students might say” note; then ask, “What other words or details make these directions easy to follow or understand?”

Students might say:

“I think the directions are accurate and clear because I know exactly what to do.”

“I agree with [Thérèse] because there isn’t anything in the directions that’s confusing.”

“I think the directions are clear because we all agreed that [the folder] was the secret object.”

Direct the students’ attention to the first few steps of the directions. Tell the students that using specific words and details in directions helps make them easy to follow and understand, and give a few examples of this from your directions.

You might say:

“The words *facing the coat hooks* help the reader understand the first step. If that wasn’t written, the reader might start walking in the wrong direction. The word *straight* also helps make the directions easier to follow because it tells the reader in what direction to walk.”

Then use “Think, Pair, Share” to discuss:



Q *What other words or details in these directions make them easy to follow or understand? Why?* [pause] *Turn to your partner.*

Have volunteers share their thinking.

Students might say:

“The words *round table* and *red chair* are helpful details because they tell the reader which chair and table they should be looking for.”

“The words *smooth*, *rectangular*, and *flat* are good details because there are lots of objects on the computer table, but only a few fit that description.”

4 Shared Writing: “Find the Secret Object” Game

Explain that tomorrow the students will write their own directions to a secret object in the classroom. Today they will practice writing accurate and clear directions by helping you write directions from a location in the classroom, such as your desk, to a secret object in the room. Tell the students that the secret object has to be one that does not change in appearance and does not move from one place to another. Ask:

Q *What object should we choose to be the secret object?*

Q *What information will the reader need to find the object?*

Students might say:

“The reader will need to know where to start.”

“In addition to what [Troy] said, the reader will need to know what direction to face when she starts.”

“The reader will need a few hints that describe what the object is.”

Title a sheet of chart paper “Find the Secret Object.” Then ask questions such as:

- Q *What is the first direction we should write? Do you agree or disagree with what [Alexis] said? Why or why not?*
- Q *What direction should we write next? What word or detail might we add to the direction to make it accurate and clear?*
- Q *What should we write next? How can we make the direction as clear as possible?*
- Q *What might we write to describe the [pencil sharpener]?*

Use the students’ suggestions to write the directions and the description of the object on the chart paper (see example below).

Find the Secret Object

1. Start by standing near the front right corner of Mr. Kramer’s desk.
2. Face the bulletin board, and walk toward the rectangular table.
3. When you get to the table, stop and turn left. You should be facing the world map.
4. Walk straight and stop when you reach the sink.
5. The secret object is on the counter to the left of the pencil holder. It is electric and has a small hole on the top.

5 Suggest Secret Objects in the Classroom

Use “Think, Pair, Share” to discuss:



- Q *If you were to write “Find the Secret Object” directions, what object might you choose and where might the directions start? [pause] Turn to your partner.*

Have volunteers share their thinking.

Teacher Note

Regularly remind the students to use the discussion prompts they learned when they participate in class discussions. The prompts are:

- “I agree with _____ because . . .”
- “I disagree with _____ because . . .”
- “In addition to what _____ said, I think . . .”

Teacher Note

If the students have difficulty generating ideas, you might model writing a description of the object that gives more specific clues about its location, what it is used for, or what it looks like. You might write, *The secret object is on the counter to the left of the pencil holder. It is electric and has a small hole on the top.* Then ask, “What else might we write to describe the [pencil sharpener]?”

Teacher Note

If necessary, stimulate the students’ imaginations by suggesting some ideas like those in the “Students might say” note on the next page; then ask, “What other objects can you write directions to? Where might the directions start?” Encourage the students to choose a starting point and an object that will require writing a minimum of five or six steps.

Teacher Note

Writing a clear and accurate description of an object can be challenging for the students. For that reason, the students practice writing descriptions of objects during Writing Time today. Tomorrow they will focus on writing directions to the object.

Teacher Note

If the students have difficulty generating ideas, you might model writing a description of the object that gives more specific clues about its location, what it is used for, or what it looks like. You might write, *The object is round and shows water and land. It is located on the shelf next to the atlases.* Then ask, “What else might we write to describe the [globe]?”

Students might say:

“I can write directions from your desk to the turn-in basket.”

“I can write directions from the gerbil cage to the file cabinet.”

“I might write directions from the water fountain to the red dictionary in the writing center.”

“I could write directions from the classroom door to the fish magnet on the whiteboard.”

Record their ideas on a sheet of chart paper titled “Secret Objects.” Explain that during Writing Time today the students will pick two or three possible secret objects and write a description of each one. Tell them that they will practice by helping you write a description of one of the objects on the chart. Circle one of the objects on the chart. Ask and briefly discuss:

Q *What might we write to describe the [globe]?*

Use the students’ suggestions to write a brief description of the object on the chart paper.

Explain that during Writing Time today the students will list possible secret objects, pick two or three objects, and write a description of each one. When they finish, they can practice writing different types of functional texts or browse the functional writing collection.

WRITING TIME

6 Write Independently and Explore Functional Writing

Have the students return to their seats. Display the “Writing Time” chart (WA2) and have the students work quietly for 20–30 minutes on the charted tasks.

Writing Time

- Write a list of possible secret objects.
- Write a description of two or three objects on your list.
- When you finish, practice writing different types of functional texts, or browse the functional writing collection for ideas.

WA2

Join the students in writing for a few minutes. Then circulate and observe, assisting students as needed.

Signal to let the students know when Writing Time is over. Have them return any functional writing they borrowed from the class collection.

SHARING AND REFLECTING

7 Reflect on Writing

Ask and briefly discuss questions such as:

- Q *What possible secret objects did you list?*
- Q *Was it challenging to write a description of an object? Why or why not?*
- Q *What other functional writing did you do today? Tell us about it.*
- Q *What interesting information did you find in the functional writing collection? Tell us about it.*

Explain that tomorrow the students will each pick a secret object and write “Find the Secret Object” directions for their classmates to follow.

Drafting and Revising

Day 3

In this lesson, the students:

- Explore directions for how to get from one place to another
- Explore accuracy, clarity, and completeness in functional writing
- Write directions to a secret object in the classroom
- Give feedback in a helpful way
- Revise their directions

GETTING READY TO WRITE

1 Briefly Review Functional Writing

Gather the class with partners sitting together, facing you. Review that yesterday the students began exploring functional writing that tells people how to get from one place to another. Remind them that they read and discussed directions that used specific words and details, they made a list of secret objects, and they wrote descriptions of a few of the objects in their notebooks. Explain that today the students will pick a secret object from their list and draft a set of “Find the Secret Object” directions.

2 Read and Discuss Incomplete Directions

Tell the students that you will read another set of directions that lead a person to a secret object in the room. Do not yet display the charted directions. Explain that as you read the directions aloud, you want them to imagine following the directions and then guess what the secret

Materials

- Handheld copy of “Directions to a Secret Object (2)” chart, prepared ahead
- “Directions to a Secret Object (2)” chart (WA3), prepared ahead
- “Writing Good Directions” chart from Day 2
- Loose, lined paper for writing drafts
- “Writing Time” chart (WA4)
- Collection of functional writing

object is. Read your handheld copy of “Directions to a Secret Object (2)” aloud slowly and clearly, pausing between each step (see example in Step 3 below).

Ask:

- Q *What do you think the secret object is? What makes you think that?*
- Q *Does anyone disagree with [Hanwei]? Why?*

If the students do not agree about what the secret object is, tell them what it is.

3 Explore Completeness in Directions

Display the “Directions to a Secret Object (2)” chart (WA3) and remind the students that you just read these directions aloud (see example below).

Directions to a Secret Object (2)

1. Start at Mr. Kramer's desk.
2. Walk straight ahead. Stop when you get to the chair.
3. Walk toward the desk.
4. Walk straight ahead. Stop when you get to the bookshelf.
5. The secret object is on the shelf. It is small and rectangular.

WA3

Have the students quietly reread the directions; then discuss:

- Q *Did the directions give you all of the information you needed to find the secret object? If not, what other information did you need?*

Students might say:

“The first step was hard to understand. I didn’t know where to start or which direction to walk.”

“I agree with [Sheila]. I imagined starting from behind the desk but if you start there, the rest of the directions don’t make sense.”

“It seems like a step is missing. The reader needs to know which way to turn after stopping at the chair.”

“The description of the secret object does not have enough detail. There are lots of small, rectangular objects on the bookshelf.”

Explain that when you write directions, you need to think about whether you included all of the information a reader needs to get from one place to another. On the “Writing Good Directions” chart, write the question *Does the reader have all of the information needed?*

Direct the students’ attention back to the directions. Use “Think, Pair, Share” to discuss:

- Q *What information might we add to these directions to make them clearer and easier to understand? [pause] Turn to your partner.*

Teacher Note

To review the procedure for “Think, Pair, Share,” see Unit 1, Week 2, Day 1 (page 30). To see an example, view “Using ‘Think, Pair, Share’” (AV13).



Signal for the students' attention. Have a few volunteers share with the class. Record their revisions on the "Directions to a Secret Object (2)" chart (WA3).

Tell the students that you will read the directions again, and invite a student volunteer to follow the directions as you read them aloud. Ask the rest of the class to again imagine following the directions and to notice whether or not they interpret the directions in the same way as the volunteer. After reading the directions, have the volunteer touch the secret object.

Ask:

Q *Did our revisions make it easier to find the secret object? Why or why not?*

Have a few volunteers share their thinking.

4 Get Ready to Write Directions

Explain that during Writing Time today the students will review their secret object ideas in their notebooks, pick a secret object, and then draft a set of "Find the Secret Object" directions. Remind them that the secret object has to be something that does not change in appearance and is not moved from one place to another. Direct the students' attention to the "Writing Good Directions" chart, and remind the students to think about the questions as they write.

WRITING TIME

5 Write Directions to a Secret Object

Have the students return to their seats. Display the "Writing Time" chart (WA4). Have the students work for 20–30 minutes to select a secret object and write a set of "Find the Secret Object" directions. Remind them to write on every other line.

Writing Time

- Review your list of secret objects.
- Pick an object from your list and draft a set of "Find the Secret Object" directions.
- When you finish, practice writing different types of functional texts, or browse the functional writing collection for ideas.

WA4

Join the students in writing for a few minutes. Then circulate and observe, assisting students as needed.

Signal to let the students know when Writing Time is over.

Teacher Note

The students will need to complete drafts of their directions before they can continue with today's lesson. You might provide extra time today for the students to finish their drafts and then finish the rest of the lesson at another time.

SHARING AND REFLECTING

6 Exchange Directions with Partners

Explain that partners will exchange directions, imagine following the directions to find the secret object, and then give each other feedback about the directions.

Ask and briefly discuss:

Q *If you have difficulty following your partner's directions, what might you do?*

Q *What do you know about how to give feedback respectfully?*

Encourage the students to use the questions on the “Writing Good Directions” chart as they give each other feedback today.



Allow time for partners to exchange directions, follow them, and give each other feedback. Then give the students a few minutes to use their partners' feedback to revise their directions, if necessary.

7 Reflect on Revisions and on Writing Directions

Briefly discuss:

Q *What changes did you make in your directions based on your partner's feedback?*

Q *What have you learned about writing good directions?*

Explain that tomorrow each pair of students will exchange their directions with another pair and try to guess one another's secret objects. Have the students place their directions in their folders until the next lesson.

EXTENSION

Write Directions to a Secret Object at Home

Have the students write “Find the Secret Object” directions to a secret object located at home. The directions might be written for a family member or friend to follow. Remind them to think about the questions on the “Writing Good Directions” chart as they write.

In this lesson, the students:

- Confer in groups of four about their directions
- Explore completeness, accuracy, and clarity in functional writing
- Ask for and receive feedback about their writing
- Give feedback in a helpful way
- Revise their directions

GETTING READY TO WRITE

1 Exchange and Imagine Following Directions

Have the students get their “Find a Secret Object” directions. Review that yesterday the students wrote directions to a secret object in the classroom. Explain that today each pair will join another to form groups of four, and then each student will take a turn reading his directions to the group. The other group members will imagine following the student’s directions, guess the secret object, and give helpful feedback.

Put pairs together to form groups of four and ask group members to sit together.



Have each student take a turn reading her directions to her group, while the students in the other pair in her group first imagine following the directions and then guess the secret object.

2 Confer in Groups About Directions

After the students have had sufficient time to read and imagine following each other’s directions, signal for their attention.

Refer to the “Writing Good Directions” chart and have the students first think about and then discuss each question on the chart in groups of four:



Q *Are the directions accurate and clear?* [pause] *Discuss in your group of four.*

Q *Does the reader have all of the information needed?* [pause] *Discuss in your group of four.*

After the students have discussed both questions, ask and briefly discuss:

Q *If you were confused about any of the directions, how might you give that feedback in a respectful and helpful way?*

Materials

- “Writing Good Directions” chart from Day 3
- “Class Assessment Record” sheet (CA1)
- Collection of functional writing

TEKS 1.B.iii

Student/Teacher Activity
Step 1



ELL Note

Consider combining pairs in such a way that English Language Learners who speak the same primary language are in groups together. This will provide support for their discussion about the directions.

Students might say:

"I could say, 'I'm not sure I understand what this direction means. Could you please explain it?'"

"I could say that I'm not sure what the secret object is, and then we could talk about it."

"I could say that I need more information to know what to do, and ask what details he could add."



Have the students give one another other feedback. As they confer, circulate and observe.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students give one another useful feedback?
- Do they give and receive feedback respectfully?
- Do the students discuss possible revisions?

Note any difficulties that you observe groups having and prepare to discuss them later as a class.

Record your observations on the "Class Assessment Record" sheet (CA1); see page 113 of the *Assessment Resource Book*.

Ask and briefly discuss:

- Q *What feedback did you get that helped you?*
- Q *What was helpful about how the other students in your group talked to you? Take a moment to thank them.*
- Q *What suggestions do you have for how the other students might give feedback in the future? Take a moment to tell them.*

Explain that during Writing Time today the students will use the feedback they received to help them revise their directions, if necessary. Explain that they will think about what they might add to their directions to make them clearer. On the "Writing Good Directions" chart, write the question *If the directions are not clear, what might you add to make them clearer?*

WRITING TIME

3 Revise Drafts

Have the students return to their seats and work on revising their secret object directions for 20–30 minutes, if necessary. Join the students in writing for a few minutes and then circulate and observe, assisting students as needed. If they finish, they may write another set of directions for their partners to follow or browse the functional writing collection for ideas.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Reflect on Revisions

Ask and briefly discuss:

Q *What is one change you made to your directions today? Read it to us. Why did you make this change?*

Explain that tomorrow the students will continue to explore functional writing.

Exploring Functional Writing

Day 5

In this lesson, the students:

- Write and follow directions for drawing a simple pattern
- Explore audience and purpose in functional writing
- Reflect on the challenges of writing clear and accurate directions

GETTING READY TO WRITE

1 Discuss Audience and Purpose

Have the students get their pencils and sit at desks with partners together. Remind the students that they have been exploring functional writing. Direct their attention to the “Writing Good Directions” chart and read the items on it. Explain that in addition to these things, authors of functional writing consider whom they are writing for, or who their audience is. Ask and briefly discuss:

Q *Who is the audience for the directions to a secret object that you wrote?*

Q *Imagine that you are writing directions to a secret object for an audience of second graders who are visiting the classroom. How might the directions be different?*

Students might say:

“I would use simpler words that second graders would understand.”

“I think I would need to explain more things for the second graders.”

“If I was writing directions for second graders, I might need to say, ‘Ask a grown-up for help’ because there are some things second graders shouldn’t do by themselves.”

Add the question *Who is the audience for the directions?* to the “Writing Good Directions” chart. Explain that authors of functional writing also consider what the *purpose* of their writing is, or why they are writing.

Materials

- “Writing Good Directions” chart from Day 4
- Handheld version of a secret pattern and directions for drawing it, prepared ahead (see example on page 494)
- Chart paper and a marker
- “Writing Time” chart (WA5)
- Drawing paper for the students
- Loose, lined paper for the students
- Sturdy folder for each pair
- Collection of functional writing
- “Class Assessment Record” sheet (CA2)

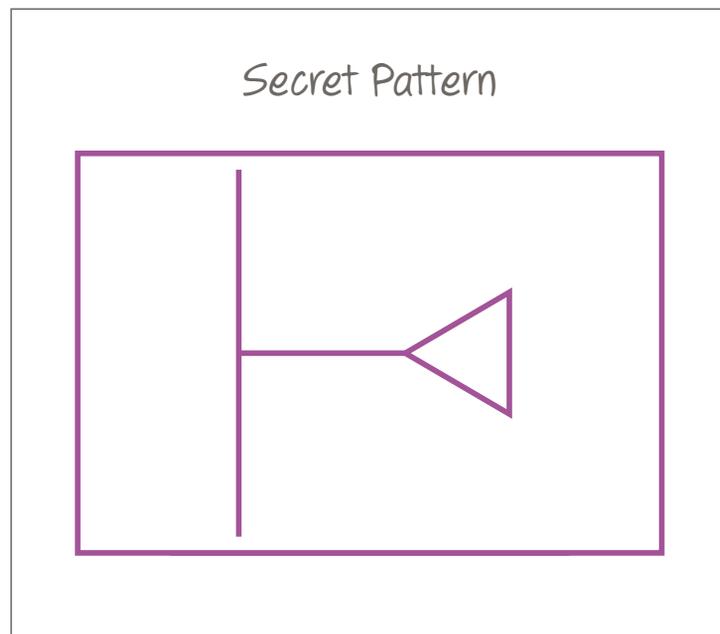
Teacher Note

Although these instructions are for drawing a pattern, this activity could be done using geoboards, tangrams, pattern blocks, or other materials instead.

2 Shared Writing: Write Directions to Draw a Secret Pattern

Tell the students that today they will write directions for a secret pattern. Explain that they each will draw a pattern without letting their partner see what they drew. Then they will write directions for drawing the pattern for their partners to follow. Later, partners will exchange directions and try to draw each other's patterns.

Tell the students that, before they draw a secret pattern and write directions for it, you would like their help in writing directions for a pattern you will draw. Then draw your secret pattern (see example below) on chart paper.



Write the first step. If you are writing directions for the pattern provided, the first step might be *1. Draw a vertical line (one that goes up and down) about as long as your hand in the center of the paper.* Then ask:

Q *What direction shall I write next to explain how to draw my pattern?*

Use the students' suggestions to write the remaining steps for your pattern, thinking aloud as you model writing each step.

You might say:

"First, I'll write the number 1 to tell readers that this is the first step. Then I'll write this direction: *Draw a vertical line (one that goes up and down) about as long as your hand in the center of the paper.* What's the second thing I should do when I draw my pattern? I think I should draw the line that sticks out to the right of the first line. I want to be clear about where the line goes and how long it should be, so I'll write: *About halfway up the first line, draw a horizontal line (one that lies flat) that sticks out to the right. This line should be about half the length of the first line.* Because this is the second step, I'll write the number 2 in front of those sentences. What should I say to draw after that? One suggestion I heard is that I should tell the reader to draw the triangle at the end of the second line. Now, how can I write that so the directions are clear and easy to follow and the triangle turns out to be the right size? I'll try writing: 3. *Draw a triangle with one point touching the end of the second line. The triangle's sides should all be about the same length, about as long as your thumb.* And my final step is an easy one. I'll write: 4. *Draw one big rectangle around the two lines and the triangle.*"

Secret Pattern

1. Draw a vertical line (one that goes up and down) about as long as your hand in the center of the paper.
2. About halfway up the first line, draw a horizontal line (one that lays flat) that sticks out to the right. This line should be about half the length of the first line.
3. Draw a triangle with one point touching the end of the second line. The triangle's sides should all be about the same length, about as long as your thumb.
4. Draw one big rectangle around the two lines and the triangle.

3 Prepare to Draw Secret Patterns

Tell the students that the patterns they draw should be simple so that it will be easy for them to write clear and accurate directions for their

partners to follow. Review that when they are finished, partners will exchange directions and try to draw each other's patterns.

WRITING TIME

4 Write Independently

Display the "Writing Time" chart (C WA5) and read it aloud.

WA5

Writing Time

- Place an empty folder so that it stands upright between you and your partner, hiding your drawing from one another.
- Next, draw a simple pattern on drawing paper.
- Then, write directions for drawing your pattern on lined paper. Be sure the directions are as clear and as accurate as possible.

Distribute drawing paper and empty folders. If necessary, demonstrate how to position the folder between partners so that they cannot see each other's work. Have the students work silently for 20–30 minutes. As they work, walk around and observe, assisting students as needed. If students finish early, they may repeat the activity with another pattern or browse the functional writing collection to get ideas.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students each able to draw a simple pattern and write directions for how to draw it?
- Are they able to write directions that others can follow?

Support struggling students by having each student describe her pattern to you (without your looking at it) and by asking:

Q *What is the first thing you do to draw your pattern? How can you write that as a sentence?*

Q *What do you do next?*

If you notice many students struggling to write directions, call the class together and model another example as you did in Step 2 of the lesson; then have the students resume their own writing.

Record your observations on the "Class Assessment Record" sheet (CA2); see page 114 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Exchange Patterns and Reflect on Challenges



Have partners exchange patterns, follow each other's directions, and compare their drawings to the originals.

Ask and briefly discuss as a class:

Q *What was interesting or enjoyable about writing directions for drawing your pattern?*

Q *What did your partner do to make his directions clear and accurate?*

Tell the students that next week they will continue practicing writing clear and accurate directions. Have the students return their partners' directions and place their own directions and drawings in their folders.

EXTENSION

Exchange Patterns with Other Students

Have the students exchange the directions for their secret patterns with other students in the classroom and try to draw each other's patterns. Afterwards, have them compare their drawings to the originals. Have them discuss what was challenging about following each other's directions and what in the directions helped them understand what to draw.

Week 2

OVERVIEW

Writing Focus

- Students hear, read, and discuss functional writing.
- Students explore completeness, accuracy, and clarity in functional writing.
- Students explore specific language and details in functional writing.
- Students discuss, follow, and write directions to a location in the school.

Social Development Focus

- Students make decisions and solve problems respectfully.
- Students act in fair and caring ways.
- Students help one another improve their writing.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA6–WA13

Assessment Forms

- “Class Assessment Record” sheet (CA3)
- “Conference Notes” record sheet (CN1)

Reproducible

- “‘Places’ Cards” (BLM1)

Professional Development Media

- “Building a Community of Writers” (AV1)
- “Conferring About Functional Writing” (AV49)

DO AHEAD

- ✓ Prior to Day 1, write a set of directions from the classroom door to a place in the school using a sheet of chart paper. Write a title for the chart (for example, “Directions to the School Library”). (You might use the example on page 502 as a guide.) The directions should be specific and detailed. Include a brief description of the destination and describe your classroom so any reader would be able to locate it. Create a reduced version of your charted directions and make a class set for the students to use during the lesson; set aside a copy for yourself.
- ✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print the “Places’ Cards” (BLM1). Make enough copies for each pair of students to have one of the cut-out cards. Fill in the blank on each card with a location around the school (for example, the library, computer lab, science room, counselor’s office, multipurpose room, art room, music room, and lost-and-found area). If possible, choose locations that require the students to write directions with at least five or six steps. Put the cut-out cards in a small bag.
- ✓ Prior to Day 3, write a set of directions to a place familiar to your students (for example, from the classroom to the playground), leaving out important information. (You might use the example on page 507 as a guide.) Write or upload your directions on the “Directions to the Playground” chart ( WA7).
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA3) on page 115 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, write a set of directions from a person’s house to a place familiar to your students (for example, a post office), incorporating landmarks and specific details. (You might use the example on page 511 as a guide.) Prepare your directions for display. Alternatively, you can use the “Directions to the Post Office” chart ( WA9).

(continues)

TEACHER AS WRITER

“I find that [the writing] process has started to become essential to me in my life, just as it is to take walks, to exercise, to eat, to ride a bicycle.”

— David Leavitt

Review your list of functional writing from last week. Consider the following questions and write your reflections in your notebook:

- What functional writing do you do nearly every day? Who is the audience, and what is the purpose?
- What functional writing helps you most in your job? Who is the audience, and what is the purpose?
- What functional writing do you most like to do? Why?

⌚ DO AHEAD *(continued)*

- ✓ Prior to Day 4, make a class set of the “Conference Notes” record sheet (CN1) on page 117 of the *Assessment Resource Book*.
- ✓ (Optional) Prior to Day 5, review the functional writing pieces you have written and select a single set of directions to use to model adding the conjunctions *either/or* and *both/and* to a draft. Prepare your sample writing to display. Alternatively, you can use the “Directions to the Science Museum” chart (WA12).

In this lesson, the students:

- Act responsibly during a school walk
- Explore accuracy and clarity in functional writing
- Write directions to and from a location in the school
- Reach agreement before making decisions
- Work responsibly in pairs

GETTING READY TO WRITE

1 Review Functional Writing

Gather the class with partners sitting together, facing you. Remind them that last week they wrote directions to a secret object in the classroom. Explain that this week and next they will write directions to and from locations around the school, and you will compile the directions into a class book. The book will go into the class library. The *audience*, or readers, for the book will be new students or guests, and the purpose of the book will be to help readers find out how to get to various places in the school.

2 Read Your Directions Aloud

Tell the students that you will read a set of directions that lead a person from the classroom to a place in the school (see diagram on page 502 for an example). (Do not yet display the charted directions.) Tell the students that as you read the directions aloud, you want them to imagine following them and then guess what the place is.

Have the students imagine they are standing at the door, with their backs to the classroom. Read a copy of the directions you prepared (see “Do Ahead” on page 499) aloud slowly and clearly, pausing after each step. Remind the students to think quietly and not to call out the place as you read the directions.

Materials

- Your charted directions to a school location (for example, “Directions to the School Library”), prepared ahead but not posted (see Step 2)
- Class set of copies of the charted directions, prepared ahead
- “Writing Good Directions” chart from Week 1
- Collection of functional writing
- “Writing Time” chart (WA6)

Teacher Note

This lesson may require an extended class period.

Teacher Note

In order to have the students guess what the place is, be sure to avoid using the name of the place when you read the directions aloud. For example, you might substitute “the library” (in the last step of the example chart) with “this place” or “your destination” instead. You will post the charted directions in Step 5 (see page 503).

Directions to the School Library

1. Stand with your back to the classroom door, facing outside. When you leave the classroom, turn right and follow the path straight ahead.
2. Keep walking straight. You will pass Mrs. Weber's room, Mr. Park's room, and the computer lab. After you pass the computer lab, you will see another path going to the left. Turn left onto that sidewalk.
3. Walk straight until you reach the place where the two paths meet and make a "T."
4. Turn left where the two paths meet. Walk straight toward the main building.
5. Open the door and enter the building. Walk straight down the hallway. You will pass Mrs. Young's room, Mr. Hall's room, and the main office.
6. Your destination is straight ahead, just past the main office. It is located at the end of the hall next to the entrance of the school.

Ask and briefly discuss:

Q *What is the secret place? What makes you think that?*

Distribute a copy of the directions to each student. Tell the students that they will take a class walk following the directions. Explain that as they follow the directions you would like them to think about the details and specific language you used to make the directions accurate, clear, and easy to understand.

3 Discuss Being Responsible Outside the Classroom

Remind the students that last week they took a walk around the school to look for examples of functional writing.

Ask and briefly discuss:

Q *What did we do to act in a considerate and responsible way as we walked around the school?*

Q *What problems did we have that we need to work on during today's walk?*

Encourage the students to keep in mind what they talked about, and tell them that you will check in with them at the end of the lesson to see how they did.

4 Follow Your Directions

Explain that partners will walk together as the class follows you to the location you chose. Lead the students to the location. As you follow the directions, give the students time to read each step to themselves. When you arrive at the location, ask:



Q *What words or phrases made these directions clear and easy to understand? Turn and whisper to your partner.*

Tell the students that they should pay careful attention to the route they take back to the classroom. Explain that they will use the information to help write a set of directions from the location back to the classroom. Lead the students back to the classroom using an alternate route, if possible.

5 Discuss Your Directions

Gather the class and have partners sit together, facing you. Direct the students' attention to the "Writing Good Directions" chart. Remind the students that good directions are accurate and clear and contain enough information for the reader to follow them.

Post the charted directions and explain that these are the directions the students just followed. Ask and briefly discuss:

Q *Which words or phrases make these directions clear and easy to understand? What makes you think that?*

Students might say:

"The words 'facing outside' in step 1 make the directions clear because it tells the reader which way he should be looking."

"In step 2, there is a list of rooms the reader will pass. That lets the reader know if she is going the right way."

"In step 3, the words 'where the two sidewalks meet and make a T help me picture where I should be standing.'"

As the students respond, underline the words in the directions that make them clear and easy to understand.

Teacher Note

Keep your charted directions to a school location as a model for the students' writing and as an optional resource in Week 3.

Teacher Note

If the students have difficulty answering the question, suggest some ideas like those in the "Students might say" note; then ask, "What other words or phrases make these directions clear and easy to understand?"

6 Discuss How Partners Will Work Together

Explain that the students will write directions from the school location they just visited back to the classroom. Explain that partners will discuss how to write directions back to the classroom from the location you chose, and then each student will write his own directions. Remind the students that the first step in the directions should tell readers where to start and in which direction to face.



Have partners spend a few minutes discussing what they will tell readers to do in order to get back to the classroom from your chosen location. When they are ready, have them return to their seats and begin writing their directions. Join the students in writing for a few minutes; then circulate and observe, assisting students as needed.

WRITING TIME

7 Write Directions Back to the Classroom

Display the “Writing Time” chart (WA6) and have the students work silently on the charted tasks for 15–20 minutes. Join the students in writing for a few minutes; then circulate and observe, assisting students as needed. Make the collection of functional writing available for interested students to browse during this time.

WA6

Writing Time

- Write directions back to our classroom from where we went earlier today.
- Be sure your first step says where to start and in which direction to face.
- Be sure your last step describes our classroom so that any reader would recognize it.
- If you finish, practice writing different types of functional texts, or browse the functional writing collection for ideas.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

8 Reflect on Reaching Agreement

Ask and briefly discuss questions such as:

- Q *What did you do to act responsibly during the walk? How do you think that helped the people around us?*
- Q *What problems, if any, did we have as a class? What can we do to avoid these problems in the future?*
- Q *Was it challenging to write directions back to our classroom? Why or why not?*



TECHNOLOGY EXTENSION

Search Online for Directions to Places

Invite the students to search online for directions to spots or places they would like to visit. Show the students that they can get directions instantly by entering an address for a starting point and an address for a destination into an online map service. Point out that the websites of many museums, parks, sports arenas, and other interesting places provide directions to help visitors find their way. As a class, brainstorm some places the students would be interested in going. Briefly discuss what keywords might be useful in an Internet search to locate such directions.

Next, guide the students as they perform a keyword search for directions and identify relevant websites. As a class, navigate the websites to find directions to places that interest them. Read the directions aloud, point out any text features, and discuss questions such as:

- Q *Who do you think is the audience for these directions? What was the author's purpose in writing the directions?*
- Q *Do you think the directions would be easy or hard to follow? Why?*
- Q *Would you recommend these directions to other students? Why or why not?*



Technology Tip

To help your students learn how to search online and understand search results, see the following Technology Mini-lessons in Appendix A: Mini-lesson 4, "Choosing Effective Search Terms"; Mini-lesson 5, "Understanding Search Results"; and Mini-lesson 6, "Using Filters to Narrow Results." For more information, see "About Teaching the Online Research Lessons" on page 712.

Exploring Functional Writing

Day 2

In this lesson, the students:

- Explore completeness, accuracy, and clarity in functional writing
- Write directions to and from a location in the school
- Reach agreement before making decisions
- Work responsibly in pairs

GETTING READY TO WRITE

1 Briefly Review

Have the students get their pencils and sit at desks with partners together. Remind them that yesterday they followed directions to a place you chose in the school and then they wrote directions from that location back to the classroom. Explain that today partners will pick a different place in the school, discuss possible routes to it, and begin to draft a set of directions, with one partner writing directions from the classroom to the place and the other partner writing directions from the place back to the classroom.

Materials

- Bag with "Places" cards (see BLM1), prepared ahead
- "Writing Good Directions" chart from Day 1
- Loose, lined paper for writing drafts

2 Choose a “Places” Card and Reach Agreement

Show the bag of “Places” cards (see “Do Ahead” on page 499) and explain that each pair of students will pick a card from the bag that has the name of a place in the school on it. Have each pair pick a “Places” card.



Explain that the students in each pair will decide which partner will write directions from the classroom to the place and which partner will write directions from the place back to the classroom. Have each pair of students decide which partner will write which set of directions.

When most partners have reached agreement, signal for the students’ attention. Explain that during Writing Time partners will discuss possible routes to and from their places. After discussing possible routes, partners will start to write their directions. Explain that the students will have time to finish their directions tomorrow. Direct the students’ attention to the “Writing Good Directions” chart, and remind them that their directions should be as accurate, clear, and complete as possible.

WRITING TIME

3 Write Directions



Distribute writing paper and remind the students to write on every other line. Have them work for 20–30 minutes to discuss possible routes with their partners and start writing their directions.

Signal to let the students know when Writing Time is over. Explain that tomorrow the students will finish writing their directions and then share them with their partners. Have the students place their drafts in their folders and put them away.

SHARING AND REFLECTING

4 Reflect on Reaching Agreement

Ask and briefly discuss questions such as:

- Q *How did you agree on which set of directions each of you will write?*
- Q *What problems did you have making the decision? How did you handle those problems?*
- Q *What might you do the same or differently next time?*

In this lesson, the students:

- Read and discuss directions for how to get from one place to another
- Explore completeness, accuracy, and clarity in functional writing
- Write directions to and from a location outside the classroom
- Act responsibly outside the classroom
- Work responsibly in pairs
- Give feedback in a helpful way

GETTING READY TO WRITE

1 Briefly Review

Have the students get the drafts of their directions and sit at desks with partners together. Remind them that yesterday each pair of students picked a place, discussed possible routes, and started to draft a set of directions, with one partner writing directions from the classroom to the place and the other partner writing directions from the place back to the classroom. Explain that today the students will finish writing their directions, share the directions with their partners, and revise and test their directions.

2 Explore Completeness, Accuracy, and Clarity

Direct the students' attention to the "Writing Good Directions" chart, and remind them that when they write directions, they need to ask themselves whether their directions are accurate and clear and include all of the information a reader needs.

Display the charted directions to a place familiar to your students (see "Do Ahead" on page 499) or use the "Directions to the Playground" chart (WA7).

Directions to the Playground

1. Go out the front door. Walk to the corner.
2. Turn. Walk straight ahead until you get to the stop sign.
3. Cross the street at the crosswalk.
4. Once you cross the street, cross the other street.
5. Turn and walk three blocks. The playground is on the right.

WA7

Materials

- "Writing Good Directions" chart from Day 2
- Charted directions to a place familiar to your students, prepared ahead, OR "Directions to the Playground" chart (WA7)
- Loose, lined paper for writing drafts
- "Class Assessment Record" sheet (CA3)
- Collection of functional writing
- "Writing Time" chart (WA8)

Tell the students that these are directions from a person's house to a nearby playground. Explain that you will read the directions aloud and that as you read, you want the students to close their eyes and imagine following the directions. Read the directions aloud, slowly and clearly, pausing after each step. Have the students open their eyes, and then give them a few moments to look at the directions. Ask:



Q *Are these directions clear and easy to understand? Do they give you all the information you need to get to the playground? If not, what other information do you need? [pause] Turn to your partner.*

Have volunteers share their thinking.

Students might say:

"The directions are very confusing. In step 1, I didn't know if I should walk straight or turn to get to the corner."

"I agree with [Brianna] that the directions are confusing. I didn't know which direction to turn at the corner."

"The directions tell the reader to cross the street, but it isn't clear which street to cross."

Direct the students' attention back to the directions. Use "Think, Pair, Share" to discuss:



Q *What information might I add to these directions to make them clearer and easier to understand? [pause] Turn to your partner.*

Have volunteers share their ideas with the class and record their revisions on the chart.

Students might say:

"You could tell the reader what to do after he walks out the front door."

"You could add which direction to turn when you get to the corner."

"You might add street names to your directions so that the reader will know if she is in the right place."

"In addition to what [Pablo] said, you might add the name of the playground to your directions."

Teacher Note

If the students have difficulty answering this question, suggest some ideas like those in the "Students might say" note; then ask, "What else might I add to these directions to make them clearer and easier to understand?"

Teacher Note

Each student will need to have a completed draft to continue with today's lesson. You might need to finish the rest of the lesson at a later time so that students have extra time today to complete their drafts.

WRITING TIME

3 Complete Drafts

Have the students read their draft directions, asking themselves the questions on the "Writing Good Directions" chart. Have them make any changes to their writing so that they can answer "yes" to the questions. Give the students adequate time to reread and complete their drafts. Provide additional lined paper as needed.

4 Exchange Directions and Give Feedback

Explain that partners will exchange directions and imagine following them. They will then talk about which steps are clear and easy to understand and which steps need more details and clarity. Ask and briefly discuss:

Q *If you have difficulty imagining your partner's directions, how might you give that feedback in a respectful and helpful way?*

Students might say:

"I could say, 'I'm not sure where to go after step 3. Could you please explain it?'"

"I could say that a direction isn't clear, and then we could talk about it."

"I could say that I need more information to know what to do, and we could talk about what details my partner might add."

Remind the students to think about the questions on the "Writing Good Directions" chart as they read their partners' directions. Have the students read each other's directions and imagine following them.



Allow a few minutes for partners to give each other feedback. As they confer, circulate and observe, assisting students as needed.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are partners staying on task, reading and discussing their directions?
- Are they giving each other specific feedback using the questions on the "Writing Good Directions" chart?
- Are they giving feedback in a helpful and respectful way?

Note any difficulties that you observe partners having, and prepare to discuss them later as a class.

Record your observations on the "Class Assessment Record" sheet (CA3); see page 115 of the *Assessment Resource Book*.

When the students in most pairs have finished talking, signal for their attention. Explain that the students will use their partners' feedback to revise their directions, if necessary.

5 Revise and Test Directions

Tell the students that after they have made their revisions, partners will exchange directions and test the directions by following them together. Explain any procedures for leaving the classroom. Ask and briefly discuss:

Q *When you test your partner's directions, what might you do if you find that a step is not clear or accurate?*

Q *What will you do to act in a considerate and responsible way as you walk around the school?*

Teacher Note

If necessary, remind the students that in the writing community, the goal of giving feedback is to help the other person create the best possible piece of writing. It is important that each student share what she likes about her partner's piece and also offer suggestions and questions to help her partner improve the piece. For more information about developing the writing community, view "Building a Community of Writers" (AV1).



Teacher Note

You may wish to limit the number of students who are out of the classroom at any given time. (Note that pairs of students will have additional time on Day 4 to test their directions.) If students finish revising their directions but cannot immediately leave the classroom to test them, you might invite the students to write another set of directions to the place using a different route, explore the functional text writing collection, or write other types of functional text.

Teacher Note

If you notice students struggling to think of functional writing topics, discuss functional writing they might draft about their daily routines at home or in the classroom. Topics might include how to make a bed, how to care for a pet, what to do during a fire drill, how to check out books from the school library, how to operate a computer, or how to study for a spelling test.

Students might say:

"I could make a note on the directions so that I remember to talk to my partner about that step."

"I can look for details my partner might add to his directions to make them clearer."

"I might make a note to add another step."

Have the students begin revising their drafts. As pairs of students finish their revisions, allow them to leave the classroom to test their directions.

Display the "Writing Time" chart (WA8) and have the students work on the charted tasks when they return from testing their directions.

Writing Time

- Return your partner's directions and give each other feedback.
- Revise your directions based on your partner's feedback.
- Write other types of functional text.

WA8

Signal to let the students know when Writing Time is over. Have the students place their drafts in their folders and put them away.

SHARING AND REFLECTING

6 Reflect on Working with Partners

Briefly discuss:

- Q *What was fun about writing your directions? What was challenging?*
- Q *What did you and your partner do to work responsibly today? What do you want to do [the same way/differently] next time?*

In this lesson, the students:

- Read and discuss directions for how to get from one place to another
- Explore using specific language and details in functional writing
- Write and revise directions to and from a location outside the classroom
- Act responsibly outside the classroom
- Work responsibly in pairs

Materials

- Your sample directions, prepared ahead, OR “Directions to the Post Office” chart (WA9)
- “Writing Time” chart (WA10)
- Class set of “Conference Notes” record sheets (CN1)

GETTING READY TO WRITE

1 Discuss Adding Landmarks to Directions

Have the students get the drafts of their directions and sit at desks with partners together. Remind them that yesterday they worked with their partners to finish writing drafts of directions to and from a place in the school.

Display your own directions (see “Do Ahead” on page 499) or the “Directions to the Post Office” chart (WA9), and tell the students that these are directions from a person’s house to a post office (or the destination in your directions).

WA9

Directions to the Post Office

1. Walk out the front door, carefully walk down the steps, and then turn left at the bottom of the stairs. You are walking along Elm Street.
2. Walk straight ahead, stopping at the stop sign on the corner. You should be standing at the corner of Elm Street and Bruce Street.
3. Turn left onto Bruce Street. There should be a bus stop and a bench on your left.
4. Keep walking along Bruce Street until you get to the stoplight. You should see a shoe store on the corner across the street.
5. Cross the street and walk toward the shoe store.
6. Continue walking straight. You’ll pass the shoe store, the flower shop, and the nail salon. The post office is next door to the nail salon. If you reach the stoplight at Maple Avenue, you’ve gone too far.

Facilitation Tip

Continue to try to **avoid repeating or paraphrasing** the students' responses. Help them learn to participate responsibly in class discussions by encouraging them to ask one another to speak up or to ask a question if they do not understand what a classmate has said. For special considerations for English Language Learners, see "Additional Strategies for Supporting ELLs" on page xlix.

Tell the students that you will read the directions aloud and that as you read, you want them to close their eyes and imagine following the directions. Read the directions aloud, slowly and clearly, pausing after each step. Have the students open their eyes, and then give them a few moments to look at the directions. Ask:

-  **Q** *Are these directions clear and easy to understand? What makes you think that? Turn to your partner.*
- Q** *Do they give you all the information you would need to get to the post office? If not, what other information do you need? Turn to your partner.*

Review that one way you can make directions clear and easy to understand is by adding specific language and details to the directions. Ask:

-  **Q** *What specific language or details make these directions easy to follow or understand? Turn to your partner.*

Tell the students that details like "a bench," "the shoe store," and "the nail salon" are landmarks. Explain that a *landmark* is an object that is easily seen and helps people find their way to a place. Invite the students to think about landmarks they might add to their own directions during Writing Time today.

Explain that today partners will continue revising their direction drafts and then test each other's directions by following them. Review any procedures for leaving the classroom. Ask and briefly discuss:

- Q** *When you test your partner's directions, what might you do if you find that a step is not clear or accurate?*
- Q** *What will you do to act in a considerate and responsible way as you walk through the school?*

WRITING TIME

2 Revise and Test Directions

Display the "Writing Time" chart ( WA10), and have the students work quietly for 20–30 minutes. Join the students in writing for a few minutes; then circulate and observe, assisting students as needed.

Writing Time

- Exchange directions with your partner and test your partner's directions by following them.
- Return the directions to your partner and give each other feedback.
- Revise your directions based on your partner's feedback.
- Add specific language, details, and landmarks to your directions.
- If you finish, write directions to your place using a different route.

WA10

When pairs of students seem to be working independently, begin conferring with individual pairs.



TEACHER CONFERENCE NOTE

During this week and next, confer with individual pairs about the directions they are writing. Have partners who have tested and revised their directions show and read them to you. As you imagine following the directions, ask yourself:

- Are the directions clear and easy to follow?
- Are the directions complete and accurate?
- Do the directions use specific language and details?

Help partners revise unclear writing by rereading those passages back to them and explaining what is confusing to you. Ask questions such as:

- Q *I'm not clear about [where to start]. What can you tell me that will help me know what to do? How will you write that in your directions?*
- Q *You wrote, ["Turn when you get to the double doors"]. In which direction should I go? How will you write that in your directions?*
- Q *I'm confused about this direction. There are [two rooms across from the library]. How do I know which one you are writing directions to? How can you make that clear in your directions?*

If partners have chosen to give directions that are too complex for this writing activity, help them pick a destination that can be reached with simpler directions.

Document your observations for each student on a separate "Conference Notes" record sheet (CN1); see page 117 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

3 Reflect on Writing Directions

Briefly discuss:

- Q *What changes did you make to your directions after testing them?*
- Q *What have you learned about how to write good directions?*

Teacher Note

To see an example of a teacher conferring with individual students, view "Conferring About Functional Writing" (AV49).



Materials

- “Revising to Add *Either/Or* and *Both/And*” chart (WA11)
- A pad of small (1½" × 2") self-stick notes for each student
- Your sample directions, prepared ahead, OR “Directions to the Science Museum” chart (WA12)
- “Writing Good Directions” chart from Day 3
- “Writing Time” chart (WA13)

ELPS 5.E.i
Steps 2–5

In this lesson, the students:

- Explore using *either/or* and *both/and*
- Mark places in their directions where they use, or could use, *either/or* and *both/and*
- Revise their directions for completeness, accuracy, and clarity
- Share the work fairly

GETTING READY TO WRITE

1 Briefly Review Purpose of Revision

Have the students get their folders and pencils and sit at desks with partners together. Review that yesterday they revised their directions with feedback from their partners. Remind them that the purpose of revision is to make their directions as clear, complete, and as accurate as possible before they publish them in the class book. Explain that today you will ask them to think about a way they might revise their directions.

2 Discuss *Either/Or* and *Both/And*

Explain that authors of functional writing sometimes use the conjunctions *either/or* and *both/and* to make their directions clearer and easier for readers to understand. Write the conjunctions *either/or* and *both/and* where everyone can see them. Below them, write the following sentence: *When you enter our building, either take the elevator or go up the stairs to the second floor.* Explain that the sentence is from a set of directions. Read the sentence aloud; then ask and briefly discuss:

Q *The directions say to either take the elevator or go up the stairs. Why do you think the author used the conjunction pair either/or?*

Students might say:

“I think the author wanted to make it clear that the reader has a choice about what to do next.”

“I agree with [Angie]. Using *either/or* lets a reader know that there are two right ways to complete that step in the directions.”

Write the following sentence where everyone can see it: *Sometimes our doorbell doesn’t work, so both ring the bell and knock on the door.* Read the sentence aloud; then ask and briefly discuss:

Q *The directions say to both ring the bell and knock on the door. Why do you think the author used both/and?*

Students might say:

"I think the author wanted to make it clear that there are two things to do during that step in the directions."

"I agree with [Marcus]. Using *both/and* lets a reader know that it's important to do two things, not just one."

Review that using *either/or* gives readers a choice about what to do next while using *both/and* tells readers to do two things instead of just one. Next to the words *either/or*, add *gives a choice*. Next to the words *both/and*, add *shows two things to do*.

3 Facilitate Guided Rereading of Directions

Have partners quietly reread their directions and look up when they are finished. Distribute self-stick notes to the students and explain that you will ask them to look for and think about a few specific things in their drafts.

Display the "Revising to Add *Either/Or* and *Both/And*" chart (📄 WA11) and read the prompts aloud, one at a time, giving the students several quiet minutes after each prompt to review their drafts and mark passages with the self-stick notes.

Revising to Add *Either/Or* and *Both/And*

- Find a place where you use, or could use, *either/or* to help readers understand that you are giving them a choice. Put a self-stick note in the margin next to that place, and write *gives a choice* on it.
- Find a place where you use, or could use, *both/and* to help readers understand that they have to do two things in that step of the directions. Put a self-stick note in the margin next to the place and write *do two things*.

WA11

4 Model Revising to Add *Either/Or* and *Both/And*

Without sharing as a class, explain that the students will look at the places they marked with self-stick notes and make revisions to their directions.

Display your own set of directions (see "Do Ahead" on page 499) or the "Directions to the Science Museum" chart (📄 WA12) and read it aloud. If you are using your own writing, begin by writing *gives a choice* in the margin next to a place where you could use *either/or* and writing *do two things* next to places where you could use *both/and*. Ask the students to watch as you model revising to make your directions clearer and easier for readers to understand.

Skill Practice Note

For practice with using conjunctions like *either/or* and *both/and*, see Lesson 21 in the *Skill Practice Teaching Guide*.

You might say:

“When you give directions that might be dangerous, it’s a good idea to remind people to be safe. I can be even more specific about how to be safe in step 3 by telling my readers to do two things. I’ll link the two things using the pair of conjunctions *both/and*, so the first part of that sentence becomes: *Carefully look both right and left before you cross Stonehurst Drive*. In step 4, I gave the readers a choice, but I wrote it in two sentences. If I use the pair of conjunctions *either/or*, I can give that choice in one sentence: *You can either continue walking uphill on Buckingham to the museum or turn right on Cambridge, which ends up at the museum, too*. In step 5, there’s another spot where I should be clear about how to be careful. I’ll rewrite that step using *both/and* so that I tell my readers to do two things: *Newcastle can be a very busy road, so remember to both use the crosswalk at the corner and wait for the walk sign to light up when you cross the street*. I give readers another choice when I tell them how to enter the museum in step 6. I can combine the two sentences in that step into one sentence by using the conjunctions *either/or*: *Enter the museum either through the doors next to the giant spider mobiles or through the doors farther down Newcastle Road, next to the statue of the centipede*.”

WA12

Directions to the Science Museum

1. Begin from the school’s main entrance. The main entrance is next to the principal’s office. The flagpole is just outside the entrance.
2. Head down the path to the sidewalk along Stonehurst Drive and turn right. Walk along Stonehurst Drive until you see the corner of Buckingham Road across the street on your left. You will see a big white house with a huge oak tree on the corner.
3. Carefully, ^{look both right and left before you} cross Stonehurst Drive and then walk uphill ^{do two things} on Buckingham Road for four blocks to Cambridge Avenue. There is a pharmacy with a yellow sign on the corner of Cambridge and Buckingham.
4. You can ^{either} continue walking uphill on Buckingham to the museum. ^{gives a choice} Another way to go is to ^{or} turn right on Cambridge, which ends up at the museum, too. It takes a little longer to walk up Cambridge, but it is a quieter street than Buckingham, and the hill is not as steep.
5. When you reach Newcastle Road, you will see the science museum across the street from where you are standing. Newcastle can be a very busy road, so remember to ^{both use the crosswalk at the corner and wait for the walk sign to light up} be careful ^{do two things} when you cross the street.
6. Enter the museum ^{either} through the doors next to the giant spider mobiles. ^{or} You can also enter ^{gives a choice} through the doors farther down Newcastle Road, next to the statue of the centipede.

Explain that during Writing Time today the students will follow the same procedure to revise their own directions. You might also invite them to review the “Writing Good Directions” chart and to ask themselves the questions on the chart as they revise.

WRITING TIME

5 Continue Revising Drafts

Display the “Writing Time” chart (📄 WA13) and have the students work silently on the charted tasks for 20–30 minutes.

Writing Time

- Review places you marked with self-stick notes.
- Add *either/or* and *both/and* to make your directions clearer and easier to follow.
- Remove the self-stick notes as you finish revising.
- If you finish, work on another piece of functional writing.

WA13

Join the students in writing for a few minutes; then confer with individual pairs.



TEACHER CONFERENCE NOTE

Continue to confer with individual pairs about the directions they are writing. Have partners who have tested and revised their directions show and read them to you. As you imagine following the directions, ask yourself:

- Are the directions clear and easy to follow?
- Are the directions complete and accurate?
- Do the directions use specific language and details?
- Has each partner used *either/or* or *both/and* to make the directions clearer and easier to understand?

Help partners revise unclear writing by rereading those passages back to them and explaining what is confusing to you. Ask questions such as:

- Q *I'm not clear about [where to start]. What can you tell me that will help me know what to do? How will you write that in your directions?*
- Q *You wrote, ["Turn when you get to the double doors"]. In which direction should I go? How will you write that in your directions?*
- Q *I'm confused about this direction. There are [two rooms across from the library]. How do I know which one you are writing directions to? How can you make that clear in your directions?*
- Q *Where is a place you might use either/or or both/and to make your directions clearer and easier to understand?*

(continues)

TEACHER CONFERENCE NOTE *(continued)*

If partners have chosen to give directions that are too complex for this writing activity, help them pick a destination that can be reached with simpler directions.

Document your observations for each student on a separate “Conference Notes” record sheet (CN1); see page 117 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

6 Share and Reflect on Revisions

Help the students reflect on their work during Writing Time today by asking questions such as:

- Q *Who added either/or or both/and to their directions today? Read us that sentence. How does this make your directions clearer and easier to follow?*
- Q *What other revisions did you make today? Tell us about a revision.*

Explain that in the next lesson the students will proofread their drafts and write final versions. Have them put their drafts in their folders until the next lesson.

Week 3

OVERVIEW

Writing Focus

- Students review directions for accuracy, clarity, and completeness.
- Students explore commas in a series in directions.
- Students proofread their drafts for spelling, punctuation, and grammar.
- Students write final versions of their directions.
- Students present their directions to the class from the Author’s Chair.

Social Development Focus

- Students make decisions and solve problems respectfully.
- Students act in fair and caring ways.
- Students express interest in and appreciation for one another’s writing.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA14–WA18

Assessment Forms

- “Class Assessment Record” sheet (CA4)
- “Conference Notes” record sheet (CN1)
- “Individual Writing Assessment” record sheet (IA1)
- “Student Self-assessment” record sheet (SA1)

Reproducible

- Functional Writing genre unit family letter (BLM2)

Professional Development Media

- “Using ‘Turn to Your Partner’” (AV11)
- “Social Reflection” (AV14)
- “Planning a Lesson” (AV33)

J DO AHEAD

- ✓ Prior to Day 1, decide how you will combine pairs of students to form groups of four.
- ✓ Prior to Day 1, make a class set of the “Conference Notes” record sheet (CN1) on page 117 of the *Assessment Resource Book*.
- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA4) on page 116 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit’s family letter (BLM2). Make enough copies to send one letter home with each student’s published piece.
- ✓ (Optional) Prior to Day 2, review the functional writing pieces you have written and select a single set of directions to use to model adding commas in a series to a draft. Prepare your sample writing to display. Alternatively, you can use the “Directions to the Movie Theater” chart (WA14). To learn more, view “Planning a Lesson” (AV33).
- ✓ (Optional) If computers are available, you might have some students type and print out their functional writing pieces for the class book. You might want to recruit parent volunteers to help the students to do so. In addition, you might teach Technology Mini-lesson 9, “Creating Documents,” in Appendix A.



TEACHER AS WRITER

“You never know what you will learn until you start writing.”

— Anita Brookner

Think of something you know how to do well, and imagine teaching someone else how to do it. Write directions for this activity, and then ask yourself the questions on the “Writing Good Directions” chart. Revise the draft, if needed. Consider giving the directions to a friend or colleague to try the activity and give you feedback.

Day 1

Group Confering and Revising

Materials

- “Writing Good Directions” chart from Week 2
- “Class Assessment Record” sheet (CA4)

ELL Note

Consider combining pairs in such a way that English Language Learners who speak the same primary language are in groups together. This will provide support for their discussion about the activities.

Teacher Note

Ask group members to refrain from discussing the destinations of their directions with the rest of the class. Explain that later in the week, each pair of students will read their directions from the Author’s Chair, and the audience will have the opportunity to guess the destinations.

In this lesson, the students:

- Confer in groups of four about their directions
- Explore accuracy, clarity, and completeness in functional writing
- Ask for and receive feedback about their writing
- Give feedback in a helpful way
- Revise their directions

GETTING READY TO WRITE

1 Exchange Directions and Imagine Following Them

Have the students get their folders and pencils. Review that earlier partners wrote directions to and from a place in the school. Explain that today each pair of students will join another to form a group of four (see “Do Ahead” on page 521). Then they will exchange directions with the other pair in the group, imagine following the other pair’s directions, and give helpful feedback.

Tell the students that as they read the other pair’s set of directions and imagine following them, you would like them to ask themselves the questions on the “Writing Good Directions” chart and be ready to give the other pair feedback based on the questions. If necessary, review the questions on the chart.

Put pairs together to form groups of four and ask group members to sit together.



Have pairs exchange directions. Have each pair of students read the other pair’s directions quietly to themselves and imagine following the directions.

2 Confer in Groups About Directions

After pairs have had sufficient time to read and imagine following each other’s directions, signal for the students’ attention. Direct their attention to the “Writing Good Directions” chart, and underline the first three questions on the list. Use “Think, Pair, Share” to have partners discuss:



Q *Are the directions accurate and clear?* [pause] Turn to your partner.

Q *Does the reader have all of the information needed?* [pause] Turn to your partner.

Q *If the directions are not clear, what might you add to make them clearer?* [pause] Turn to your partner.

After partners have discussed all three questions, explain that they will give feedback to the other pair in their group about the directions. Ask and briefly discuss:

Q *If you and your partner were confused about any of the directions, how might you give that feedback in a respectful and helpful way?*

Students might say:

"We could say, 'We're not sure we understand what this direction means. Could you please explain it?'"

"We could say that we got confused when reading a step, and then we could talk about it."

"We could say that we need more information to know what to do and ask what details they could add."

"We could say that it would help to see a picture of a step and ask them to draw one."



Have pairs give each other feedback. As they confer, circulate and observe.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students give one another useful feedback?
- Do they give and receive feedback respectfully?
- Do the students discuss possible revisions?

Note any difficulties that you observe groups having and prepare to discuss them later as a class.

Record your observations on the "Class Assessment Record" sheet (CA4); see page 116 of the *Assessment Resource Book*.

After most of the groups have finished talking, signal for the students' attention. Ask and briefly discuss questions such as:

- Q** *What feedback did you get that helped you?*
- Q** *What was helpful about how the students in the other pair talked to you? Take a moment to thank them.*
- Q** *What suggestions do you have for how the students in the other pair might give feedback in the future? Take a moment to tell them.*

Explain that during Writing Time today the students in each pair will use the feedback they received to help them revise their directions.

TEKS 11.C.iv
TEKS 11.C.v
Student/Teacher Activity
Step 3

TEKS 11.C.iv
TEKS 11.C.v
Student/Teacher Narrative
Teacher Conference Note

WRITING TIME

3 Revise Drafts Based on Feedback



Have the students sit at desks with partners together and work on revising their directions for 20–30 minutes. If they finish, they may write another set of directions for their partners to follow or write whatever they choose.

When the students seem to be working independently, confer with one pair at a time.



TEACHER CONFERENCE NOTE

Continue conferring with individual pairs about the directions each partner is writing. Have partners who have tested and revised their directions show and read them to you. As you imagine following the directions, ask yourself:

- Are the directions clear and easy to follow?
- Are the directions complete and accurate?
- Do the directions use specific language and details?
- Has each partner used *either/or* or *both/and* to make the directions clearer and easier to understand?

Help partners revise unclear writing by rereading those passages back to them and explaining what is confusing to you. Ask questions such as:

- Q *I'm not clear about [where to start]. What can you tell me that will help me know what to do? How will you write that in your directions?*
- Q *You wrote, ["Turn when you get to the double doors"]. In which direction should I go? How will you write that in your directions?*
- Q *I'm confused about this direction. There are [two rooms across from the library]. How do I know which one you are writing directions to? How can you make that clear in your directions?*
- Q *Where is a place you might use either/or or both/and to make your directions clearer and easier to understand?*

If partners have chosen to give directions that are too complex for this writing activity, help them pick a destination that can be reached with simpler directions.

Document your observations for each student on a separate "Conference Notes" record sheet (CN1); see page 117 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Reflect on Revisions

Ask and briefly discuss:

- Q *What is one piece of feedback you and your partner gave to the other pair about their directions? Why did you give them this feedback?*
- Q *What is one of the changes you and your partner made to your directions today? Read it to us. Why did you make this change?*

Explain that tomorrow the students will proofread their drafts and write final versions. Have them place their directions in their folders until the next lesson.

Proofreading

Day 2

In this lesson, the students:

- Reread their writing critically
- Explore using commas in a series
- Analyze their drafts for commas in a series
- Begin writing their final versions

GETTING READY TO WRITE

1 Briefly Review

Have the students get their folders and pencils and sit at desks with partners together. Review that last week partners wrote and tested directions to and from a place in the school, and that yesterday they revised their directions after receiving feedback from another pair. Remind the students that their directions will be bound together as a class book.

2 Discuss Commas in a Series

Display the “Directions to the Movie Theater” chart (WA14). Tell the students that these are sample directions from a library to a movie theater. Have them follow along as you read the directions aloud. (If necessary, read the directions twice.)

Materials

- “Directions to the Movie Theater” chart (WA14)
- “Directions to the Skate Park” chart (WA15)
- *Student Writing Handbook* page 26
- Supply of loose, lined paper for final versions
- “Writing Time” chart (WA16)
- (Optional) Computers for typing and printing final versions

Directions to the Movie Theater

1. To get to the movie theater from the city library, exit the building either through the main doors or through the side entrance by the stairs. Pass between the stone lions out front, turn left, walk three blocks toward the river, and turn right onto Grand Avenue.
2. Once on Grand Avenue you'll walk past a pet store, a bike shop, and a fruit stand.
3. Continue walking down Grand Avenue until you reach the stoplight at First Street.
4. Turn right on First Street. The movie theater is on the right, before you reach Park Street.
5. You can enter the theater through the parking structure on Grand Avenue, the main entrance on First Street, or the side entrance off Park Street.

Point to and underline the series in the second sentence of step 1, and explain that a list of three or more things is a *series*. Reread step 2 aloud; then ask:



Q *What series do you see in this sentence? Turn to your partner.*

If necessary, point out that “a pet store,” “a bike shop,” and “a fruit stand” are a series of things—in this case, a series of landmarks. Underline the series in the sentence, and then reread the rest of the directions aloud. Ask:



Q *What other series do you see in these directions? Turn to your partner.*

Underline the series in step 5. Have the students look at all of the underlined series. Use “Think, Pair, Share” to have the students first think about and then discuss:



Q *What do you notice about how commas are used in a series? [pause] Turn to your partner.*

If necessary, point out that commas are used between the items (things) in a series. Point out that in a series of three or more items, the word *and* or *or* is used after the final comma.

Display the “Directions to the Skate Park” chart (WA15) and have the students turn to *Student Writing Handbook* page 26, where the directions are reproduced. Explain that these are sample directions from a school to a skate park and that the directions have been written without using commas in a series. Ask the students to follow along and listen carefully as you read the directions aloud.

Directions to the Skate Park

1. To get from Golden Elementary School to the skate park, go out the main entrance of the school and turn right. Follow the sidewalk around the parking lot go past the bike rack and stop at the crosswalk.
2. Wait for the crossing guard to signal you to cross the street. Once you cross the street, turn right and walk two blocks. You should see a house that has two big trees a birdbath and a bright blue doghouse in the yard.
3. Turn left at the stop sign. You will walk up a big hill down the other side and up another hill. Once you get to the top of the second hill, turn left.
4. The skate park is down the street on the left. You will know you are at the skate park if you see a purple and gold "Welcome Skateboarders" banner a half-pipe and lots of ramps.

Reread the first step; then ask:



Q *What series do you see in the second sentence of step 1? Where should commas be added? Turn to your partner.*

After a moment, signal for the students' attention, have a few volunteers share with the class, and add commas where appropriate.

Ask partners to reread the remaining steps and discuss where other commas in a series are needed. After a few minutes, ask volunteers to help you add commas to the remaining series in the directions.

3 Review Drafts

Ask the students to reread their drafts and think quietly to themselves about the following questions:

Q *Where have you used commas in a series in your directions?*

Q *Where might you be able to revise your directions to add a series with commas?*



Have partners talk about their thinking for a few minutes; then have a few volunteers share with the class.

Explain that the students will review their drafts to see if they can use commas in a series in their directions; then they will begin working on their final versions by copying their drafts on loose, lined paper.

WRITING TIME

4 Write Final Versions

Display the "Writing Time" chart (📄 WA16) and have the students work silently on the charted tasks for 20–30 minutes. Provide lined paper for

Skill Practice Note

For more practice with using commas in a series, see Lesson 25 in the *Skill Practice Teaching Guide*.

Teacher Note

The series are in the third sentence of step 2, the second sentence of step 3, and the second sentence of step 4.

students who are ready to begin their final versions. If they finish, they may write another set of directions for their partners to follow or they may write whatever they choose.

WA16

Writing Time

- Review your draft and use commas in a series if you can.
- Begin copying your draft into its final version.

As the students work, circulate, observe, and offer assistance. When the students seem to be working independently, confer with individual pairs.



TEACHER CONFERENCE NOTE

Continue conferring with individual pairs about the directions each partner is writing. Have partners who have tested and revised their directions show and read them to you. As you imagine following the directions, ask yourself:

- Are the directions clear and easy to follow?
- Are the directions complete and accurate?
- Do the directions use specific language and details?
- Has each partner used *either/or* or *both/and* to make the directions clearer and easier to understand?
- Has each partner used a series with commas to make the directions easier to follow?

Help partners revise unclear writing by rereading those passages back to them and explaining what is confusing to you. Ask questions such as:

- Q *I'm not clear about [where to start]. What can you tell me that will help me know what to do? How will you write that in your directions?*
- Q *You wrote, ["Turn when you get to the double doors"]. In which direction should I go? How will you write that in your directions?*
- Q *I'm confused about this direction. There are [two rooms across from the library]. How do I know which one you are writing directions to? How can you make that clear in your directions?*
- Q *Where is a place you might use either/or or both/and to make your directions clearer and easier to understand?*
- Q *Where is a place you might add a series with commas to make your directions easier to follow?*

If partners have chosen to give directions that are too complex for this writing activity, help them pick a destination that can be reached with simpler directions.

(continues)

TEACHER CONFERENCE NOTE *(continued)*

Document your observations for each student on a separate “Conference Notes” record sheet (CN1); see page 117 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Reflect on Revisions and Partner Work

Help the students reflect on their work during Writing Time today by asking questions such as:

- Q *Who added a series with commas to your directions? Read us that sentence. How does this make your directions clearer and easier to follow?*
- Q *What other revisions did you make today? Tell us about a revision.*
- Q *How did you and your partner work responsibly today?*

Explain that tomorrow the students will proofread their drafts and continue working on their final versions. Have the students place their directions in their folders until the next lesson.

Proofreading

Day 3

In this lesson, the students:

- Proofread their drafts for spelling, punctuation, and grammar
- Write their final versions
- Reach agreement before making decisions

GETTING READY TO WRITE

1 Briefly Review

Have the students get their folders, pencils, and *Student Writing Handbooks* and sit at desks with partners together. Remind the students that yesterday they revised their directions to use commas in a series and began writing their final versions.

Materials

- *Student Writing Handbooks*
- Supply of loose, lined paper for final versions
- “Writing Time” chart (WA17)
- (Optional) Computers for typing and printing final versions

Teacher Note

If necessary, remind the students who have already begun writing their final versions to correct any misspellings or errors they may have copied into them.

Explain that today partners will work together to proofread their drafts and then finish writing their final versions. Remind the students that they should use their word bank and proofreading notes to help them proofread their drafts for spelling and correctness (see Unit 2, Week 2, Day 2 on page 98 and Unit 2, Week 2, Day 3 on page 103). Briefly review these procedures by reminding the students to:

- Circle words in their drafts that they are unsure how to spell and look them up in the word bank. Add any words that are not already in their word bank after looking up the correct spellings in a dictionary or other resource.
- Use the proofreading notes as a list of things to check in their drafts before publishing. They will correct any errors by crossing out each error and writing the corrections above it.

Ask and briefly discuss:

Q *How will you and your partner be sure you agree that something needs to be changed and how to change it?*

Q *What will you do if you don't agree?*

Encourage partners to keep their ideas in mind as they work together today.

WRITING TIME

2 Proofread Drafts and Write Final Versions

 Display the “Writing Time” chart ( WA17) and have partners work on the charted tasks for 20–30 minutes. Provide lined paper to pairs who finish proofreading and are ready to begin writing final versions.

Writing Time

- Finish proofreading your directions.
- Begin copying your draft into its final version.

WA17

As they work, circulate, observe, and offer assistance. When the pairs seem to be working independently, confer with one pair at a time.



TEACHER CONFERENCE NOTE

Continue to confer with individual pairs about the directions each partner is writing. Have partners who have tested and revised their directions show and read them to you. As you imagine following the directions, ask yourself:

- Are the directions clear and easy to follow?
- Are the directions complete and accurate?
- Do the directions use specific language and details?
- Has each partner used *either/or* or *both/and* to make the directions clearer and easier to understand?
- Has each partner used a series with commas to make the directions easier to follow?

Help partners revise unclear writing by rereading those passages back to them and explaining what is confusing to you. Ask them questions such as:

- Q *I'm not clear about [where to start]. What can you tell me that will help me know what to do? How will you write that in your directions?*
- Q *You wrote, ["Turn when you get to the double doors"]. In which direction should I go? How will you write that in your directions?*
- Q *I'm confused about this direction. There are [two rooms across from the library]. How do I know which one you are writing directions to? How can you make that clear in your directions?*
- Q *Where is a place you might use either/or or both/and to make your directions clearer and easier to understand?*
- Q *Where is a place you might add a series with commas to make your directions easier to follow?*

Document your observations for each student on a separate "Conference Notes" record sheet (CN1); see page 117 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

3 Reflect on Proofreading

Ask and briefly discuss:

- Q *What words did you find in your word bank today? How did you check on words that were not in the word bank?*
- Q *What corrections did you make in your draft after reviewing your proofreading notes?*

Explain that partners will continue working on their final versions tomorrow. Have the students place any loose papers in their folders until the next lesson.

Day 4

Writing Final Versions and Publishing

Materials

- Supply of loose, lined paper for final versions
- “Writing Time” chart (WA18)
- Two chairs to use for Author’s Chair sharing
- (Optional) Computers for typing and printing final versions
- (Optional) Your charted directions to a school location (such as “Directions to the School Library”) from Week 2

In this lesson, the students:

- Finish writing their final versions
- Present their directions from the Author’s Chairs
- Express interest in and appreciation for one another’s writing
- Ask one another questions about their writing

GETTING READY TO WRITE

1 Discuss Sharing Writing from the Author’s Chairs

Have the students get their folders and pencils and sit at desks with partners together. Explain that they will finish working on the final versions of their directions. Pairs of students who finish will begin sharing their pieces from the Author’s Chairs after Writing Time.

WRITING TIME

2 Finish Final Versions

Display the “Writing Time” chart (WA18) and read it aloud.

Writing Time

- Finish proofreading your draft using your word bank and proofreading notes.
- Finish writing the final version of your directions.

WA18

Have the students think quietly to themselves for a moment about the following question:

Q *What do you need to work on today to be ready to share your directions from the Author’s Chairs?*



After a moment, have partners begin working on their final versions. When they finish, they may write about anything they choose. As they work, circulate, observe, and offer assistance. When the pairs seem to be working independently, confer with one pair at a time.



TEACHER CONFERENCE NOTE

Continue to confer with individual pairs about the directions each partner is writing. Have partners who have tested and revised their directions show and read them to you. As you imagine following the directions, ask yourself:

- Are the directions clear and easy to follow?
- Are the directions complete and accurate?
- Do the directions use specific language and details?
- Has each partner used *either/or* or *both/and* to make the directions clearer and easier to understand?
- Has each partner used a series with commas to make the directions easier to follow?

Help partners revise unclear writing by rereading those passages back to them and explaining what is confusing to you. Ask questions such as:

- Q *I'm not clear about [where to start]. What can you tell me that will help me know what to do? How will you write that in your directions?*
- Q *You wrote, ["Turn when you get to the double doors"]. In which direction should I go? How will you write that in your directions?*
- Q *I'm confused about this direction. There are [two rooms across from the library]. How do I know which one you are writing directions to? How can you make that clear in your directions?*
- Q *Where is a place you might use either/or or both/and to make your directions clearer and easier to understand?*
- Q *Where is a place you might add a series with commas to make your directions easier to follow?*

Document your observations for each student on a separate "Conference Notes" record sheet (CN1); see page 117 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

3 Conduct Author's Chair Sharing

Gather the class with partners sitting together, facing the Author's Chairs. Explain that when each pair of students shares their directions from the Author's Chairs, they will leave out the name of their place so that the audience can guess the place. First, one author will read the directions from the classroom to the place; then the other author will read the directions from the place back to the classroom. Explain that the audience members will use the first student's directions to guess the place and the second student's directions to confirm their thinking.

TEKS 1.B.iii
Student/Teacher Activity
Step 3
(first two paragraphs)

Teacher Note

If necessary, direct the students' attention to the charted directions to a school location you created last week (for example, "Directions to the School Library"). Model reading the directions, leaving out the name of the destination and replacing it with "this place."

If necessary, review the procedures you established for Author’s Chair sharing in Unit 2, Week 2 (see “Do Ahead” on page 95). Call on a pair of students to come to the Author’s Chairs to read their directions aloud. Remind each reader to speak in a loud, clear voice, and remind the audience to show interest in and appreciation for their classmates’ writing. Also remind the audience that they will use the first student’s directions to guess the place and the second student’s directions to confirm their thinking. After the first student shares, ask:

 **Q** *What do you think the place is? What makes you think that? Turn to your partner.*

Without discussing as a class, have the second student share her directions; then ask:

 **Q** *After hearing the directions back to the classroom, do you think your guess is correct? Why or why not? Turn to your partner.*

At the end of the sharing, facilitate a discussion using questions like those that follow. Give the authors an opportunity to respond to the class’s comments and questions.

Q *What do you think the place is? What makes you think that?*

Q *What did you hear in the second set of directions that confirmed your thinking or made you change your mind?*

Q *What questions can we ask [Veronica] and [Finn] about what they wrote?*

Follow this procedure to have other pairs share from the Author’s Chairs.

4 Reflect on Audience Behavior During Author’s Chair Sharing

Ask and briefly discuss:

Q *What did we do well as an audience today? What do we still want to work on the next time authors share their work?*

Q *If you shared today, how did the audience members make you feel? What did they do that made you feel [relaxed/nervous/proud]?*

Explain that more pairs of students will share their directions from the Author’s Chairs tomorrow.

Teacher Note

The end-of-lesson reflection is important to the students’ growth as writers and to their social development. We encourage you to allow at least 5 minutes at the end of each period to help the students reflect on their work and interactions. For more information about social development, see “Values and Social Skills” on page xxviii. You may also view “Social Reflection” (AV14).



EXTENSION

Explore Writing Directions from Maps

Have the students explore maps of your school or town. Invite them to write directions to and from different locations on the maps. You might also invite the students to make maps to go along with the directions they wrote during this unit.

Writing Final Versions and Publishing

Day 5

In this lesson, the students:

- Reflect on functional writing
- Finish writing their final versions
- Present their directions from the Author's Chairs
- Express interest in and appreciation for one another's writing
- Ask one another questions about their writing

GETTING READY TO WRITE

1 Review and Reflect on Functional Writing

Have the students get their folders and pencils and sit at desks with partners together. Remind them that they have been writing directions and that directions are a type of functional writing. Direct their attention to the "Writing Good Directions" chart, and review the items on the chart. In pairs and as a class, discuss:



- Q *Which of these questions were the most challenging for you to think about as you wrote your directions, and why? Turn to your partner.*
- Q *What did you like best about writing your directions? Turn to your partner.*
- Q *What have you learned about functional writing? Turn to your partner.*

Remind the students that writers become better over time as they practice writing over and over. Encourage the students who feel drawn to functional writing to continue to read and write a variety of functional texts during their free time

Explain that today partners will finish writing the final versions of their directions and share them from the Author's Chairs.

WRITING TIME

2 Finish Final Versions



Have partners work on their final versions. If they have already finished, they may write anything else they choose.

As the students work, circulate, observe, and offer assistance. When they seem to be working independently, confer with one pair at a time.

Materials

- "Writing Good Directions" chart from Day 1
- Supply of loose, lined paper for final versions
- Two chairs to use for Author's Chair sharing
- Copy of this unit's family letter (BLM2) for each student
- (Optional) Computers for typing and printing final versions



Facilitation Tip

Reflect on your experience over the past three weeks with **avoiding repeating or paraphrasing** students' responses. Does this practice feel natural to you? Are you integrating it into class discussions throughout the school day? What effect is it having on the students? Are they participating more responsibly in class discussions? We encourage you to continue to try this practice and reflect on the students' responses as you facilitate class discussions in the future.

Teacher Note

To review the procedure for "Turn to Your Partner," see Unit 1, Week 1, Day 2 (page 11). To see an example, view "Using 'Turn to Your Partner'" (AV11).





TEACHER CONFERENCE NOTE

Continue to confer with individual pairs about the directions each partner is writing. Have partners who have tested and revised their directions show and read them to you. As you imagine following the directions, ask yourself:

- Are the directions clear and easy to follow?
- Are the directions complete and accurate?
- Do the directions use specific language and details?
- Has each partner used *either/or* or *both/and* to make the directions clearer and easier to understand?
- Has each partner used a series with commas to make the directions easier to follow?

Help partners revise unclear writing by rereading those passages back to them and explaining what is confusing to you. Ask questions such as:

- Q *I'm not clear about [where to start]. What can you tell me that will help me know what to do? How will you write that in your directions?*
- Q *You wrote, ["Turn when you get to the double doors"]. In which direction should I go? How will you write that in your directions?*
- Q *I'm confused about this direction. There are [two rooms across from the library]. How do I know which one you are writing directions to? How can you make that clear in your directions?*
- Q *Where is a place you might use either/or or both/and to make your directions clearer and easier to understand?*
- Q *Where is a place you might add a series with commas to make your directions easier to follow?*

Document your observations for each student on a separate "Conference Notes" record sheet (CN1); see page 117 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

3 Conduct Author's Chair Sharing

Gather the class with partners sitting together, facing the Author's Chairs. As you did yesterday, remind authors to speak in a loud, clear voice. Also remind the audience members to show interest in and appreciation for their classmates' writing.

Call on a pair of students to come to the Author's Chairs and read their directions aloud. Remind the audience members that they will use the

first student's directions to guess the place and the second student's directions to confirm their thinking. After the first student shares, ask:



Q *What do you think the place is? What makes you think that? Turn to your partner.*

Without discussing as a class, have the second student share her directions, and then ask:



Q *After hearing the directions back to the classroom, do you think your guess is correct? Why or why not? Turn to your partner.*

At the end of the sharing, facilitate a discussion using questions like those that follow. Give the authors an opportunity to respond to the class's comments and questions.

Q *What do you think the place is? What makes you think that?*

Q *What did you hear in the second set of directions that confirmed your thinking or made you change your mind?*

Q *What questions can we ask [Greg] and [Joy] about what they wrote?*

Follow this procedure to have other pairs share from the Author's Chairs.

4 Reflect on Audience Behavior During Author's Chair Sharing

Ask and briefly discuss:

Q *What did we do well as an audience today? What do we still want to work on the next time authors share their work?*

Q *If you shared today, how did the audience members make you feel? What did they do that made you feel [relaxed/nervous/proud]?*

Assure pairs who have not yet shared that they will get to share their directions from the Author's Chairs in the coming days. Explain that after all the directions are read aloud, you will compile them into a book and place it in the class library so new students and guests to the school can read them whenever they want to know how to get someplace in the school.

WRITING ABOUT READING

Write Persuasively About Knowing How to Write Directions

Have the students briefly discuss why it is useful to know how to write directions from one place to another. Explain that they each will write a brief persuasive piece explaining their ideas. Ask:

Q *When do you think you might have to write directions to somewhere for someone?*

Teacher Note

Make time in the coming days for pairs to share their directions from the Author's Chairs until all pairs have had a chance to do so.

Teacher Note

For information on wrapping up this unit and conducting unit assessments, see "End-of-unit Considerations" on page 538.

Students might say:

"If I have a baseball game in another town, I might need to give directions to my mom."

"If a friend is coming to my house, I might need to tell him how to get there."

"It might be easier to write directions than to draw a map."

Explain to the students that when they write their persuasive pieces, they need to support their opinions with facts and details. Ask the students to watch as you think aloud and model writing a persuasive piece about why you think it is a good idea to know how to write directions.

You might say:

"First I'll write a sentence that grabs my readers' attention. I'll start with a statement that most people will agree with: *No one wants to spend their time lost and wandering in circles. But that's what many people end up doing when they set off to find a place without directions.* Now I'm going to give a couple of examples to show that knowing how to write directions can save you a lot of time and frustration. I'll write: *If you know how to write clear and accurate directions, you can help your friends find your house quickly. This will give you more time to hang out. Also, knowing how to write directions can keep you from showing up late to games, parties, and school events.* Next, I'm going to reply to a point that I bet a lot of my readers are thinking. I'll write: *Even though many people can get directions easily on their computers and smartphones, sometimes technology doesn't work right. It's often easier and cheaper to write directions with a pen and paper.* Now I'll write a concluding section: *A good set of directions can make the difference between a great trip and a terrible one. Learning how to write directions is worth the time and effort.*"

Remind the students that their persuasive pieces should include at least two reasons to support their opinions about the usefulness of knowing how to write directions. If time permits, invite the students to share their persuasive pieces with the class. Include the pieces with the directions in the class book at the end of the unit.

End-of-unit Considerations

Wrap Up the Unit

- This is the end of the Functional Writing genre unit. You will need to reassign partners before you start the next genre unit.
- Send home with each student the student's published piece and a copy of this unit's family letter (BLM2). Encourage the students to share their published directions with their families. Remind the students to bring the pieces back to class after their families have read them so they can be placed in the class library.
- Save the students' published writing (or copies of it) to use for reflection and discussion in Unit 9.

Assessments

- Before continuing with the next unit, take this opportunity to assess individual students' writing from this unit. See "Completing the Individual Writing Assessment" (IA1) on page 120 of the *Assessment Resource Book*.
- (Optional) Prior to sending the students' published writing home to share with their families, you might have each student analyze his writing using the "Student Self-assessment" record sheet (SA1) on page 119 of the *Assessment Resource Book*. For more information about administering this assessment, see the extension "Introduce 'Student Self-assessment'" on page 114.

Genre

Opinion Writing

During this three-week unit, the students read and write persuasive essays defending particular opinions as they explore the elements of opinion writing. They brainstorm topics they have strong opinions about, and each student selects an opinion to write about. The students learn to identify an audience and purpose for their essays, state and support their opinions with reasons, and use transitional words and phrases to connect opinions with reasons. They write introductions that capture their reader's interest and conclusions that restate their opinions and bring their essays to a close. They practice relevant skills and conventions, such as placing commas after introductory words, phrases, and clauses in sentences and correcting sentence fragments. They confer in pairs and revise their essays based on partner feedback. Socially, they express their own opinions as they learn to respect and consider the opinions of others. They also express interest in and appreciation for one another's writing.



RESOURCES

Read-alouds

- “WARNING: Too Much TV Is Hazardous to Your Health”
- “Television: The Most Disparaged Resource of the Information Age”
- “Animal Experimentation Saves Lives”
- “Animal Testing: Here Is the Truth”
- “School Uniforms”

Writing About Reading Activity

- “Write an Opinion Paragraph About a Persuasive Essay”



Technology Mini-lessons

- Mini-lesson 1, “Navigating Safely Online”
- Mini-lesson 2, “Maintaining Privacy Online”
- Mini-lesson 3, “Showing Respect Online”
- Mini-lesson 4, “Choosing Effective Search Terms”
- Mini-lesson 5, “Understanding Search Results”
- Mini-lesson 6, “Using Filters to Narrow Results”
- Mini-lesson 7, “Evaluating Research Sources”
- Mini-lesson 8, “Citing Online Sources”
- Mini-lesson 9, “Creating Documents”



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA17

Assessment Forms

- “Class Assessment Record” sheets (CA1–CA3)
- “Conference Notes” record sheet (CN1)
- “Individual Writing Assessment” record sheet (IA1)
- “Individual Writing Assessment Class Record” sheet (CR1)
- “Student Self-assessment” record sheet (SA1)

Reproducibles

- Opinion Writing genre unit family letter (BLM1)
- “Lower My Brother’s Allowance” (BLM2)

Professional Development Media

- “Predictable Structure of the Writing Lessons” (AV3)
- “Managing Pair Conferences” (AV8)
- “Cooperative Structures Overview” (AV9)
- “Using ‘Turn to Your Partner’” (AV11)
- “Using ‘Think, Pair, Share’” (AV13)
- “Social Reflection” (AV14)
- “Responding Neutrally with Interest” (AV24)
- “Introducing Vocabulary During a Read-aloud” (AV30)
- “Conferring About Opinion Writing” (AV51)
- “Exploring Opinion Writing” (AV52)
- “Sharing Opening Sentences and Reflecting” (AV53)
- “Using Social Networking Sites” tutorial (AV78)

RESOURCES *(continued)*



Technology Extensions

- “Use the Internet to Research Topics”
- “Have the Students Record Their Persuasive Essays”
- “Share Persuasive Essays on a Social Networking Site”

Extensions

- “Read Editorials and Letters to the Editor”
- “Write Letters Home About Opinion Writing”

Skill Practice Teaching Guide and Student Skill Practice Book

- Lesson 1, “Complete Sentences”
- Lesson 5, “Sentence Fragments and Run-on Sentences”
- Lesson 26, “Commas After Introductory Words and Phrases”

Assessment Resource Book

- Opinion Writing genre unit assessments

Writing Performance Task Preparation Guide

- Opinion Writing unit

Student Writing Handbook

- “WARNING: Too Much TV Is Hazardous to Your Health”
- “Television: The Most Disparaged Resource of the Information Age”
- “Animal Experimentation Saves Lives”
- “Animal Testing: Here Is the Truth”
- “School Uniforms”
- “Persuasive Essay Excerpts with Sentence Fragments”
- “Persuasive Paragraph Without Commas Following Introductory Elements”
- Word Bank
- Proofreading Notes

DEVELOPMENT ACROSS THE GRADES

	Elements of Opinion Writing	Writing Craft	Language Skills and Conventions
Grade K	<ul style="list-style-type: none"> Writing about personal opinions Using reasons to support opinions 	<ul style="list-style-type: none"> Exploring writing clear statements of opinion 	<ul style="list-style-type: none"> Approximating spelling Using the word wall Capitalizing the pronoun / Capitalizing sentences and using ending punctuation
Grade 1	<ul style="list-style-type: none"> Writing about personal opinions Using reasons to support opinions 	<ul style="list-style-type: none"> Exploring writing clear statements of opinion Exploring opening and closing sentences that state students' opinions 	<ul style="list-style-type: none"> Using conjunctions to connect words, phrases, and sentences Proofreading for punctuation and spelling
Grade 2	<ul style="list-style-type: none"> Writing about personal opinions, including persuasive letters Using reasons to support opinions 	<ul style="list-style-type: none"> Identifying audience and purpose for opinion writing Exploring writing clear statements of opinion Exploring opening and closing sentences that state students' opinions Using linking words to connect opinions and reasons 	<ul style="list-style-type: none"> Capitalizing proper nouns Proofreading for spelling, punctuation, and capitalization
Grade 3	<ul style="list-style-type: none"> Writing about personal opinions Using reasons to support opinions 	<ul style="list-style-type: none"> Identifying the audience and purpose of opinion writing Writing clear statements of opinion Exploring clear, direct openings and conclusions that restate the opinion Using transitional words and phrases to connect opinions and reasons 	<ul style="list-style-type: none"> Recognizing and correcting sentence fragments Using adjectives to make essays more persuasive Proofreading for spelling, punctuation, and grammar
Grade 4	<ul style="list-style-type: none"> Writing about personal opinions Using reasons to support opinions Adding facts and details to reasons 	<ul style="list-style-type: none"> Identifying the audience and purpose of opinion writing Writing clear statements of opinion Exploring strong openings and conclusions that restate the opinion Using transitional words and phrases to connect opinions and reasons 	<ul style="list-style-type: none"> Identifying and indenting paragraphs Recognizing and correcting run-on sentences Proofreading for spelling, punctuation, and grammar
Grade 5	<ul style="list-style-type: none"> Writing about personal opinions Using reasons to support opinions Adding facts and details to reasons 	<ul style="list-style-type: none"> Identifying the audience and purpose of opinion writing Writing clear statements of opinion Exploring strong openings and conclusions that restate the opinion Using transitional words and phrases to connect opinions and reasons 	<ul style="list-style-type: none"> Placing commas after introductory words, phrases, and clauses Recognizing and correcting sentence fragments Proofreading for spelling, punctuation, and grammar

GRADE 5 OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
Immersion and Drafting					
Week 1	Exploring Opinion Writing: "WARNING: Too Much TV Is Hazardous to Your Health" Focus: <ul style="list-style-type: none"> What is the author trying to do? 	Exploring Opinion Writing: "Television: The Most Disparaged Resource of the Information Age" Focus: <ul style="list-style-type: none"> Audience and purpose 	Exploring Opinion Writing: "Animal Experimentation Saves Lives" Quick-write: <ul style="list-style-type: none"> Opinions 	Exploring Opinion Writing Focus: <ul style="list-style-type: none"> Writing opinions and reasons 	Exploring Opinion Writing: "Animal Testing: Here Is the Truth" Focus: <ul style="list-style-type: none"> Writing opinions and reasons
Week 2	Exploring Opinion Writing: "School Uniforms" Focus: <ul style="list-style-type: none"> Choosing an opinion and audience for a persuasive essay 	Drafting Persuasive Essays Focus: <ul style="list-style-type: none"> Crafting strong openings and clear statements of opinion 	Drafting Persuasive Essays Focus: <ul style="list-style-type: none"> Giving reasons to support opinions 	Drafting Persuasive Essays Focus: <ul style="list-style-type: none"> Using transitional words and phrases to connect opinions and reasons 	Drafting Persuasive Essays Focus: <ul style="list-style-type: none"> Concluding persuasive essays
Revision, Proofreading, and Publication					
Week 3	Pair Conferring and Revising Focus: <ul style="list-style-type: none"> Does it make sense? 	Proofreading Focus: <ul style="list-style-type: none"> Recognizing and correcting sentence fragments 	Proofreading Focus: <ul style="list-style-type: none"> Using a comma after introductory words, phrases, and clauses 	Writing Final Versions and Publishing Focus: <ul style="list-style-type: none"> Author's Chair sharing 	Writing Final Versions and Publishing Focus: <ul style="list-style-type: none"> Author's Chair sharing

Week 1

OVERVIEW

Essays

“WARNING: Too Much TV Is Hazardous to Your Health”

adapted from a RealVision factsheet by the TV-Turnoff Network

(see page 566)

Television contributes to decreases in family time and academic performance while contributing to increases in violence and obesity.

“Television: The Most Disparaged Resource of the Information Age”

adapted from an essay by Salmaan S. on TeenInk.com

(see page 567)

Television is a valuable source of information that unites humankind.

“Animal Experimentation Saves Lives”

adapted from an essay by Giovanni P. on TeenInk.com (see page 568)

Advances in health and medicine justify sacrificing animals in the lab.

“Animal Testing: Here Is the Truth”

adapted from an essay by Emma H. on TeenInk.com (see page 569)

Animal experimentation is cruel and inhumane; alternatives are available.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA4

Assessment Forms

- “Class Assessment Record” sheets (CA1–CA2)

Professional Development Media

- “Cooperative Structures Overview” (AV9)
- “Using ‘Turn to Your Partner’” (AV11)
- “Using ‘Think, Pair, Share’” (AV13)
- “Responding Neutrally with Interest” (AV24)
- “Introducing Vocabulary During a Read-aloud” (AV30)

TEACHER AS WRITER

“We do not write because we want to; we write because we must.”

— W. Somerset Maugham

In this unit, the students explore opinion writing—a type of writing intended to persuade readers of the author’s opinion through well-thought-out argument and evidence. Much writing that states and supports an opinion arises from an author’s sense that something is amiss and needs to be addressed or corrected.

Make a list of topics that you feel compelled to address in your own life, community, country, or the world. What bothers you about these things? Are they unfair? Inconvenient? Wrong in other ways? Jot down some notes about your thoughts in your notebook.

Writing Focus

- Students hear and discuss persuasive essays.
- Students identify the purpose and audience for persuasive essays.
- Students think about what information is communicated in persuasive essays.
- Students generate opinions they feel strongly about for persuasive essays.

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students respectfully consider the opinions of others.
- Students work in a responsible way.

DO AHEAD

- ✓ Consider reading this unit’s read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see “Random Pairing” on page xxix and “Considerations for Pairing ELLs” on page lii. For more information, view “Cooperative Structures Overview” (AV9).
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA1) on page 132 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a copy of the “Class Assessment Record” sheet (CA2) on page 133 of the *Assessment Resource Book*.



Day 1

Exploring Opinion Writing

Materials

- “WARNING: Too Much TV Is Hazardous to Your Health” (see page 566)
- *Student Writing Handbook* page 27

Teacher Note

The partners you assign today will stay together for the unit. If necessary, take a few minutes at the beginning of today’s lesson to let them get to know each other better by talking informally in a relaxed atmosphere.

Teacher Note

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

In this lesson, the students:

- Work with new partners
- Share what they learn about their partners
- Hear and discuss a persuasive essay
- Think about the author’s purpose
- Write about things that interest them

ABOUT OPINION WRITING

In this unit, the students explore the elements of opinion writing by crafting persuasive essays, and they learn that the purpose of a persuasive essay is to persuade the reader of the author’s opinion. They identify topics that they have strong opinions about and think about who the intended audience of a persuasive essay might be. They explore how essays can be structured as they learn to state an opinion in the opening paragraph, support the opinion in subsequent paragraphs, use transitional words to connect opinions and reasons, and reaffirm the opinion in closing.

The students learn that many published persuasive essays contain researched facts and data to support a given position. Although the students are not expected to research their topics in grade 5, you might wish to incorporate a stronger research focus into this unit by having the students find data and other information about their topics to support their positions. If so, be ready to help them find resources about their topics at the library or on the Internet.

There are two phases to this unit: Immersion and Drafting (two weeks) and Revision, Proofreading, and Publication (one week). During the first phase, the students explore and try their hand at writing persuasive essays. In the second phase, they write, revise, and publish their persuasive essays for a class collection, and they consider ways to publish their essays for a wider audience beyond the classroom.

GETTING READY TO WRITE

1 Pair Students and Discuss Working Together

Randomly assign partners (see “Do Ahead” on page 547) and make sure they know each other’s names. Explain that partners will work together for the next three weeks.



Have the students bring their *Student Writing Handbooks* and gather with partners sitting together, facing you. Have partners take a few minutes to talk about some of the things they have written so far this year. Signal for their attention and ask:

- Q *What did you learn about the writing your partner has done this year?*
- Q *What have you learned about working with someone else that will help you in working with your new partner?*

2 Read “WARNING: Too Much TV Is Hazardous to Your Health” Aloud

Explain that in this unit the students will focus on writing a special kind of nonfiction. Tell them that you will read aloud a short *essay*, or piece of nonfiction writing. Invite them to think about what the author’s opinion is in this essay.

Without identifying it as a persuasive essay, read “WARNING: Too Much TV Is Hazardous to Your Health” (on page 566) aloud slowly and clearly, clarifying vocabulary as you read.

Suggested Vocabulary

- negative consequences:** bad things that happen as a result of something
- excessive:** too much
- promotes:** encourages
- sedentary lifestyles:** ways of living without enough exercise
- obesity:** state of being very overweight
- decade:** ten years
- diminished:** went down

ELL Vocabulary

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

- an abundance of evidence:** lots of reasons
- harms:** hurts
- reduce inactivity:** get more active

Ask and briefly discuss:

- Q *What is the author trying to do in this essay?*

3 Reread the Essay and Discuss the Author’s Purpose

Have the students open to page 27 of their handbooks. Point out that this essay is adapted from a factsheet from a group called the TV-Turnoff Network. Have partners read “WARNING: Too Much TV Is Hazardous to Your Health” together. Ask them to think as they read about the author’s



Teacher Note

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

Teacher Note

To review the procedure for defining vocabulary during a read-aloud, see Unit 1, Week 1, Day 1, Step 3 (page 8). For more information, view “Introducing Vocabulary During a Read-aloud” (AV30).



TEKS 6.E.iii

Student/Teacher Narrative
Step 2 and the first three paragraphs of Step 3

TEKS 10.A.i

Student/Teacher Narrative
Step 3

Teacher Note

Regularly remind the students to use the discussion prompts they learned when they participate in class discussions. The prompts are:

- “I agree with _____ because . . .”
- “I disagree with _____ because . . .”
- “In addition to what _____ said, I think . . .”

Teacher Note

Note that on Days 1 and 2 of this week, the students may do persuasive writing or write about anything else they choose. On Day 3, after exposure to more examples of persuasive writing, all the students will be asked to begin writing in this genre.

opinion. After partners have had a chance to read the essay, signal for their attention. Ask and briefly discuss:

- Q *What is the author trying to convince us to believe? How do you know?*
- Q *Did this essay change what you believe? Why or why not?*

Students might say:

- “I think the author is trying to convince us not to watch too much TV.”
- “I agree with [Paula]. The author gives lots and lots of reasons why TV isn’t good for people, especially kids.”
- “I am convinced because the author put in quotes by scientists.”
- “I’m not convinced that watching TV is as bad as the author says.”

Point out that the author is trying to *persuade*, or convince, the reader that watching too much TV is harmful, especially for children; that is the author’s *purpose*, or reason for writing. Explain that this kind of opinion writing is called a *persuasive essay*.

Point out that the author states a clear opinion in the first paragraph: “our television habit has serious negative consequences.” The author supports that opinion with several reasons in the paragraphs that follow.

Explain that the students will spend the next few weeks exploring and learning to write persuasive essays. Ask:

- Q *Why might it be good to know how to write a persuasive essay?*

Students might say:

- “If something is happening that you don’t like, you could write a persuasive essay about it and send the essay to the newspaper. If other people read it, they might agree with you.”
- “I agree with [Sandeep]. You might write a persuasive essay to try to convince other people to agree with your opinion.”
- “You might want to send a persuasive essay to the president or other leaders to explain why you think something is unfair or should be changed.”

Explain that during Writing Time today the students may begin thinking about opinions they have that they might want to write a persuasive essay about, or they may write about anything else they choose.

WRITING TIME

4 Write Independently

Have the students get their notebooks and pencils and sit at desks with partners together for 20–30 minutes of silent writing. During this time, they may list opinions or topics they might want to write a persuasive essay about or write about anything they choose.

If necessary, remind the students that all of their writing should be double-spaced and that there should be no talking, whispering, or walking around during the silent writing period. Join the students in

writing for a few minutes; then walk around the room and observe, assisting students as needed.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Briefly Share Writing and Reflect



Ask partners to talk briefly about what they wrote today. Alert the students to be ready to share their partners' ideas with the class. After a moment, signal for their attention and ask:

- Q *What did your partner write about today?*
- Q *What did you and your partner do to work well together when you were talking and sharing your writing?*

Exploring Opinion Writing

Day 2

In this lesson, the students:

- Hear and discuss a persuasive essay
- Think about the author's audience and purpose
- Generate possible opinions for persuasive essays
- Write about things that interest them

GETTING READY TO WRITE

1 Discuss Audience

Have the students bring their *Student Writing Handbooks* and gather with partners sitting together, facing you. Review that yesterday the students read a persuasive essay titled "WARNING: Too Much TV Is Hazardous to Your Health." Ask:



- Q *What do you remember about what the author is trying to do in this essay? Turn to your partner.*

Have partners discuss their thinking. After a few moments, signal for the students' attention and have them turn to page 27 of their handbooks and briefly review the essay. Ask:

- Q *What is the author's purpose, or what is his reason for writing this essay?*
- Q *Who might the author be trying to convince that watching TV is unhealthy, and why?*

TEKS 9.E.vi
Student/Teacher Narrative
Step 1

Materials

- "Television: The Most Disparaged Resource of the Information Age" (see page 567)
- *Student Writing Handbook* page 29
- Chart paper and a marker
- "Writing Time" chart (WA1)

TESK 9.E.iii
Student/Teacher Narrative
Step 1

Teacher Note

To review the procedure for "Turn to Your Partner," see Unit 1, Week 1, Day 2 (page 11). To see an example, view "Using 'Turn to Your Partner'" (AV11).



Teacher Note

Save the “Things We Notice About Persuasive Essays” chart to use on Day 3 and throughout the unit.

Students might say:

“The author’s purpose is to make us agree that too much TV is bad.”

“I think this author is writing to people who watch too much TV.”

“In addition to what [Blanca] said, I think the author is writing to parents of kids. I think so because in the first paragraph it says ‘our kids.’”

Point out that while many different kinds of people may read a persuasive essay, authors of persuasive essays usually have a certain kind of *audience* (reader) in mind when they are writing. In this case, the audience is probably people who watch a lot of TV or whose families watch a lot of TV.

Title a piece of chart paper “Things We Notice About Persuasive Essays.” Under the title, add the following items: *Author’s purpose is to convince the reader about something* and *Author writes with a certain audience in mind*.

Explain that today the students will hear and read a persuasive essay by a different author. Encourage them to think about this author’s purpose for writing and the audience he might have in mind.

2 Read Aloud “Television: The Most Disparaged Resource of the Information Age”

Have the students turn to page 29 of their handbooks and invite them to follow along as you read the essay. Explain that this essay is written by a teenager named Salmaan S. and that *disparaged* means “spoken badly about.”

Read aloud “Television: The Most Disparaged Resource of the Information Age” (on page 567) slowly and clearly, clarifying vocabulary as you read.

Suggested Vocabulary

audio-visual stimuli: things you can hear and see

most efficient means of mass communication: best ways to communicate with lots of people

politics: the activities of government

witness: watch happen

appliance: machine

ELL Vocabulary

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

transfer thoughts and ideas: tell other people thoughts and ideas

other cultures: other kinds of people

unites: brings together

enormous: huge

3 Discuss the Author’s Audience and Purpose

Ask:



Q *What is Salmaan S.’s purpose in writing, or what is he trying to convince us of in this essay? Turn to your partner.*

After a moment, have a few volunteers share their thinking.

Students might say:

“He’s trying to convince us that watching TV is not a waste of time.”

“He’s saying that TV is important because it brings people together.”

Remind the students that in the persuasive essay they read yesterday, the author tried to convince them of the opposite point of view. Ask and briefly discuss:

Q *Who do you think is the audience for this essay, or who is Salmaan S. writing to?*

Q *In the sentence “Well, I strongly disagree with the viewpoint that television is a waste of time,” Salmaan tells exactly what his opinion is. He then gives us several reasons that support his opinion. What reasons does he give?*

Q *Compare this essay to the one you read yesterday. Which essay is more persuasive to you, and why?*

Students might say:

“I think the audience might be people who think TV is a waste of time. Otherwise, why would he be trying to convince them?”

“I agree with [Ricardo]. One reason Salmaan gives to support his opinion is that TV is one of the quickest ways to present an idea clearly.”

“I think yesterday’s essay is more persuasive. It gives reasons for why TV is just bad for your health.”

“I disagree with [Gwen] a little bit. Today’s essay makes me realize how much we can learn from watching TV, but yesterday’s essay made me think about why we shouldn’t watch it too much.”

4 Generate Possible Opinions for Persuasive Essays

Explain that people often write persuasive essays when they have strong opinions about whether something is good or bad, or right or wrong. In the two essays the students have read so far, one author feels that too much TV can be harmful while the other feels that television is a good thing. On a sheet of chart paper titled “Possible Opinions for Persuasive Essays,” write the sentences *Watching too much TV is harmful* and *Television is educational*.

Ask the students to watch as you write a few other opinions on the chart. Add a few sentences that reflect opinions that you hold.

TEKS 9.E.vi
TEKS 10.A.i
Student/Teacher Activity
Step 3

TEKS 12.C.i
Student/Teacher Narrative
Step 4

Teacher Note

To review the procedure for “Think, Pair, Share,” see Unit 1, Week 2, Day 1 (page 30). To see an example, view “Using ‘Think, Pair, Share’” (AV13).



Teacher Note

If the students struggle to come up with ideas, ask follow-up questions such as:

- Q *What is something that annoys or bothers you [at school/at home/in our community/in the world]?*
- Q *What is something you feel strongly about?*
- Q *What do you think is really, really cool or important?*

Teacher Note

Save the “Possible Opinions for Persuasive Essays” chart to use on Day 3 and throughout the unit. Tomorrow you will model choosing one opinion from the chart and using it to do a quick-write.

TEKS 12.C.i
Student/Teacher Activity
Step 5 (p. 554 and continuing
on to p. 555)

Possible Opinions for Persuasive Essays

- Watching too much TV is harmful.
- Television is educational.
- People should not eat donuts for breakfast.
- Our school should offer jazz band as an after-school activity.
- Recess should be ten minutes longer.
- We should learn to dance in school.

Use “Think, Pair, Share” to discuss:



Q *What opinions do you have that you might be able to write a persuasive essay about? [pause] Turn to your partner.*

Have a few volunteers share their thinking.

Students might say:

- “It’s not right to exclude people.”
- “Turkey-hunting season is too short.”
- “Children should be allowed to vote.”
- “I should get a bigger allowance than my brother.”
- “Kids should stand up to bullies.”

As the students report ideas, record them on the chart. Tell them that you will add to the chart as they think of more ideas in the coming days.

Explain that today the students may continue to think about and list opinions for persuasive essays, write about some of their opinions, or write about anything they choose.

WRITING TIME

5 Write Independently

Have the students get their notebooks and pencils and sit at desks with partners together. Display the “Writing Time” chart (WA1) and have them write silently for 20–30 minutes.

Writing Time

- Think about and list opinions you might want to write a persuasive essay about.
- Write about your opinions.
- Write about anything you choose.

Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed. Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

6 Briefly Share Writing and Reflect



Ask partners to talk briefly about what they wrote today. Alert the students to be ready to share their partners' ideas with the class. After a moment, signal for their attention and ask:

- Q *What did your partner write about today?*
- Q *What did you and your partner do to work well together when you were talking and sharing your writing?*

Exploring Opinion Writing

Day 3

In this lesson, the students:

- Hear, discuss, and write persuasive essays
- Think about features of persuasive essays
- Think about the author's audience and purpose
- Quick-write about their opinions

GETTING READY TO WRITE

1 Review Persuasive Essays

Have the students bring their *Student Writing Handbooks*, notebooks, and pencils and gather with partners sitting together, facing you. Review that they read two persuasive essays earlier this week on the topic of television. Have them open their handbooks to page 27 and briefly review "WARNING: Too Much Television Is Hazardous to Your Health." After a few minutes, ask them to turn to page 29 and review "Television: The Most Disparaged Resource of the Information Age."

Materials

- "Animal Experimentation Saves Lives" (see page 568)
- *Student Writing Handbook* page 30
- "Things We Notice About Persuasive Essays" chart from Day 2
- "Possible Opinions for Persuasive Essays" chart from Day 2
- Chart paper and a marker
- "Writing Time" chart (WA2)

Teacher Note

On Week 2, Day 2, the students will learn about writing interesting openings that capture the reader's attention. Leaving a blank line, as described here, will allow for this item to appear in a logical sequence when it is added to the "Things We Notice About Persuasive Essays" chart in Week 2.

When the students have finished reviewing the essays, ask and briefly discuss:

Q *What opinions about television do the authors of these two essays have?*

Q *What are some reasons the authors give to support their opinions?*

Review that both "WARNING: Too Much Television Is Hazardous to Your Health" and "Television: The Most Disparaged Resource of the Information Age" are examples of persuasive essays. Point out that each author clearly states an opinion early in the essay and then gives several reasons that support that opinion.

Direct the students' attention to the "Things We Notice About Persuasive Essays" chart from Day 2. Leave a blank line or space below the most recent entry. Add the following items after the blank line: *Author clearly states opinion early in the essay* and *Author gives reasons that support the opinion*.

Explain that today the students will hear and read another persuasive essay, this one on a different topic. Invite them to think about what else they notice the author doing as they read.

2 Read "Animal Experimentation Saves Lives" Aloud

Have the students turn to page 30 of their handbooks. Explain that *animal experimentation* means "using animals in science experiments to learn about human diseases and to develop medicines and other products for human use." Often these animals feel pain and die as a result of these experiments. Point out that animal experimentation is an example of a topic that many people have strong opinions about.

Invite the students to follow along in their handbooks as you read aloud "Animal Experimentation Saves Lives" (on page 568). Read the essay aloud slowly and clearly, clarifying vocabulary as you read.

Suggested Vocabulary

vaccines: medicines that prevent disease

polio epidemic crippled and killed children: many, many children were crippled and killed by a disease called polio

sacrifice: kill for a reason

priorities: what's important

with a fast reproduction rate: that have a lot of babies quickly

ELL Vocabulary

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

it may not be common knowledge: people may not know this

diabetes . . . cancer, AIDS/HIV: names of diseases

claiming thousands of lives: killing thousands of people

rodents: the family of animals that includes rats and mice

3 Discuss the Author’s Audience and Purpose

Ask and briefly discuss:

- Q *What is Giovanni P.’s purpose in writing, or what is he trying to convince us to believe?*
- Q *Who do you think Giovanni’s audience is, or who is he writing to?*
- Q *In the sentence “The use of animal experimentation should be recognized and accepted as a tool in saving lives,” the author states his opinion clearly and in one sentence. He then gives us several reasons for his opinion. What reasons does he give?*
- Q *Do you agree or disagree with the author’s opinion? Why?*

Students might say:

“He’s trying to convince us that it’s okay to experiment on animals because it benefits everyone.”

“I agree with [Lars]. I think the audience might be people who disagree with animal experimentation.”

“The author gives examples of how animal experimentation cured polio and rabies.”

4 Quick-write: Opinions

Direct the students’ attention to the “Possible Opinions for Persuasive Essays” chart and review the items on it. Explain that each student will choose one opinion from the chart that they feel strongly about and do a 5-minute quick-write about it. Ask the students to watch as you model doing a quick-write about an opinion.

Select an opinion you can write about from the “Possible Opinions for Persuasive Essays” chart. On another piece of chart paper, first model writing a sentence stating that opinion, and then model writing some reasons that support it. Think aloud as you write.

You might say:

“I’ll choose an opinion from the chart that I feel strongly about so that I’ll be able to think of plenty things to write. My opinion is that people should not eat donuts for breakfast. First I’ll write an opening sentence that states my opinion: *I think people should not eat donuts for breakfast.* Notice that I stated my opinion clearly and in one sentence so that the reader can understand it right away. Next I’ll try to persuade the reader by writing reasons that support my opinion. Here’s my first reason: *Donuts are full of sugar and fat.* I’ll add a bit more detail to the reason: *They give you energy for a short time and then leave you feeling tired and hungry again long before lunch.* Now I’ll write a second reason that supports my opinion: *Also, donuts are bad for your teeth.* I’ll add some detail to this reason: *The sugar in them gives you cavities, which are painful and expensive to fix.*”

When you finish writing, review that you stated your opinion clearly in the first sentence and then wrote a few reasons that support your

TEKS 9.E.iii
Student/Teacher Activity
Step 3

Teacher Note

Save the charted model quick-write to use on Day 4.

TEKS 12.C.i
Student/Teacher Activity
Step 5

Teacher Note

Today's Writing Time has been shortened to 10-15 minutes to accommodate the teacher modeling, cooperative work, and quick-write in Step 4.

opinion. Point out that you added some detail to each reason to make it more persuasive.

Use “Think, Pair, Share” to discuss:



Q *What opinion on the chart will you choose, and what will you write?*
[pause] *Turn to your partner.*

After partners have talked, ask the students to each open to the next blank page of their notebooks and to write for 5 minutes.

When time is up, call for the students' attention and have a few volunteers share what they wrote with the class. Explain that during Writing Time today you would like all the students to write about their opinions. Each student may continue the piece she started during the quick-write, or she may start a new piece and write about any opinions she feels strongly about.

WRITING TIME

5 Write Independently

Ask the students to return to their seats. Display the “Writing Time” chart (WA2) and have them write silently for 10–15 minutes.

Writing Time

- Continue the piece you started during the quick-write.
- Start a new piece about an opinion you have.

WA2

Remind the students to double-space all writing in their notebooks so they have space to revise later, if necessary. Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

6 Briefly Share Writing and Reflect

Ask and briefly discuss questions such as:

- Q** *What opinion did you write about today?*
- Q** *Who stated an opinion clearly in one sentence? Read it to us.*
- Q** *What reasons did you give for your opinion? Read one of them to us.*

Explain that the students will continue to write about their opinions tomorrow.

In this lesson, the students:

- Hear, discuss, and write persuasive essays
- Think about features of persuasive essays
- Think about the author’s audience and purpose

GETTING READY TO WRITE

1 Briefly Review

Have the students get their notebooks and pencils and sit at desks with partners together. Remind the students that yesterday they read a third persuasive essay, “Animal Experimentation Saves Lives,” and continued adding to their list of things they notice about persuasive essays. Ask:

Q *What are some things we notice about persuasive essays?*

Students might say:

“A persuasive essay is about the writer’s opinion.”

“I agree with [Guillermo]. People write these essays to convince other people to agree with them.”

“We notice that writers explain their opinions at the beginning of the essays.”

“In addition to what [Rachel] said, persuasive essays have reasons that support the opinion.”

If necessary, briefly review the items on the “Things We Notice About Persuasive Essays” chart. If the students suggest new ideas, add them to the chart.

Review that yesterday the students also did a quick-write about an opinion they feel strongly about. Direct the students’ attention to the charted model quick-write from Day 3 as an example. Remind them that they stated their opinions clearly and then wrote some reasons that supported their opinions. Ask:

Q *What opinion did you write about yesterday?*

Q *What is a reason you gave to support your opinion?*

After a few volunteers have shared, explain that today the students will continue writing about their opinions. Ask:



Q *What other opinions do you have that you might want to write about?
Turn to your partner.*

Materials

- “Things We Notice About Persuasive Essays” chart from Day 3
- Charted model quick-write from Day 3
- “Writing Time” chart (WA3)
- “Possible Opinions for Persuasive Essays” chart from Day 3
- “Class Assessment Record” sheet (CA1)

TEKS 12.C.i
Student/Teacher Activity
Step 2

 **Facilitation Tip**

During this unit, we invite you to practice **responding neutrally with interest** during class discussions. To respond neutrally means to refrain from overtly praising (for example, “Great idea” or “Good job”) or criticizing (for example, “That’s wrong”) the students’ responses. While it may feel more natural to avoid criticism rather than praise, research shows that both kinds of responses encourage students to look to you, rather than to themselves, for validation. To build the students’ intrinsic motivation, try responding with genuine curiosity and interest (for example, “Interesting—say more about that”) while avoiding evaluative statements, whether positive or negative. To see this Facilitation Tip in action, view “Responding Neutrally with Interest” (AV24).



WRITING TIME

2 Write Independently

Display the “Writing Time” chart (WA3) and have the students write silently for 20–30 minutes.

Writing Time

- Continue the opinion piece you started yesterday during the quick-write.
- Start a new piece about an opinion you have.
- State your opinion clearly in your piece.
- Add reasons that support your opinion.

WA3

Remind the students that they may refer to the “Possible Opinions for Persuasive Essays” chart for ideas. Join them in writing for a few minutes; then walk around the room and observe.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to identify opinions to write about?
- Can they state their opinions clearly in their writing?
- Can they give reasons that support their opinions?

If you notice many students struggling to write after 10–15 minutes, call for the class’s attention and have a few volunteers share what they have written so far; then have the students resume writing on their own for a few more minutes.

Record your observations on the “Class Assessment Record” sheet (CA1); see page 132 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

3 Briefly Share Writing and Reflect

Ask and briefly discuss questions such as:

- Q *What opinion did you write about today?*
- Q *Who stated an opinion clearly at the beginning of your piece? Read it to us.*
- Q *What reasons did you give for your opinion? Read one of them to us.*

Explain that the students will continue to write about their opinions tomorrow.

In this lesson, the students:

- Hear and discuss a persuasive essay
- Think about the author’s audience and purpose
- Write about their opinions
- Respectfully consider the opinions of others

GETTING READY TO WRITE

1 Gather and Review Persuasive Essays

Have the students bring their *Student Writing Handbooks* and gather with partners sitting together, facing you. Review that yesterday they read a persuasive essay about how animal experimentation benefits people. Have the students open their handbooks to page 30, and give them a few minutes to review “Animal Experimentation Saves Lives.” Then ask and briefly discuss:



Q *What opinion does the author of this essay have about animal experimentation?*

Students might say:

“The author thinks it’s a good idea to experiment on animals.”

“I agree with [Allison]. The author says that animal experimentation helps find cures for awful diseases.”

“In addition to what [Clayton] said, the author says that many people would suffer and die without animal experimentation.”

Direct the students’ attention to the “Things We Notice About Persuasive Essays” chart. Review that in a persuasive essay, the author has a purpose and audience in mind, clearly states an opinion early in the essay, and includes reasons that support the opinion.

Explain that today the students will hear and read another persuasive essay about animal experimentation, this one with a different point of view. Invite them to think about what the author’s opinion is in this essay.

2 Read Aloud “Animal Testing: Here Is the Truth”

Have the students turn to page 31 of their handbooks. Invite them to follow along as you read “Animal Testing: Here Is the Truth” (on page 569) aloud. Read the essay aloud slowly and clearly, clarifying vocabulary as you read.

Materials

- “Animal Testing: Here Is the Truth” (see page 569)
- *Student Writing Handbook* pages 30–31
- “Things We Notice About Persuasive Essays” chart from Day 4
- “Possible Opinions for Persuasive Essays” chart from Day 4
- “Writing Time” chart (WA4)
- “Class Assessment Record” sheet (CA2)

Suggested Vocabulary

detergents: soaps

cosmetics: make-up

side effects: unexpected, harmful results, such as an allergic reaction

advantageous: good for, beneficial

solutions: liquid chemicals

cloned human cells: human cells made in a laboratory

Food and Drug Administration: government department responsible for the safety of food, medicine, and other products

ELL Vocabulary

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

blinded: made unable to see

alternatives: other ideas or ways

3 Discuss the Author's Audience and Purpose

Ask and briefly discuss:

Q *What sentences early in the essay tell us exactly what this author's opinion is about animal testing?*

If necessary, explain that these sentences in the first paragraph state the author's opinion: "Even though animal testing is advantageous to humans, I believe humankind should not test products on animals. It is cruel and unnecessary." Remind the students that the author's purpose in a persuasive essay is to convince the reader to agree with her opinion. Then have partners briefly discuss:



Q *What are some reasons the author gives to support her opinion that animal testing is cruel and unnecessary? Turn to your partner.*

Q *Who do you think is the audience, or who is Emma writing to? Turn to your partner.*

Invite a few volunteers to share their responses with the class.

Students might say:

"One reason the author gives is the horrible tests that make the animals suffer and die."

"In addition to what [Karen] said, the author says scientists have alternatives to animal testing."

"I think the audience is people who think animal testing is okay. She's trying to convince them that it's not."

"I agree with [Connor], but I also think the audience is people who don't even know animal testing happens."

4 Add to the “Possible Opinions for Persuasive Essays” Chart

Direct the students’ attention to the “Possible Opinions for Persuasive Essays” chart and review the items on it. Remind the students that the two essays they read about television had *opposing* opinions, or opinions that are the opposite of each other. Point out that the two essays about animal experimentation had opposing opinions, too. Add the following sentences to the chart: *We should continue experimenting on animals* and *We should stop experimenting on animals*. Ask:

Q *What other opinions do you have that you might be able to write a persuasive essay about?*

Add any suggestions to the chart.

Explain that during Writing Time today you would like all the students to write about their opinions. Remind the students to state their opinions clearly in their writing and to include supporting reasons. Tell them that they may refer to the “Possible Opinions for Persuasive Essays” chart for ideas.

WRITING TIME

5 Write Independently

Have the students get their notebooks and pencils and sit at desks with partners together. Display the “Writing Time” chart (WA4) and have them write silently for 20–30 minutes.

Writing Time

- Continue the opinion piece that you started yesterday.
- Start a new piece about an opinion you have.
- State your opinion clearly in your piece.
- Add reasons that support your opinion.

WA4

Join the students in writing for a few minutes; then walk around the room and observe.

Teacher Note

Save the “Possible Opinions for Persuasive Essays” and the “Things We Notice About Persuasive Essays” charts to use in Week 2.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to identify opinions to write about?
- Can they state their opinions clearly in their writing?
- Can they give reasons that support their opinions?

If you notice many students struggling to write after 10–15 minutes, call for the class’s attention and have a few volunteers share what they have written so far; then have the students resume writing on their own for a few more minutes.

Record your observations on the “Class Assessment Record” sheet (CA2); see page 133 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

6 Share Writing and Discuss Disagreeing Respectfully



Ask partners to share what they wrote with each other. Alert the students to be ready to share their partners’ ideas with the class. After a few moments, signal for their attention and ask:

- Q *What opinion did your partner write about today?*
- Q *Do you have the same opinion as your partner or a different opinion? Explain.*

Explain that in the coming week the students will each develop a persuasive essay on a topic they feel strongly about. They will share their opinions in pairs and with the whole class, and they may sometimes disagree or have opposing opinions. Ask:

- Q *Why is it important that we find a respectful way to talk to one another about our opinions, especially if we disagree?*

Students might say:

“It’s important to talk about our opinions because that’s how we learn from one another.”

“It’s important to be respectful because we’re all allowed to have our own opinions.”

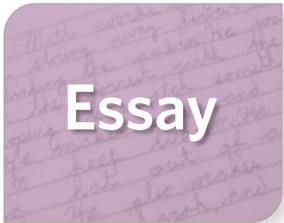
“It’s OK if we disagree. We’re not all going to think the same thing all the time.”

Explain that the students will explore ways to talk about their opinions in a respectful way in the coming weeks.

EXTENSION

Read Editorials and Letters to the Editor

Collect newspapers and magazines that have op-ed pieces or letters to the editor that might be accessible for your students. Read these together as a class or make them available for the students to read independently. Take time to discuss what the author's opinion is, how that opinion is supported in the piece, and whether the students are persuaded by the piece. You might encourage interested students to write persuasive letters in response to an op-ed piece they read.



Essay

WARNING: Too Much TV Is Hazardous to Your Health

adapted from a RealVision factsheet on the TV-Turnoff Network

More than four hours a day: that's how much television Americans watch on average. As an abundance of evidence makes clear, our television habit has serious negative consequences. Excessive TV-watching cuts into family time, harms our kids' ability to read and perform well in school, encourages violence, and promotes sedentary lifestyles and obesity.

TV Undermines Family Time

Many people feel that they do not have enough time to spend with their families. . . . Television plays a crucial role. In the average American household, there are at least two televisions, and 67 percent of Americans report always or often watching television while eating dinner. Families who watch little or no television often find that they have more time to spend with one another.

TV Harms Reading and Academic Performance

Excessive television-watching harms reading skills. . . . Researcher[s] [found] more than a decade ago that “reading scores diminished sharply for those students watching more than four hours a day.” Researchers such as Jane Healy of Harvard argue that watching TV instead of reading may actually [change] the physical structure of the brain as it develops, making learning and working in the schoolroom environment difficult.

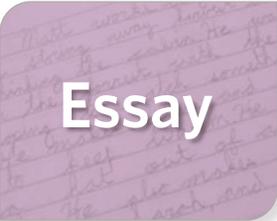
TV Encourages Violence

The evidence is overwhelming: violence on TV promotes violent behavior in real life. The Center on Media and Child Health at Harvard lists more than 2,000 reports on the links between media exposure and increases in violence. Those studies have established that the amount of media violence a child sees is similar to the amount of real violence that the child acts out. The connection between those two things is stronger than the connection between calcium intake and healthy bones! It's nearly as strong as the link between smoking and lung cancer.

TV Promotes Sedentary Lifestyles and Obesity

Americans, by and large, do not get enough physical exercise. We spend most of our free time watching television, which promotes obesity and its related illnesses. According to Dr. William Dietz at the Centers for Disease Control, “The easiest way to reduce inactivity is to turn off the TV set. Almost anything else uses more energy than watching TV.”

“WARNING: Too Much TV Is Hazardous to Your Health” originally appeared on the TV-Turnoff Network. Copyright © 2004. Updated and adapted by Center for the Collaborative Classroom, 2014, courtesy of the Center for Screen-Time Awareness.



Essay

Television: The Most Disparaged Resource of the Information Age

by Salmaan S., Westford, MA
adapted from TeenInk.com

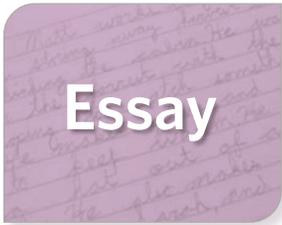
Almost every day one can hear some mention of “The TV Generation.” Many harshly label television as a “drug,” claiming that millions of children every day waste their time in front of this electronic altar. Well, I strongly disagree with the viewpoint that television is a waste of time.

Today, there are many different ways to transfer thoughts and ideas. Of these, television, with its combination of audio-visual stimuli, is one of the quickest to present an idea clearly and completely. To say that television is not important is to say that learning about other cultures thousands of miles away by seeing and hearing is a waste of time. In this age of information, television is one of the most efficient means of mass communication available to man.

Millions of people keep up with the latest news thanks to television. They can stay informed about politics, witness historic events, cheer for their sports teams, and explore places they might never have seen otherwise, all because of television.

Television unites mankind because people separated by distance, skin color, language and wealth can all relate to some of the things they see on TV. No other appliance of the information age is as quick and widely used around the world as television. Failing to acknowledge the positive value of this resource to mankind is an enormous mistake.

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Essay

Animal Experimentation Saves Lives

by Giovanni P., San Gabriel, CA
adapted from TeenInk.com

It may not be common knowledge, but animals save lives each and every day. Animal experimentation has existed since ancient times to contribute to human life and survival. These experiments became the building blocks of health and medicine, [including] research of diabetes, vaccines, cancer, AIDS/HIV and open-heart surgery. As a result, many people have been saved. The use of animal experimentation should be recognized and accepted as a tool in saving lives.

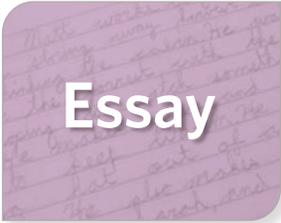
In the 1940s and 1950s, a polio epidemic crippled and killed children and newborns. Without animal experimentation [to develop a polio vaccine], polio would still be claiming thousands of lives each year. Many would not be alive today without it.

Louis Pasteur, a French chemist, helped save animals as well as humans when he developed a vaccine for rabies [using animal experimentation]. Today, animal-lovers everywhere do not have to put their pets “to sleep” if they [catch] rabies. Instead they can just go to their veterinarian and get this preventive vaccine.

“Nobody I know of in biological research, who has to sacrifice animals, likes it,” says Richard Jones, a biology professor at Colorado University. “It is a matter of priorities. You work for the greater good.” [Millions of] animals are used [in experiments], of which 90% are rodents. So it’s not as if scientists experiment on endangered species; they use animals with a fast reproduction rate that are abundant.

Humans have vast intelligence, and through this intelligence, they have a moral duty: to protect all living things and make sure they survive and flourish. Animal experimentation helps humans help themselves, as well as the animals around them.

“Animal Experimentation Saves Lives” copyright © 2006 Giovanni P. Adapted and reprinted by Center for the Collaborative Classroom, 2014, by permission of *Teen Ink* magazine and TeenInk.com.



Essay

Animal Testing: Here Is the Truth

by Emma H., New York, NY
adapted from TeenInk.com

Almost every major company that sells detergents, body washes, or cosmetics tests their products on animals to assure the public that there will be no side effects when using their product. Even though animal testing is advantageous to humans, I believe humankind should not test products on animals. [It] is cruel and unnecessary.

Every year thousands of animals are killed, tortured, or left with burns, broken bones, and other terrible conditions. According to the National Anti-Vivisection Society, these are some of the most common yet horrifying tests used on animals: in the D test, solutions are dropped directly into the eyes of rabbits and in seven days of testing, the rabbits experience excruciating pain and most are blinded. Then there is the LD-50 test [which forces animals to inhale, swallow, and digest chemicals]. In this test, 50% of the animals die.

What will scientists test products on if not animals? With modern technology, many alternatives have been found by caring scientists [including computer tests and tests on cloned human cells]. These are only a few of the alternatives, but they show that animals are not the only choice for experimentation.

The Food and Drug Administration [urges] companies to conduct tests to ensure the safety of their products. As a result, animals continue to be the victims of harsh treatment and risk death. There are many alternatives to know if a product is safe. Animal testing is immoral and wrong.

“Animal Testing: Here Is the Truth” copyright © 2006 Emma H. Adapted and reprinted by Center for the Collaborative Classroom, 2014, by permission of *Teen Ink* magazine and TeenInk.com.

Week 2

OVERVIEW

Essay

“School Uniforms”

adapted from an essay by Akinyi R. on TeenInk.com
(see page 593)

School uniforms eliminate distractions in school, create a less judgmental environment, and save time and money.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA5–WA11

Assessment Form

- “Conference Notes” record sheet (CN1)

Professional Development Media

- “Predictable Structure of the Writing Lessons” (AV3)
- “Social Reflection” (AV14)
- “Conferring About Opinion Writing” (AV51)
- “Exploring Opinion Writing” (AV52)
- “Sharing Opening Sentences and Reflecting” (AV53)

TEACHER AS WRITER

“I’m still doing business at the same old stand—love, work, war, death, what the world is like outside this window tonight.”

— Alan Dugan

Look at the list of topics you feel compelled to address that you wrote in Week 1. Select one item on the list and write a paragraph that expresses your opinion about why this topic is important and what you think should be done about it. Do the same for several other items on the list that you feel strongly about.

Writing Focus

- Students hear and discuss persuasive essays.
- Students each choose a topic and write a persuasive essay about it.
- Students state opinions and use reasons to support them.
- Students explore transitional words and phrases.
- Students explore strong openings and conclusions for persuasive essays.

Social Development Focus

- Students listen to the thinking of others and share their own.
- Students respectfully consider the opinions of others.
- Students express interest in and appreciation for one another’s writing.
- Students act in fair and caring ways.

DO AHEAD

- ✓ Prior to Day 1, make a class set of the “Conference Notes” record sheet (CN1) on page 135 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, decide if you will allow small groups of students to visit the library, media center, computer lab, or another location in the school to research their topics during Writing Time. Arrange for this ahead of time with the librarian or other adults in the school.
- ✓ Prior to Day 4, prepare a sheet of chart paper titled “Transitional Words and Phrases for Persuasive Essays.” Under the title, list the following: *moreover, in conclusion, finally, to illustrate, however, specifically, similarly, in the same way, on the other hand, in contrast, consequently, in other words, on the contrary.*

Day 1

Exploring Opinion Writing

Materials

- “School Uniforms” (see page 593)
- *Student Writing Handbook* page 32
- “Things We Notice About Persuasive Essays” chart from Week 1 and a marker
- “Possible Opinions for Persuasive Essays” chart from Week 1
- Class set of “Conference Notes” record sheets (CN1)

Teacher Note

The Getting Ready to Write routine established early in the year helps the students quickly settle into the lesson. For more information, view “Predictable Structure of the Writing Lessons” (AV3).



Teacher Note

For more information about opinion writing, view “Exploring Opinion Writing” (AV52).



In this lesson, the students:

- Hear, discuss, and write a persuasive essay
- Think about the author’s audience and purpose
- Choose an opinion and audience for a persuasive essay
- Respectfully consider the opinions of others
- Agree and disagree in a caring way

GETTING READY TO WRITE

1 Briefly Review Persuasive Essays

Have the students bring their *Student Writing Handbooks* and gather with partners sitting together, facing you. Remind the students that last week they began exploring persuasive essays. They read four persuasive essays—two about TV viewing and two about animal experimentation. Ask:

Q *What did you learn last week about persuasive essays?*

Briefly review the “Things We Notice About Persuasive Essays” chart and add any new ideas to the chart. Remind the students that they brainstormed opinions that they might want to write a persuasive essay about. Review the items on the “Possible Opinions for Persuasive Essays” chart.

2 Discuss Expressing Personal Opinions

Explain that the authors of last week’s essays expressed their opinions, even though they probably knew some people would disagree with them. Ask and briefly discuss:

Q *If you really believe something, why is it important to express that opinion, even though others might not agree with you?*

Students might say:

“It’s important to express your opinion because people need to think for themselves.”

“I agree with [Akeisha]. Plus, we live in a free country, and people are allowed to express their opinions.”

“In addition to what [Jason] said, we can learn from each other if we all express our opinions.”

Tell the students that they will read and discuss another persuasive essay today, and then they will begin writing persuasive essays about opinions that are important to them. Tell them that it is important for all the students in the class to feel safe and comfortable expressing their opinions, both in speaking and in writing. Ask:

Q *What can you do when listening to other people's opinions to make it safe and comfortable for everyone?*

Students might say:

"When I'm listening to someone else, I can try to see things from that person's point of view."

"I can try to listen really carefully and be nice, even if I don't agree."

"If I disagree with someone, I can use our prompt 'I disagree with her because . . .'"

"In addition to what [Ron] said, maybe I'll change my mind when I hear someone else's opinion."

Encourage the students to keep these ideas in mind as they listen to others' opinions. Tell them that you will check in with them later to see how they did.

3 Read "School Uniforms" Aloud

Have the students open to page 32 of their handbooks, and invite them to follow along as you read the essay "School Uniforms" (on page 593). Read the essay aloud slowly and clearly, clarifying vocabulary as you read.

Suggested Vocabulary

eliminate: take away

parochial school: private school connected with a church

economic advantages or disadvantages: wealth or lack of wealth (poverty)

aptitude: ability to learn

ELL Vocabulary

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

appropriate: the right thing to wear

were no longer obvious: could not be seen anymore

impress anyone: make anyone think highly of me



Facilitation Tip

Continue to focus on **responding neutrally with interest** during class discussions by refraining from overtly praising or criticizing the students' responses. Instead build the students' intrinsic motivation by responding with genuine curiosity and interest; for example:

- "Interesting—say more about that."
- "What you said makes me curious. I wonder . . ."
- "You have a point of view that's [similar to/different from] what [Jenna] just said. How is it [similar/different]?"

ELPS 3.G.i
ELPS 3.G.ii
Step 5

4 Discuss the Author's Audience and Purpose

Ask:



- Q *What is the author trying to convince us about in this essay? Turn to your partner.*
- Q *Who is the audience, or who do you think the author is trying to convince? Turn to your partner.*
- Q *What reasons does the author give to support the opinion that students should wear uniforms in public schools? Turn to your partner.*

Have a few volunteers share their thinking.

Students might say:

"I think the sentence 'I believe students in public school should be required to wear them' tells us pretty clearly what this author's opinion is."

"I think the author is trying to convince kids in school and the people who make decisions about school rules."

"One reason Akinyi gives to support her opinion is that uniforms take away the distractions of clothes so kids can focus on studying."

"In addition to what [Levon] said, it sounds like wearing uniforms saves time and money."

As a class, discuss:

- Q *Do you agree or disagree with the opinion in this essay? Why?*

5 Select an Opinion and Audience for a Persuasive Essay

Direct the students' attention to the "Possible Opinions for Persuasive Essays" chart and review the items on it. Add the sentences *Uniforms should be required in public school* and *Uniforms should not be required in public school* to the chart. Ask:

- Q *What other opinions for persuasive essays could we add to the chart?*

Add any suggestions to the chart. Explain that today the students will each choose one opinion that they have not yet written about and begin writing a draft of a persuasive essay in their notebooks. This week they will work on writing and developing their essays, including revising their opening sentences. Next week they will revise their essays further and proofread them. Then they will publish their essays for the class to read.

Use "Think, Pair, Share" to discuss:



- Q *What opinion do you feel strongly enough about to publish a persuasive essay about it? [pause] Turn to your partner.*
- Q *In addition to your classmates, who will you be trying to convince, or who will be the audience for your essay? [pause] Turn to your partner.*

Have a few volunteers share their thinking with the class. As they report, emphasize that they should keep their audience in mind as they write today.

You might say:

"[Emma] says she wants to convince her mother that she should be allowed to play video games as much as she likes as long as she finishes her homework. While she's writing her essay, she's going to remember who she's trying to convince."

WRITING TIME

6 Write Independently

Have the students get their notebooks and pencils, sit at desks with partners together, and work on their persuasive essays for 20–30 minutes. Remind them to write their drafts double-spaced in their notebooks. Join them in writing for a few minutes; then begin conferring with individual students.



TEACHER CONFERENCE NOTE

Over the next two weeks, confer with individual students about the piece each is developing for publication. Have each student tell you about his piece and read it aloud to you as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Does the student state his opinion clearly in the opening paragraph?
- Does the student give several different reasons that support his opinion?

Help the student extend his thinking about persuasive essays by asking questions such as:

- Q *What is the opinion you are writing about?*
- Q *Who are you trying to convince? What do you want to convince them of?*
- Q *Why do you believe your opinion is correct? What other reasons can you give?*
- Q *How can you state your opinion clearly in the opening paragraph?*
- Q *What reason will you write about first? Second? Third?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 135 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

Teacher Note

To see an example of a teacher conferring with individual students, view "Conferring About Opinion Writing" (AV51).



SHARING AND REFLECTING

7 Briefly Share Writing and Reflect



Ask partners to talk briefly about what they wrote today. Alert the students to be ready to share their partners' ideas with the class. After a moment, signal for their attention and ask questions such as:

Q *What opinion did your partner write about today? Who is your partner trying to convince in his or her essay?*



Q *Do you and your partner agree or disagree with each other's opinions? Turn to your partner.*

Q *What did your partner say to let you know that he or she respects your opinion?*

Explain that the students will continue to develop their persuasive essays tomorrow.

Day 2

Drafting Persuasive Essays

Materials

- “School Uniforms” chart (WA5)
- “WARNING: Too Much TV Is Hazardous to Your Health” chart (WA6)
- “Television: The Most Disparaged Resource of the Information Age” chart (WA7)
- “Things We Notice About Persuasive Essays” chart from Day 1 and a marker
- *Student Writing Handbook* pages 27–29 and 32
- “Writing Time” chart (WA8)

In this lesson, the students:

- Explore, discuss, and write strong openings and clear statements of opinion in persuasive essays
- Draft persuasive essays
- Express interest in and appreciation for one another's writing

GETTING READY TO WRITE

1 Discuss Interesting Opening Paragraphs

Have the students get their *Student Writing Handbooks*, notebooks, and pencils and sit at desks with partners together. Briefly review that yesterday they each chose an opinion they feel strongly about and began writing a persuasive essay. Explain that over the next four days they will develop their essays and that you will help them focus on and strengthen different parts of the essays to make them as persuasive as possible.

Direct the students' attention to the “Things We Notice About Persuasive Essays” chart, and review that good persuasive essays have a clear statement of opinion early in the piece. Tell the students that good persuasive essays also have an interesting opening that captures the reader's attention. In the blank space that you left in the “Things We Notice About Persuasive Essays” chart, write *Author captures the reader's attention with an interesting opening paragraph*. Tell the students that

today they will look at the opening paragraphs of several essays to see what the authors did to capture the reader's attention and to make their opinions clear.

2 Analyze Opening Paragraphs

Display the “School Uniforms” chart (WA5) and have the students look at the essay on page 32 of their handbooks. Read the first paragraph aloud as they follow along, and then ask:

Q *What sentence in the opening paragraph of this essay tells us exactly what the author's opinion is?*

Underline the sentence “Yes, and I believe students in public school should be required to wear them,” and ask the students to do the same in their handbooks. Point out that this author opens the essay with a question and then states her opinion by answering the question. Ask:

Q *Why might starting an essay with a question be a good way to capture the reader's attention?*

Students might say:

“When we read a question, we might get curious about the answer.”

“It's more interesting than just starting with ‘I believe students in public school should be required to wear uniforms.’”



Q *If you wanted to start your essay with a question and then state your opinion in the answer, what might you write? Turn to your partner.*

Have a few volunteers share what their opening questions and answers might be.

Students might say:

“My essay could start with ‘What is our after-school program missing? A hip-hop class!’”

“I could write, ‘Should the driving age be lowered? Yes, I think it should be lowered to 12 years old.’”

“My opening sentences could be ‘What's the worst thing that could happen to you at recess? The worst thing would be to have no one help you stand up to a bully.’”

Display the “WARNING: Too Much TV Is Hazardous to Your Health” chart (WA6) and have the students look at page 27 of their handbooks. As you did with “School Uniforms,” read the first paragraph aloud as the students follow along. Then ask:

Q *What sentence in the opening paragraph of this essay tells us exactly what the author's opinion is?*

Q *How does the author capture the reader's attention?*

Underline the sentence “As an abundance of evidence makes clear, our television habit has serious negative consequences.”

TEKS 12. C.ii
Student/Teacher Narrative
Step 2

Display the “Television: The Most Disparaged Resource of the Information Age” chart (C WA7) and follow the same procedure, reading the first paragraph of the essay aloud as the students follow along on page 29 of their handbooks.

Underline the sentence “Well, I strongly disagree with the viewpoint that television is a waste of time,” pointing out the phrase *I strongly disagree*.

Point out that, in both “WARNING: Too Much TV Is Hazardous to Your Health” and “Television: The Most Disparaged Resource of the Information Age,” the authors write opening paragraphs that have clear statements of opinion and strong, specific language that captures the reader’s attention.

3 Analyze Opening Paragraphs of the Students’ Essays

Have the students reread the drafts of their essays quietly to themselves. After a moment, ask them to think—again quietly to themselves—about the questions that follow. Pause after each question to give the students time to think. Ask:

Q *Do you have an opening sentence or question that will get your audience interested in reading your essay? [pause] If so, how will it interest them? If not, what might you write?*

Q *Do you state your opinion clearly somewhere in the first paragraph? [pause] If not, where might you state it, and what could you write?*



Have partners discuss what they thought about. After a few moments, signal for their attention and have a few volunteers share their thinking with the class.

WRITING TIME

4 Write Independently

Display the “Writing Time” chart (C WA8) and have the students write silently for 20–30 minutes. If necessary, remind them to double-space their drafts.

Writing Time

- Work on your persuasive essay.
- Revise your opening sentences to get your reader interested.
- Make sure to state your opinion clearly in the first paragraph.
- Make sure to give reasons that support your opinion.

WA8

Join the students in writing for a few minutes; then confer with individual students.



TEACHER CONFERENCE NOTE

Continue conferring with individual students about the piece each is developing for publication. Have each student tell you about her piece and read it aloud to you as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Is the student able to write an opening that gets the reader interested?
- Does the student state her opinion clearly in the opening paragraph?
- Does the student give several different reasons that support her opinion?

Help the student extend her thinking about persuasive essays by asking questions such as:

- Q *What is the opinion you are writing about?*
- Q *Who are you trying to convince? What do you want to convince them of?*
- Q *Why do you believe your opinion is correct? What other reasons can you give?*
- Q *What [question/sentence] might you write as your opening to get your reader interested in your piece?*
- Q *How can you state your opinion clearly in the opening paragraph?*
- Q *What reason will you write about first? Second? Third?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 135 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Share Opening Sentences and Reflect

Explain that each student will read his opening sentence aloud. Ask the students to listen carefully to one another’s sentences and to think about which sentences make them curious.

Go around the room and have the students each read their opening sentences aloud, without comment. When all have read, ask and briefly discuss:

- Q *What sentences did you hear that made you curious?*

Explain that the students will continue to develop their persuasive essays tomorrow.

Teacher Note

To see an example of this technique, view “Sharing Opening Sentences and Reflecting” (AV53).



Day 3

Drafting Persuasive Essays

Materials

- “WARNING: Too Much TV Is Hazardous to Your Health” from Week 1 (see page 566)
- “School Uniforms” from Day 1 (see page 593)
- “Things We Notice About Persuasive Essays” chart from Day 2 and a marker
- *Student Writing Handbook* pages 27 and 32
- “Writing Time” chart (WA9)

TEKS 10.B.i

TEKS 11.C.ix

Student/Teacher Narrative
Step 1

In this lesson, the students:

- Explore how authors use supporting paragraphs in persuasive essays
- Draft persuasive essays
- Express interest in and appreciation for one another’s writing
- Respectfully consider the opinions of others
- Agree and disagree in a caring way

GETTING READY TO WRITE

1 Analyze Supporting Paragraphs of Essays

Have the students get their *Student Writing Handbooks*, notebooks, and pencils and sit at desks with partners together. Direct the students’ attention to the “Things We Notice About Persuasive Essays” chart. Review that good persuasive essays have a clear statement of opinion and that they also give reasons that support the opinion.

Tell the students that today they will look more closely at how authors of persuasive essays write and organize the reasons that support their opinions. Then the students will think about how they can make the supporting reasons in their own essays more persuasive.

Have the students turn to page 27 of their handbooks, where “WARNING: Too Much TV Is Hazardous to Your Health” appears. Remind them that yesterday they reread the first paragraph to see how the author captures the reader’s attention and states a clear opinion. Explain that today you will reread the body (middle paragraphs) of the essay. Ask the students to follow along as they think about how the author has organized this essay.

Read the first paragraph of “WARNING: Too Much TV Is Hazardous to Your Health” (on page 566) aloud; then read the four paragraph headings. Point out that after stating the opinion in the first paragraph, the author lists the four main supporting reasons that will be discussed in more detail in the four paragraphs of the essay (namely, TV undermines family time, harms reading and school performance, encourages violence, and promotes sedentary lifestyles and obesity). Then ask:

Q *Why might an author want to organize his or her essay in this way?*

Students might say:

“It helps you keep track of the reasons if the author lists them up front.”

“If you don’t have time to read the whole essay you can still find out the main reasons in the first paragraph.”

Read the next two paragraphs aloud as the students follow along. Point out that each of the paragraphs gives more information about its heading, including facts and details from other resources (such as quotes from scientists and results of research studies). Ask:

Q *Why might an author want to add more facts and details about a supporting reason?*

Students might say:

"Adding facts and details can help convince readers."

"In addition to what [Juanita] said, facts and details also make the essay more interesting to read."

Follow the same procedure with "School Uniforms" (on page 593). Read the first four paragraphs aloud as the students follow along on page 32 of their handbooks. Point out that this essay is organized in a way similar to the previous one: after clearly stating her opinion in the first paragraph, the author gives a reason that supports her opinion in each of the three following paragraphs and adds facts and details about each reason.

Direct the students' attention to the "Things We Notice About Persuasive Essays" chart and add *Author puts each supporting reason in its own paragraph* and *Author writes facts and details about each supporting reason*.

2 Analyze the Supporting Paragraphs of the Students' Essays

Have the students reread the drafts of their essays quietly to themselves. After a moment, ask them to quietly think about the following questions as you ask them, one at a time. Pause after each question to give the students time to think.

Q *What are the reasons that support your opinion?*

Q *Do you list any of your supporting reasons in your first paragraph? If you wanted to use this technique, what could you write?*

Q *What facts and details can you add to your essay to tell more about your supporting reasons?*



Have partners discuss what they thought about. After a few moments, signal for their attention and have a few volunteers share their thinking with the class.



Technology Tip

See the technology extension “Use the Internet to Research Topics” on page 584 for ideas on how to support the students in researching online.

3 Prepare to Write and Discuss Resources

Explain that during Writing Time today the students will continue to work on their persuasive essays, giving reasons to support their opinions. Encourage them to refer back to the two essays they looked at today to help them organize their own essays.

Point out that some students may want to do research to find facts and details about their reasons. Invite them to look for more information on the Internet or in the class or school library. Ask:

Q *Where might you look for information about the reasons you’ve chosen to research?*

If you decide to have small groups of students visit the library, media center, or other locations in the school to look for more information, discuss how the students will take responsibility for themselves outside the classroom. Ask:

Q *What will you do to act in a considerate and responsible way [at the library]? Why is that important?*

WRITING TIME

4 Write Independently

Display the “Writing Time” chart (WA9) and have the students write silently for 20–30 minutes.

WA9

Writing Time

- Work on your persuasive essay.
- Include reasons that support your opinion.
- Think about what you can add to give more information about your reasons.

Remind the students to look at “WARNING: Too Much TV Is Hazardous to Your Health” and “School Uniforms,” if they wish, to help them organize their own essays. Join the class in writing for a few minutes; then confer with individual students.



TEACHER CONFERENCE NOTE

Continue conferring with individual students about the piece each is developing for publication. Have each student tell you about his piece and read it aloud to you as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Is the student able to write an opening that gets the reader interested?
- Does the student state his opinion clearly in the opening paragraph?
- Does the student give several different reasons that support his opinion?
- Are the reasons supported by facts and details?

Help the student extend his thinking about persuasive essays by asking questions such as:

- Q *What is the opinion you are writing about?*
- Q *Who are you trying to convince? What do you want to convince them of?*
- Q *Why do you believe your opinion is correct? What other reasons can you give?*
- Q *What [question/sentence] might you write as your opening to get your reader interested in your piece?*
- Q *How can you state your opinion clearly in the opening paragraph?*
- Q *What reason will you write about first? Second? Third?*
- Q *What other facts and details can you write about your reasons?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 135 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Share Opinion Statements and Reflect

Explain that each student will read one sentence from her essay that she feels is especially persuasive. Ask the students to listen carefully to their classmates’ sentences and to think about whether they agree or disagree with the opinions or reasons. Give the students a few minutes to select a sentence.

Teacher Note

For more information about the importance of sharing and reflecting, view “Social Reflection” (AV14).



ELPS 3.G.i
ELPS 3.G.ii
Step 5



Facilitation Tip

Continue to focus on **responding neutrally with interest** during class discussions by refraining from overtly praising or criticizing the students' responses.

Go around the room and have the students each read their sentences aloud, without comment. When all the students have read their sentences, ask and briefly discuss:

- Q *What sentences did you hear that made you curious?*
- Q *What sentences did you hear that you agree with? Why? That you disagree with? Why?*
- Q *How are we doing with respectfully listening to one another and talking about our opinions? What can we do better?*

Explain that the students will continue drafting their persuasive essays tomorrow.



TECHNOLOGY EXTENSION

Use the Internet to Research Topics

You might choose to have the students research their topics online. If they need support for doing so, you might teach Technology Mini-lesson 4, “Choosing Effective Search Terms,” located in Appendix A. (If only some students need support, you might teach Mini-lesson 4 to just those students.) You might customize Technology Mini-lesson 4 for this unit by using the essay “WARNING: Too Much TV Is Hazardous to Your Health” as an example. Model searching online to find more facts and details to strengthen the essay’s supporting paragraphs. You might begin by considering one of the essay’s supporting ideas, such as “TV Undermines Family Time,” “TV Harms Reading and Academic Performance,” or “TV Encourages Violence,” and then model creating effective search terms. In this case, the essay subheadings themselves make effective search terms.

You might also teach the following Technology Mini-lessons in Appendix A: Mini-lesson 5, “Understanding Search Results”; Mini-lesson 6, “Using Filters to Narrow Results”; Mini-lesson 7, “Evaluating Research Sources”; and Mini-lesson 8, “Citing Online Sources.” For more information about teaching Technology Mini-lessons 4–8, see “About Teaching the Online Research Lessons” on page 712.

In this lesson, the students:

- Explore how authors use transitional words and phrases in persuasive essays
- Draft persuasive essays
- Express interest in and appreciation for one another's writing
- Respectfully consider the opinions of others
- Agree and disagree in a caring way

GETTING READY TO WRITE

1 Explore Transitional Words and Phrases

Have the students bring their *Student Writing Handbooks*, notebooks, and pencils and gather with partners sitting together, facing you. Review that this week they are drafting persuasive essays about opinions they feel strongly about. Explain that they will continue to work on their drafts today.

Explain that one way the students might make their essays clearer and easier to follow is by adding *transitional words and phrases*. Explain that these are words and phrases that help readers understand how an opinion and the reasons that support it are linked (connected). On the “Things We Notice About Persuasive Essays” chart, add *Author uses transitional words and phrases to link opinion and reasons*.

Direct the students' attention to the “Transitional Words and Phrases for Persuasive Essays” chart. Read aloud the words and phrases listed on the chart. Ask:

Q *What other transitional words and phrases might you use in a persuasive essay to link your opinion and the supporting reasons?*

Add the students' ideas to the chart.

Materials

- “Things We Notice About Persuasive Essays” chart from Day 3 and a marker
- “Transitional Words and Phrases for Persuasive Essays” chart, prepared ahead
- “School Uniforms” chart (WA5) from Day 2
- *Student Writing Handbook* page 32
- “Writing Time” chart (WA10)

Teacher Note

If you have already taught the Personal Narrative, Fiction, and/or Expository Nonfiction genre units, remind the students that they explored transitional words and phrases in those units. Explain that the transitional words and phrases listed on the chart are especially useful in persuasive essays.

Technology Tip

For more transitional words and phrases, you might search online using the keywords “transitional words and phrases.”

Teacher Note

You might want to explain that the word *also* helps the reader understand that “create an environment in which children will be judged on personality rather than style” is another reason why public schools should require students to wear uniforms. The word *however* helps the reader understand that “economic advantages or disadvantages were no longer obvious” is a different, or contrasting, thought from “students came from diverse backgrounds.”

Teacher Note

If necessary, point out that the author uses *consequently* in the third paragraph, *moreover* and *too* in the fourth paragraph, and *in conclusion* in the fifth paragraph.

TEKS 12.C.ii Student/
Teacher Activity Steps 3
and 4

ELPS 5.E.i
ELPS 5.F.iii
Steps 3 and 4

Teacher Note

Save the “Transitional Words and Phrases for Persuasive Essays” chart to use throughout the unit.

2 Analyze Transitional Words and Phrases in “School Uniforms”

Display the “School Uniforms” chart (WA5) and have the students open to *Student Writing Handbook* page 32, where the essay is reproduced. Read the first two paragraphs aloud as the students follow along. Point out that the author uses the transitional words *also* and *finally* in the first paragraph and *however* in the second paragraph. Underline the words on the chart. Explain that these transitional words help the reader understand how the reasons are connected to the opinion.



Have partners quietly read the third, fourth, and fifth paragraphs of the essay in their handbooks. Ask them to work together to underline transitional words and phrases. Remind them to refer to the “Transitional Words and Phrases for Persuasive Essays” chart, if necessary, and to think about other transitional words they may know. After a few minutes, signal for the students’ attention and ask:

Q *What is a transitional word or phrase you underlined? Read the sentence where you found it.*

3 Analyze the Students’ Own Writing for Use of Transitional Words

Have the students reread their persuasive essay drafts and look up when they are finished. Say the following prompt, and then give the students a few quiet minutes to review their writing and mark passages.

- Find a place where you use, or might use, a transitional word or phrase to connect a reason back to your opinion. Draw a small star in the margin next to that place.



Have partners turn and share their ideas with each other. After a few moments, signal for the students’ attention and have a few volunteers share their thinking with the class.

Explain that the students will continue to work on their persuasive essays today. Encourage them to use transitional words and phrases to help readers connect the opinion and supporting reasons.

WRITING TIME

4 Draft Persuasive Essays

Display the “Writing Time” chart (WA10). Have the students return to their seats and work silently for 20–30 minutes on the charted tasks.

Writing Time

- Continue writing your persuasive essay.
- Include reasons that support your opinion.
- Use transitional words and phrases to connect your opinion and supporting reasons.

Remind the students to refer to the “Transitional Words and Phrases for Persuasive Essays” chart, if they wish. Join the class in writing for a few minutes; then confer with individual students.



TEACHER CONFERENCE NOTE

Continue conferring with individual students about the piece each is developing for publication. Have each student tell you about her piece and read it aloud to you as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Is the student able to write an opening that gets the reader interested?
- Does the student state her opinion clearly in the opening paragraph?
- Does the student give several different reasons that support her opinion?
- Are the reasons supported by facts and details?
- Does the student use transitional words and phrases?

Help the student extend her thinking about persuasive essays by asking questions such as:

- Q *What is the opinion you are writing about?*
- Q *Who are you trying to convince? What do you want to convince them of?*
- Q *Why do you believe your opinion is correct? What other reasons can you give?*
- Q *What [question/sentence] might you write as your opening to get your reader interested in your piece?*
- Q *How can you state your opinion clearly in the opening paragraph?*
- Q *What reason will you write about first? Second? Third?*
- Q *What other facts and details can you write about your reasons?*
- Q *Where can you use a transitional word or phrase to help readers connect your opinion and supporting reasons?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 135 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

TEKS 11.B.ii
TEKS 11.B.vii
TEKS 11.B.xii
 Student/Teacher Activity Step
 4 and Teacher Conference
 Note (last question)

SHARING AND REFLECTING

5 Briefly Share Writing and Reflect

Ask and briefly discuss questions such as those that follow. Invite volunteers to read one or two sentences of their writing aloud as they share.

- Q *Who added a transitional word or phrase to your essay? Tell us about it.*
- Q *How will adding this [word/phrase] help readers understand what you are saying in your essay?*

Explain that tomorrow the students will finish drafting their persuasive essays.

Day 5

Drafting Persuasive Essays

Materials

- “Television: The Most Disparaged Resource of the Information Age” from Week 1 (see page 567)
- “School Uniforms” from Day 3 (see page 593)
- *Student Writing Handbook* pages 29 and 32
- “Things We Notice About Persuasive Essays” chart from Day 4 and a marker
- “Writing Time” chart (WA11)

TEKS 11.B.iii
TEKS 11.B.viii
TEKS 11.B.xiii
Student/Teacher Narrative
Step 1

In this lesson, the students:

- Explore how authors conclude persuasive essays
- Finish drafting persuasive essays
- Express interest in and appreciation for one another’s writing

GETTING READY TO WRITE

1 Analyze Conclusions of Essays

Have the students get their *Student Writing Handbooks*, notebooks, and pencils and sit at desks with partners together. Remind them that this week they explored how authors begin persuasive essays, clearly state opinions, support their opinions with reasons, and use transitional words and phrases to connect opinions and reasons. Explain that today the students will explore how authors conclude (end) their essays, and then they will think about how they want to conclude their own essays.

Have the students open to page 29 of their handbooks, where the essay “Television: The Most Disparaged Resource of the Information Age” is reproduced (see page 567). Ask partners to review it together, focusing on the last paragraph of the essay. Encourage them to think about what the author writes in the last paragraph. After a few moments, signal for their attention and ask:



- Q *What do you notice about the last paragraph of this essay?*

Students might say:

"In the first two sentences, the author summarizes a few of his supporting reasons."

"He also states his opinion again in the last paragraph, which helps you remember what he wants you to believe."

"I agree with [Sebastian]. The author says what he believes again, but in a way that's a little bit different than the first time."

If necessary, point out that the author restates (states again) his opinion at the end of the essay. Direct the students' attention to the "Things We Notice About Persuasive Essays" chart and add *Author restates opinion at the end*.

Following the same procedure, have the students open to page 32 of their handbooks, where the essay "School Uniforms" is reproduced (see page 593). Have partners review the essay, focusing on the last paragraph. After a few moments, signal for their attention and ask:



Q *What do you notice about the last paragraph of this essay?*

Q *What words or phrases show you that the essay has reached an end?*

Students might say:

"I notice that the author summarizes her supporting reasons."

"I agree with [Lori]. The author gives her supporting reasons again, but in one sentence: 'In conclusion, when I wore a uniform, I started my day worry-free, focused on my schoolwork and felt judged by who I was on the inside.'"

"I can tell the essay is ending because the author uses the phrase 'In conclusion,' and she also states her opinion again: 'I believe children should be required to wear uniforms in public schools.'"

If necessary, point out that this author also restates her opinion at the end of the essay.

2 Review Conclusions of the Students' Essays

Have the students review the drafts of their own persuasive essays for a few moments; then use "Think, Pair, Share" to discuss:



Q *What might you write to restate your opinion at the end of your essay?*
[pause] *Turn to your partner.*

Signal for their attention and have a few volunteers share their thinking with the class.

TEKS 11.C.x
Student/Teacher Activity
Step 2

3 Prepare to Write

On the “Things We Notice About Persuasive Essays” chart, underline the following four ideas:

- Author clearly states opinion early in the essay.
- Author gives reasons that support the opinion.
- Author uses transitional words and phrases to link opinion and reasons.
- Author restates opinion at the end.

Explain that during Writing Time today the students will finish drafting their persuasive essays and get ready to revise, proofread, and publish them next week. When they believe they are finished, they should look at the underlined items on the “Things We Notice About Persuasive Essays” chart and make sure they have included these things in their essays. They should also carefully reread their essays to check that they make sense.

WRITING TIME

4 Write Independently

Display the “Writing Time” chart (WA11). Have the students work silently for 20–30 minutes on the charted tasks.

Writing Time

- Finish writing your draft.
- Check the underlined items on the “Things We Notice About Persuasive Essays” chart.
- Carefully reread your essay to make sure it makes sense.

WA11

Join the students in writing for a few minutes; then confer with individual students.

Teacher Note

If the students have used class or library resources to find additional reasons, facts, or details for their persuasive essays this week, you might review the lesson on exploring bibliographies in Unit 5, Week 6, Day 3 (page 460). If students have used online resources, you might teach Technology Mini-lesson 8, “Citing Online Sources,” in Appendix A.

TEKS 11.B.iii

TEKS 11.B.viii

TEKS 11.B.xiii

Student/Teacher Activity
Steps 4 and 5



TEACHER CONFERENCE NOTE

Continue conferring with individual students about the piece each is developing for publication. Have each student tell you about his piece and read it aloud to you as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Is the student able to write an opening that gets the reader interested?
- Does the student state his opinion clearly in the opening paragraph?
- Does the student give several different reasons that support his opinion?
- Are the reasons supported by facts and details?
- Does the student use transitional words and phrases?
- Does the student conclude the essay by restating his opinion?

Help the student extend his thinking about persuasive essays by asking questions such as:

- Q *What is the opinion you are writing about?*
- Q *Who are you trying to convince? What do you want to convince them of?*
- Q *Why do you believe your opinion is correct? What other reasons can you give?*
- Q *What [question/sentence] might you write as your opening to get your reader interested in your piece?*
- Q *How can you state your opinion clearly in the opening paragraph?*
- Q *What reason will you write about first? Second? Third?*
- Q *What other facts and details can you write about your reasons?*
- Q *Where can you use a transitional word or phrase to help readers connect your opinion and supporting reasons?*
- Q *How can you restate your opinion at the end of your essay?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 135 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Share Concluding Paragraphs and Reflect

Explain that each student will read the last paragraph of her essay aloud. Ask the students to listen carefully to one another and to think about whether they can tell what each person’s essay is about from the last paragraph.

Go around the room and have each student read her last paragraph aloud, without comment. When all have read, ask and briefly discuss:

- Q *Could you tell what most of the essays are about from the last paragraph? Why or why not?*
- Q *What's interesting about hearing just the last paragraph of other people's writing?*

Explain that the students will revise, proofread, and publish their persuasive essays next week.

Essay

School Uniforms

by Akinyi R., Westford, MA
adapted from TeenInk.com

Are school uniforms appropriate for public school students? Yes, and I believe students in public school should be required to wear them. Uniforms eliminate the distractions of designer clothes so students can focus on their studies. Uniforms also create an environment in which children will be judged on personality rather than style. Finally, uniforms save time and money.

While I was attending a parochial school, I experienced the luxury of wearing uniforms. At my school, students came from diverse backgrounds. Inside the building, however, our economic advantages or disadvantages were no longer obvious. My friends and I were able to focus on academics and concern for others rather than the latest fashions. Since we looked similar, we remained attentive to the teacher and our work. I learned that my effort, attitude and aptitude were more important than my clothes.

Wearing uniforms helped me realize I don't need to impress anyone by the clothes I wear. School uniforms helped children who did not have "stylish" clothes to be treated fairly. Consequently, I was judged by my character, not the price of my jeans. I had a chance to show my personality without worry that I was out of style. This set the tone in the school system that all individuals were to be treated as equals.

Moreover, I never had to waste time deciding what to wear before school. A clean uniform was easy to maintain. My parents saved a lot of money, too. I did not need a variety of colors, styles and designer fashions in my wardrobe. Wearing uniforms helped me learn I did not always have to buy clothes I wanted when I wanted them.

In conclusion, when I wore a uniform, I started my day worry-free, focused on my schoolwork and felt judged by who I was on the inside. My family and I saved time and money. I believe children should be required to wear uniforms in public schools.

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Week 3

OVERVIEW

Writing Focus

- Students confer about their persuasive essays.
- Students revise their essays based on partner feedback.
- Students correct sentence fragments.
- Students proofread their essays for accuracy and correctness.
- Students use commas after introductory words, phrases, and clauses.
- Students publish their persuasive essays for the class and possibly for a wider audience.

Social Development Focus

- Students help one another improve their writing.
- Students express interest in and appreciation for one another's writing.
- Students listen respectfully to the thinking of others and share their own.
- Students respectfully consider the opinions of others.
- Students make decisions and solve problems respectfully.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA5, WA12–WA17

Assessment Forms

- “Class Assessment Record” sheet (CA3)
- “Conference Notes” record sheet (CN1)
- “Individual Writing Assessment” record sheet (IA1)
- “Student Self-assessment” record sheet (SA1)

Reproducibles

- Opinion Writing genre unit family letter (BLM1)
- (Optional) “Lower My Brother’s Allowance” (BLM2)

Professional Development Media

- “Managing Pair Conferences” (AV8)
- “Using Social Networking Sites” tutorial (AV78)

DO AHEAD

- ✓ Prior to Day 1, prepare a sheet of chart paper titled “Questions to Ask Myself as I Listen” with the following questions written on it:
Is it clear what this author’s opinion is?
Are there convincing reasons that support the opinion?
Does this essay make sense? If not, where am I confused?
- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA3) on page 134 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student’s published piece.
- ✓ (Optional) If computers are available, you might teach Technology Mini-lesson 9, “Creating Documents,” in Appendix A to help the students type and print the final versions of their essays. Alternatively, you might recruit parent volunteers to help them do so.

TEACHER AS WRITER

“Look at what’s happening in this world. Every day there’s something exciting or disturbing to write about. With all that’s going on, how could I stop?”

— Gwendolyn Brooks

Select one of the opinion paragraphs you wrote in Week 2 and develop it into a persuasive essay by listing several reasons that support your opinion. Devote a paragraph to each reason, providing information or a rationale to justify your opinion. When you finish, consider having a friend or colleague read it and give you feedback about whether he or she is persuaded by your essay, and why.

Day 1

Pair Conferencing and Revising

Materials

- “Questions to Ask Myself as I Listen” chart, prepared ahead
- “Class Assessment Record” sheet (CA3)

In this lesson, the students:

- Ask for and receive feedback about their writing
- Give feedback in a helpful way
- Ask one another questions about their writing
- Discuss and solve problems that arise in their work together

GETTING READY TO WRITE

1 Prepare for Pair Conferences

Have the students get their notebooks and pencils and sit at desks with partners together. Explain that today partners will meet to confer about their drafts. They will share their drafts and get feedback about anything that is confusing or unclear; then they will make any necessary revisions.

Remind the students that, in the writing community, the goal of giving feedback is to help each person create the best possible piece of writing. Review that authors pay close attention to feedback about what is unclear or confusing in their writing. Although authors might not follow every suggestion they receive, the feedback helps them improve their work until it is the best piece of writing possible. Ask and briefly discuss:

- Q *What have you learned about giving feedback respectfully?*
- Q *What problems can arise when giving feedback? How will you avoid those problems today?*

2 Prepare to Give Feedback: Does It All Make Sense?

Explain that as partners listen to one another’s writing, you would like them to ask themselves a few questions. Direct the students’ attention to the “Questions to Ask Myself as I Listen” chart (see “Do Ahead” on page 595) and read the questions aloud.

Questions to Ask Myself as I Listen

- Is it clear what this author's opinion is?
- Are there convincing reasons that support the opinion?
- Does this essay make sense? If not, where am I confused?

Encourage partners to ask themselves these questions and to listen carefully to each other. Explain that you would like the students to be ready to report the feedback they heard to the class.

3 Confer in Pairs



Give partners ample time to read one another's drafts and confer.



CLASS ASSESSMENT NOTE

Circulate among conferring pairs and observe the conferences without intervening. Ask yourself:

- Are pairs staying on task, reading and discussing their writing?
- Are they giving each other specific feedback about the charted questions?
- Are they giving feedback in a helpful and respectful way?

Make note of productive ways you see pairs interacting, as well as any problems, to bring up during Step 4.

Record your observations on the "Class Assessment Record" sheet (CA3); see page 134 of the *Assessment Resource Book*.

When most pairs have had time to discuss their drafts, signal for the class's attention.

4 Reflect on Feedback Received

Ask and briefly discuss:

- Q *What feedback did your partner give you that will help you revise your draft?*
- Q *How was your partner respectful when giving you feedback?*
- Q *I noticed that [partners were talking to each other in a kind way]. How did that affect your work together?*

Teacher Note

If necessary, signal about halfway through sharing time so partners can switch roles if they have not yet done so. For more information, view "Managing Pair Conferences" (AV8).



Explain that during Writing Time today the students will revise their drafts based on their partners' feedback.

WRITING TIME

5 Finish Revising Drafts

Have the students work on revising their drafts. As they work, circulate, observe, and offer assistance. When the students seem to be working independently, confer with individual students.



TEACHER CONFERENCE NOTE

As you did in Week 2, continue conferring with individual students about the piece each is developing for publication. Have each student tell you about her piece and read it aloud to you as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Is the student able to write an opening that gets the reader interested?
- Does the student state her opinion clearly in the opening paragraph?
- Does the student give several different reasons that support her opinion?
- Are the reasons supported by facts and details?
- Does the student use transitional words and phrases?
- Does the student conclude the essay by restating her opinion?

Help the student extend her thinking about persuasive essays by asking questions such as:

- Q *What is the opinion you are writing about?*
- Q *Who are you trying to convince? What do you want to convince them of?*
- Q *Why do you believe your opinion is correct? What other reasons can you give?*
- Q *What [question/sentence] might you write as your opening to get your reader interested in your piece?*
- Q *How can you state your opinion clearly in the opening paragraph?*
- Q *What reason will you write about first? Second? Third?*
- Q *What other facts and details can you write about your reasons?*
- Q *Where can you use a transitional word or phrase to help readers connect your opinion and supporting reasons?*
- Q *How can you restate your opinion at the end of your essay?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 135 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

6 Briefly Reflect on Writing

Help the students reflect on their work today by briefly discussing:

- Q *Who incorporated feedback from your partner in your revision today?
Read us the original passage and then read us the revision.*

Tell the students that they will begin proofreading their drafts tomorrow.

Proofreading

Day 2

In this lesson, the students:

- Proofread for spelling, punctuation, and grammar
- Listen for and correct sentence fragments

GETTING READY TO WRITE

1 Prepare to Proofread

Have the students get their *Student Writing Handbooks*, notebooks, and pencils and sit at desks with partners together. Explain that tomorrow the students will begin copying their first drafts into final versions. Tell the students that they will publish their persuasive essays by sharing them with the class from the Author’s Chair later in the week and by placing them in the class library.

Explain that the students will want to make their essays as clear as possible so nothing gets in the way of convincing their readers of their opinions. Today they will proofread their drafts to make sure they have corrected all errors before publishing.

2 Proofreading for Sentence Fragments

Explain to the students that they will practice listening for and correcting sentence fragments. Display the “Persuasive Essay Excerpts with Sentence Fragments” chart (C WA12) and have the students open their *Student Writing Handbooks* to page 34, where the excerpts are reproduced. Ask the students to watch and listen as you read the first passage aloud. Ask:

- Q *What did you notice about the way the passage sounded when I read it?*

Materials

- “Persuasive Essay Excerpts with Sentence Fragments” chart (WA12)
- *Student Writing Handbook* page 34
- “Writing Time” chart (WA13)

Students might say:

"It doesn't sound right."

"In addition to what [Kimo] said, some of the sentences sound funny. They stop before they should."

"I noticed a sentence that sounded like it might need more words added. It was confusing."

Q *What sentence fragments do you notice in the passage?*

If necessary, point out that the passage does not sound right when it is read aloud because it contains several *sentence fragments*, or incomplete sentences. Model rereading the passage while thinking aloud about how to correct the fragments. As necessary, point out how you capitalize the first word in each new sentence and add a period at the end. Invite the students to help you.

You might say:

"One idea I heard is that the first sentence is okay but the second is a fragment. I agree. I can hear it when I read 'As an abundance of evidence makes clear.' That sounds like it should be part of a longer sentence. The next sentence is 'Our television habit has serious negative consequences.' I can join that sentence with the fragment before. Now my sentence is: *As an abundance of evidence makes clear, our television habit has serious negative consequences.* We think the next sentence sounds okay, but the last parts of the paragraph sound like fragments, too. If we join those fragments with the sentence that comes before them, we end up with a complete sentence. Listen, now it's: *Excessive TV-watching cuts into family time, harms our kids' ability to read and perform well in school, encourages violence, and promotes sedentary lifestyles and obesity.*"



Have partners work together to read the second passage of "Persuasive Essay Excerpts with Sentence Fragments" (WA12) and correct any fragments. After a few minutes, signal for the students' attention and invite volunteers to tell the class how they corrected the passage.

Explain that you would like the students to read their own drafts aloud today to listen for and correct any sentence fragments. Remind the students to make sure they have used capital letters, periods, and other punctuation as appropriate.

3 **Review Proofreading with Word Bank and Proofreading Notes**

Remind the students that in addition to correcting any sentence fragments, they should use their word banks and proofreading notes in their handbooks to help them proofread their drafts for spelling errors and correctness before publishing. (See Unit 2, Week 2, Day 2 on page 98 for the introduction of the word bank and Unit 2, Week 2, Day 3 on

Skill Practice Note

For more practice producing complete sentences and correcting fragments, see Lesson 1 and Lesson 5 in the *Skill Practice Teaching Guide*.

page 103 for the introduction of the proofreading notes.) Briefly review these procedures by reminding the students to:

- Circle words in their drafts that they are unsure how to spell, and look them up in their word banks. If necessary, they will add words to their word banks after looking up the correct spellings in a dictionary or other resource.
- Use their proofreading notes as a list of things to check in their drafts before publishing. They will correct any errors by crossing them out and writing the corrections above them.

WRITING TIME

4 Proofread Drafts

Display the “Writing Time” chart (📄 WA13) and have the students work on the charted tasks for 20–30 minutes. As they work, circulate, observe, and offer assistance. When the students seem to be working independently, confer with individual students.

Writing Time

- Check for sentence fragments.
- Proofread your draft for spelling, grammar, and punctuation.
- If you finish, work on any other piece of writing.

WA13



TEACHER CONFERENCE NOTE

Continue conferring with individual students about the piece each is developing for publication. Have each student tell you about his piece and read it aloud to you as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Is the student able to write an opening that gets the reader interested?
- Does the student state his opinion clearly in the opening paragraph?
- Does the student give several different reasons that support his opinion?
- Are the reasons supported by facts and details?
- Does the student use transitional words and phrases?
- Does the student conclude the essay by restating his opinion?
- Has the student corrected any sentence fragments?

(continues)

TEACHER CONFERENCE NOTE *(continued)*

Help the student extend his thinking about persuasive essays by asking questions such as:

- Q *What is the opinion you are writing about?*
- Q *Who are you trying to convince? What do you want to convince them of?*
- Q *Why do you believe your opinion is correct? What other reasons can you give?*
- Q *What [question/sentence] might you write as your opening to get your reader interested in your piece?*
- Q *How can you state your opinion clearly in the opening paragraph?*
- Q *What reason will you write about first? Second? Third?*
- Q *What other facts and details can you write about your reasons?*
- Q *Where can you use a transitional word or phrase to help readers connect your opinion and supporting reasons?*
- Q *How can you restate your opinion at the end of your essay?*
- Q *Have you read your essay aloud to listen for any sentence fragments?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 135 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Reflect on Proofreading

Ask and briefly discuss:

- Q *Who corrected a sentence fragment in your essay today? Read us the corrected sentence.*
- Q *What words did you find in your word bank today? How did you check on words that were not in the word bank?*
- Q *What corrections did you make in your draft after reviewing your proofreading notes?*

Explain that the students will begin working on their final versions tomorrow.

In this lesson, the students:

- Explore using commas after introductory elements
- Work on their final versions for publication

GETTING READY TO WRITE**1** Briefly Review

Have the students stay at their desks. Remind them that yesterday they read their essays aloud to listen for sentence fragments; they also proofread their essays for spelling, punctuation, and grammar errors. Tell them that today they will begin copying their first drafts into final versions. Before this step, they will think about another way to make their essays as easy to read and as persuasive as possible.

2 Discuss Using Commas After Introductory Elements

Display the “School Uniforms” chart (C WA5) and briefly review the essay. Point out that some of the sentences in “School Uniforms” begin with an introductory word, phrase, or clause followed by a comma. Explain that introductory words and phrases are often transition words, such as *moreover* and *in conclusion*. Ask:

- Q *Where do you see the author using an introductory word, phrase, or clause followed by a comma?*

Students might say:

“The author begins the last sentence of the first paragraph with the word *finally*, and she follows *finally* with a comma.”

“She begins the first sentence of the second paragraph with *While I was attending a parochial school*. That phrase introduces the sentence.”

“In the fourth paragraph, she begins the first sentence with the introductory word *moreover* and follows the word with a comma.”

If necessary, explain that using a comma after introductory words, phrases, and clauses makes sentences easier for readers to understand. Point out that the comma separates the introductory word, phrase, or clause from the main idea of the sentence.

Materials

- “School Uniforms” chart (WA5) from Week 2
- “Persuasive Paragraph Without Commas Following Introductory Elements” chart (WA14)
- *Student Writing Handbook* page 35
- “Writing Time” chart (WA15)
- Supply of loose, lined paper for final versions
- (Optional) Computers for typing and printing final versions

Skill Practice Note

For more practice with using commas after introductory elements, see Lesson 26 in the *Skill Practice Teaching Guide*.

3 Practice Using Commas After Introductory Elements

Display the “Persuasive Paragraph Without Commas Following Introductory Elements” chart (📄 WA14) and have the students open their handbooks to page 35. Explain that you will work together with the class to add commas after introductory words, phrases, and clauses. Ask the students to watch and listen as you read the draft aloud and think about where you might add commas. Model reading the draft while thinking aloud to identify introductory words, phrases, and clauses and to add commas after them. Invite the students to help you.

You might say:

“I see an introductory phrase at the start of the first sentence, ‘On my wooden kitchen table.’ I’ll place a comma after it. I heard someone say that the second sentence begins with an introductory phrase, too: ‘Every single Monday morning.’ I’ll put a comma after that phrase, too. Let’s add a comma after the third sentence’s introductory phrase: ‘From my mother’s purse.’ The sixth and seventh sentences begin with introductory phrases as well: ‘On the one hand’ and ‘On the other hand,’ so I’ll add commas after those phrases. We see that there’s an introductory word at the start of the next sentence: ‘Honestly.’ And there’s another one beginning the last sentence: ‘Therefore.’ I’ll place commas after both of them.”

Explain that today you would like the students to reread their own drafts to see if they use introductory words, phrases, and clauses and, if so, to make sure they place commas after them. Remind them to continue proofreading their drafts for spelling and other errors, if necessary. If they finish, they may begin copying their drafts neatly onto lined paper (or typing them on the computer) for their final versions.

WRITING TIME

4 Proofread Drafts and Write Final Versions

Display the “Writing Time” chart (📄 WA15) and have the students work on the charted tasks for 20–30 minutes. As they work, circulate, observe, and offer assistance. When the students seem to be working independently, confer with individual students.

Writing Time

- Check that your essay is organized into paragraphs.
- Check that you placed commas after introductory words, phrases, and clauses.
- If you finish, begin copying your final version on loose, lined paper.

WA15



TEACHER CONFERENCE NOTE

Continue conferring with individual students about the piece each is developing for publication. Have each student tell you about her piece and read it aloud to you as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Is the student able to write an opening that gets the reader interested?
- Does the student state her opinion clearly in the opening paragraph?
- Does the student give several different reasons that support her opinion?
- Are the reasons supported by facts and details?
- Does the student use transitional words and phrases?
- Does the student conclude the essay by restating her opinion?
- Has the student corrected any sentence fragments?
- Has the student placed commas after introductory words, phrases, and clauses?

Help the student extend her thinking about persuasive essays by asking questions such as:

- Q *What is the opinion you are writing about?*
- Q *Who are you trying to convince? What do you want to convince them of?*
- Q *Why do you believe your opinion is correct? What other reasons can you give?*
- Q *What [question/sentence] might you write as your opening to get your reader interested in your piece?*
- Q *How can you state your opinion clearly in the opening paragraph?*
- Q *What reason will you write about first? Second? Third?*
- Q *What other facts and details can you write about your reasons?*
- Q *Where can you use a transitional word or phrase to help readers connect your opinion and supporting reasons?*
- Q *How can you restate your opinion at the end of your essay?*
- Q *Have you read your essay aloud to listen for any sentence fragments?*
- Q *Have you placed commas after introductory words, phrases, and clauses?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 135 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

Materials

- “Things We Notice About Persuasive Essays” chart from Week 2
- “School Uniforms” chart (WA5) from Week 2
- *Student Writing Handbook*
- Copy of “Lower My Brother’s Allowance” (BLM2) for each student

Teacher Note

Prior to doing this activity, visit the CCC Learning Hub (ccclearninghub.org) to access and print “Lower My Brother’s Allowance” (BLM2). Make enough copies for each student to have one; set aside a copy for yourself.

SHARING AND REFLECTING

5 Reflect on Proofreading

Ask and briefly discuss:

- Q *Who added a comma after an introductory word, phrase, or clause today? Tell us about it.*
- Q *What other changes did you make to your essay? How do these changes make your essay clearer or more persuasive?*

Explain that the students will finish working on their final versions tomorrow.

WRITING ABOUT READING

Write an Opinion Paragraph About a Persuasive Essay

Remind the students that they have heard and read a number of persuasive essays over the past few weeks. Ask and briefly discuss:

- Q *What does a good persuasive essay include?*

If necessary, refer the students to the “Things We Notice About Persuasive Essays” chart. The students may also page through their handbooks (starting on page 27) to review the various persuasive essays they have read.

Explain that you will reread one essay that the students read earlier. Display the “School Uniforms” chart (WA5). Ask the students to think as they listen about whether this essay includes the various features of a well-written persuasive essay. Read the essay aloud, stopping periodically during the reading and having the students discuss the items they notice.

Explain that one way of forming an opinion about a persuasive essay is to consider whether you find it personally persuasive; a second way to form an opinion is to consider whether the essay contains the characteristics or features that well-written persuasive essays usually include. Ask the students to watch as you think aloud and model writing an opinion paragraph about the essay “School Uniforms.”

You might say:

"After I read the persuasive essay 'School Uniforms,' I found myself agreeing with the author's opinion. I also noticed that the essay had many of the features of a well-written persuasive essay. I'll start by writing: *I think that 'School Uniforms' is a great example of a persuasive essay. After reading it, I completely agreed with the author that public schools should require students to wear uniforms.* Notice that I stated my opinion and put the title of the essay in the opening sentences. Now I need to explain why I think this essay is well written, using details from the text. I'll write: *I think this essay is well written because the author states her opinion clearly at the beginning. Also, she gives many persuasive reasons why students should wear uniforms. For example, she points out that when she had to wear a uniform in school, she didn't have to worry about other kids judging her clothes. She also mentions the fact that the uniform rule saved her family a lot of money. I thought that was very persuasive.* What else do I notice about the essay? I'll write: *In addition, the author says that wearing uniforms helps students focus on their schoolwork. I would have liked to hear more details about why she thinks uniforms help students concentrate.* Now I need some closing sentences. I'll write: *Even though I would have liked to hear more about some of the author's reasons, I found most of 'School Uniforms' very persuasive."*

Tell the students that people may differ about how well written and persuasive they think a particular essay is, and that is fine. The important thing is that they explain their thinking by using details from the essay and information from the "Things We Notice About Persuasive Essays" chart.

Distribute a copy of "Lower My Brother's Allowance" (BLM2) to each student. Have them read the essay quietly.

When the students have finished reading "Lower My Brother's Allowance," explain that they should each start their opinion paragraph with an opening sentence or two that states their opinion and includes the title of the essay, give a reason for their opinion and a fact or detail from the essay to support their reason, and provide a closing sentence that restates their opinion and wraps up their paragraph. Have the students write about their opinions. If time permits, invite the students to share their opinion paragraphs with the class.

Day 4

Writing Final Versions and Publishing

Materials

- “Writing Time” chart (WA16)
- Supply of loose, lined paper for final versions
- Chair to use for Author’s Chair sharing
- (Optional) Computers for typing and printing final versions

TEKS 11.E.i
Student/Teacher Narrative
Step 2 and Teacher Conference Note

In this lesson, the students:

- Finish writing their final versions
- Present their essays from the Author’s Chair
- Express interest in and appreciation for one another’s writing
- Ask one another questions about their writing
- Respectfully consider the opinions of others

GETTING READY TO WRITE

1 Briefly Review

Have the students stay in their seats. Explain that they will finish working on the final versions of their persuasive essays. Students who complete their essays today will begin sharing their pieces from the Author’s Chair after Writing Time.

WRITING TIME

2 Finish Final Versions of Persuasive Essays

Display the “Writing Time” chart (WA16) and read it aloud. Have the students think quietly to themselves for a moment about the following question:

Q *What do you need to work on today to be ready to share your persuasive essay from the Author’s Chair?*

After a moment, have the students begin working on the charted tasks for 20–30 minutes.

Writing Time

- Finish proofreading your draft using your word bank and proofreading notes.
- Finish writing the final version of your persuasive essay.
- Reread it to make sure it is free of errors.
- If you finish, work on any other piece of writing.

WA16

When the students seem to be working independently, confer with individual students.



TEACHER CONFERENCE NOTE

Continue conferring with individual students about the piece each is developing for publication. Have each student tell you about his piece and read it aloud to you as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Is the student able to write an opening that gets the reader interested?
- Does the student state his opinion clearly in the opening paragraph?
- Does the student give several different reasons that support his opinion?
- Are the reasons supported by facts and details?
- Does the student use transitional words and phrases?
- Does the student conclude the essay by restating his opinion?
- Has the student corrected any sentence fragments?
- Has the student placed commas after introductory words, phrases, and clauses?

Help the student extend his thinking about persuasive essays by asking questions such as:

- Q *What is the opinion you are writing about?*
- Q *Who are you trying to convince? What do you want to convince them of?*
- Q *Why do you believe your opinion is correct? What other reasons can you give?*
- Q *What [question/sentence] might you write as your opening to get your reader interested in your piece?*
- Q *How can you state your opinion clearly in the opening paragraph?*
- Q *What reason will you write about first? Second? Third?*
- Q *What other facts and details can you write about your reasons?*
- Q *Where can you use a transitional word or phrase to help readers connect your opinion and supporting reasons?*
- Q *How can you restate your opinion at the end of your essay?*
- Q *Have you read your essay aloud to listen for any sentence fragments?*
- Q *Have you placed commas after introductory words, phrases, and clauses?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 135 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

3 Review Sharing Writing from the Author’s Chair

Gather the class with partners sitting together, facing the Author’s Chair. Explain that each student will read her opinion essay to the class from the Author’s Chair. If necessary, remind them of the procedure you established for presenting from the Author’s Chair (see Unit 2, Week 2, “Do Ahead” on page 95).

Before asking a student to share from the Author’s Chair today, discuss how the students will act, both as presenting authors and as members of the audience. Ask and discuss:

- Q *How will you let the author know that you’re interested in his or her piece? Why is it important to express interest in one another’s writing?*
- Q *How will you show that you respect the author’s opinion, even if you disagree, and that you are carefully considering what he or she wrote?*

Remind the students that the purpose of the persuasive essay is to convince the reader of a particular opinion. Encourage them to think as they listen about whether they agree or disagree with the author’s opinion and whether the essay is convincing them to change their minds.

4 Conduct Author’s Chair Sharing

Ask a student who has finished the final version of his persuasive essay to read it aloud from the Author’s Chair. At the end of the sharing, facilitate a discussion using questions like those that follow, and give the author an opportunity to respond to the class’s comments and questions:

- Q *What did you learn about [basketball] from hearing [Nick’s] essay?*
- Q *Do you agree or disagree with his opinion? Why?*
- Q *Were you persuaded to change your mind after hearing [Nick’s] essay?*
- Q *What questions can we ask [Nick] about what he wrote?*

Follow this procedure to have other students share from the Author’s Chair.

5 Reflect on Author’s Chair Sharing

Ask and briefly discuss:

- Q *What did we do well as an audience today? What might we want to work on the next time authors share their work?*
- Q *If you shared an essay today, did you feel that people were being respectful of your opinions and were considering them carefully? Why or why not?*

Explain that all of the students will get a chance to share their essays from the Author’s Chair in the coming days.



TECHNOLOGY EXTENSION

Have the Students Record Their Persuasive Essays

If you have access to recording equipment, consider having the students create audio or video recordings of their persuasive essays. Make the recorded narratives available in the classroom, school library, or online for others to enjoy.

Writing Final Versions and Publishing

Day 5

In this lesson, the students:

- Finish writing their final versions
- Present their essays from the Author's Chair
- Express interest in and appreciation for one another's writing
- Ask one another questions about their writing
- Respectfully consider the opinions of others

GETTING READY TO WRITE

1 Reflect on Persuasive Essays

Have the students stay in their seats. Review that over the past three weeks they learned about persuasive essays and took their own persuasive essays through the writing process, from first drafts to publication. Ask the following question, referring the students if necessary to the “Things We Notice About Persuasive Essays” chart:

Q *What have you learned about writing a persuasive essay?*

Students might say:

“I learned that people write persuasive essays to try to persuade others to agree with them.”

“I learned that it's a good idea to write your opinion really clearly at the beginning of your essay.”

“A good persuasive essay has reasons that support the author's opinion.”

“I learned that it also has facts and details to make the reasons more convincing.”

Explain that the students will finish working on the final versions of their persuasive essays. Students who finish will begin sharing their pieces from the Author's Chair after Writing Time.

Materials

- “Things We Notice About Persuasive Essays” chart from Week 2
- “Writing Time” chart (WA17)
- Supply of loose, lined paper for final versions
- Chair to use for Author's Chair sharing
- Copy of this unit's family letter (BLM1) for each student
- (Optional) Computers for typing and printing final versions

Facilitation Tip

Reflect on your experience over the past three weeks with **responding neutrally with interest** during class discussions. Does this practice feel natural to you? Are you integrating it into class discussions throughout the school day? What effect is it having on the students? We encourage you to continue to try this practice and reflect on students' responses as you facilitate class discussions in the future.

WRITING TIME

2 Finish Final Versions of Persuasive Essays

Display the “Writing Time” chart (📄 WA17) and read it aloud. Have the students think quietly to themselves for a moment about the following question:

Q *What do you need to work on today to be ready to share your persuasive essay from the Author’s Chair?*

After a moment, have the students begin working on the charted tasks for 20–30 minutes.

Writing Time

- Finish writing the final version of your persuasive essay.
- Reread it to make sure it is free of errors.
- If you finish, work on any other piece of writing.

WA17

When the students seem to be working independently, confer with individual students.



TEACHER CONFERENCE NOTE

Continue conferring with individual students about the piece each is developing for publication. Have each student tell you about her piece and read it aloud to you as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Is the student able to write an opening that gets the reader interested?
- Does the student state her opinion clearly in the opening paragraph?
- Does the student give several different reasons that support her opinion?
- Are the reasons supported by facts and details?
- Does the student use transitional words and phrases?
- Does the student conclude the essay by restating her opinion?
- Has the student corrected any sentence fragments?
- Has the student placed commas after introductory words, phrases, and clauses?

(continues)

TEACHER CONFERENCE NOTE *(continued)*

Help the student extend her thinking about persuasive essays by asking questions such as:

- Q *What is the opinion you are writing about?*
- Q *Who are you trying to convince? What do you want to convince them of?*
- Q *Why do you believe your opinion is correct? What other reasons can you give?*
- Q *What [question/sentence] might you write as your opening to get your reader interested in your piece?*
- Q *How can you state your opinion clearly in the opening paragraph?*
- Q *What reason will you write about first? Second? Third?*
- Q *What other facts and details can you write about your reasons?*
- Q *Where can you use a transitional word or phrase to help readers connect your opinion and supporting reasons?*
- Q *How can you restate your opinion at the end of your essay?*
- Q *Have you read your essay aloud to listen for any sentence fragments?*
- Q *Have you placed commas after introductory words, phrases, and clauses?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 135 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

3 Gather for Author’s Chair Sharing

Gather the class with partners sitting together, facing the Author’s Chair. Briefly discuss how they will act as members of the audience. Ask:

- Q *What will you do to be a respectful member of the audience today?*

Encourage the students to be attentive and considerate audience members, and tell them that you will check in with them to see how they did.

Remind the students to think as they listen about whether they agree or disagree with the author’s opinion and whether the essay is convincing enough to change their minds.

4 Conduct Author's Chair Sharing

Have a student read his persuasive essay aloud from the Author's Chair. At the end of the sharing, facilitate a discussion using questions like those that follow, and give the author an opportunity to respond to the class's comments and questions:

- Q *What did you learn about [gardening] from hearing [Gael's] essay?*
- Q *Do you agree or disagree with his opinion? Why?*
- Q *Were you persuaded to change your mind after hearing [Gael's] essay?*
- Q *What questions can we ask [Gael] about what he wrote?*

Follow this procedure to have other students share from the Author's Chair.

5 Reflect on Audience Behavior During Author's Chair Sharing

Ask and briefly discuss:

- Q *How did we improve as an audience today? What should we continue to work on the next time authors share their work?*
- Q *What is something an audience member did that showed respect when you read your essay today?*

Assure the students that they will all get to share their published essays from the Author's Chair in the coming days. Explain that after the students have shared their persuasive essays from the Author's Chair, they may take the essays home to share with their families. Then the students will bring the essays back to class, and you will compile them into a class book. This book will be available for the students to read during independent reading time.

Teacher Note

For information on wrapping up this unit and conducting unit assessments, see "End-of-unit Considerations" on page 615.

EXTENSION

Write Letters Home About Opinion Writing

Provide letter-writing practice for the students by having them write letters home to tell what they learned about opinion writing. Stimulate their thinking by reviewing the "Things We Notice About Persuasive Essays" chart and discussing questions such as:

- Q *What's special about opinion writing?*
- Q *What steps did you go through to develop and publish your opinion piece?*
- Q *What is one thing you're proud of about your published opinion piece?*

If necessary, review the elements of a letter (date, salutation, body, closing, and signature) by modeling or writing a shared sample letter with the class. Have the students write and proofread their letters; then attach each student's letter to a copy of her own published piece and send it home.



TECHNOLOGY EXTENSION

Share Persuasive Essays on a Social Networking Site

A social networking site designed specifically for students can be a safe and engaging forum for exchanging ideas and opinions. If you or your school has established such a site, have the students post their persuasive essays there. Encourage the students to read and comment on one another's pieces. Before the students post their work, discuss social media etiquette and the importance of taking responsibility for public comments.

End-of-unit Considerations

Wrap Up the Unit

- This is the end of the Opinion Writing genre unit. You will need to reassign partners before you start the next genre unit.
- Send home with each student the student's published piece and a copy of this unit's family letter (BLM1). Encourage the students to share their published pieces with their families. Remind the students to bring the pieces back to class after their families have read them so they can be placed in the class library.
- Save the students' published writing (or copies of it) to use for reflection and discussion in Unit 9.

Assessments

- Before continuing with the next unit, take this opportunity to assess individual students' writing from this unit. See "Completing the Individual Writing Assessment" (IA1) on page 139 of the *Assessment Resource Book*.
- (Optional) Prior to sending the students' published writing home to share with their families, you might have each student analyze her writing using the "Student Self-assessment" record sheet (SA1) on page 138 of the *Assessment Resource Book*. For more information about administering this assessment, see the extension "Introduce 'Student Self-assessment'" on page 114.



Technology Tip

To help your students learn how to participate safely in online communities, you might teach the following Technology Mini-lessons in Appendix A: Mini-lesson 1, "Navigating Safely Online"; Mini-lesson 2, "Maintaining Privacy Online"; and Mini-lesson 3, "Showing Respect Online." For more information about these mini-lessons, see "About Digital Citizenship Lessons" on page 702.

For more information, view the "Using Social Networking Sites" tutorial (AV78).



- 
- (Optional) Prior to beginning the next unit, you might wish to prepare the students for the end-of-year standards-based writing performance task by teaching the Opinion Writing unit on page 107 of the *Writing Performance Task Preparation Guide*. For more information, see “Teaching the Units” on page vi of the preparation guide.

Genre

Poetry

During this two-week unit, the students hear, discuss, and write poetry. They think about what makes a poem a poem and informally explore imagery, sound, and form in poetry. They learn to listen to the language in poems and think about what poems look like on the page. They generate ideas for poems, including writing about objects, weather, things that move or make noise, and months of the year. They learn that poets can break punctuation and capitalization rules intentionally, and they think about what this would look like in their own poems. They tap into their creativity and express interest in and appreciation for one another's creativity and writing.



RESOURCES

Read-alouds

- “September”
- “The Sea”
- “Porch Light”
- “Child Frightened by a Thunderstorm”
- “fireworks”
- “flamingo”
- “Windshield Wiper”
- “Gentle Sound of Rain”
- “I Love the Look of Words”
- “Poet Quotes: What Is Poetry?”

Writing About Reading Activity

- “Write Opinions About a Poem”



Technology Mini-lesson

- Mini-lesson 10, “Creating Presentations”



Technology Extension

- “Listen to Poets Read Their Poetry Aloud”

Extensions

- “Read and Discuss ‘crickets’”
- “Explore Sensing Like a Poet”
- “Explore Onomatopoeia”
- “Write Letters Home About Poetry”

Assessment Resource Book

- Poetry genre unit assessments



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA8

Assessment Forms

- “Class Assessment Record” sheets (CA1–CA2)
- “Conference Notes” record sheet (CN1)
- “Individual Writing Assessment” record sheet (IA1)
- “Individual Writing Assessment Class Record” sheet (CR1)
- “Student Self-assessment” record sheet (SA1)

Reproducibles

- Poetry genre unit family letter (BLM1)
- “crickets” (BLM2)
- “Autumn Leaves” (BLM3)

Professional Development Media

- “Cooperative Structures Overview” (AV9)
- “Using ‘Turn to Your Partner’” (AV11)
- “Using ‘Think, Pair, Share’” (AV13)
- “Social Reflection” (AV14)
- “Asking Questions Once and Using Wait-time” (AV28)
- “Introducing Vocabulary During a Read-aloud” (AV30)
- “Conferring About Poetry” (AV54)
- “Exploring Poetry” (AV55)
- “Sharing One Line and Reflecting” (AV56)
- “Using Web-based Teaching Resources” tutorial (AV75)

RESOURCES *(continued)*

Student Writing Handbook

- “September”
 - “The Sea”
 - “Porch Light”
 - “Child Frightened by a Thunderstorm”
 - “fireworks”
 - “flamingo”
- “Windshield Wiper”
 - “Gentle Sound of Rain”
 - “I Love the Look of Words”
 - “Poet Quotes: What Is Poetry?”
 - Word Bank
 - Proofreading Notes

DEVELOPMENT ACROSS THE GRADES

	Elements of Poetry	Writing Craft	Language Skills and Conventions
Grade K	<ul style="list-style-type: none"> Acting out and visualizing poems Writing poems about topics of interest 	<ul style="list-style-type: none"> Generating shared lists of descriptive movement and color words Using descriptive language (movement, sound, and color words) 	<ul style="list-style-type: none"> Approximating spelling Using the word wall
Grade 1	<ul style="list-style-type: none"> Exploring sound and imagery in poems Writing poems about topics of interest 	<ul style="list-style-type: none"> Generating lists of interesting sound and movement words Using figurative language (personification, metaphor, and simile) Using descriptive language (sound and movement words) 	<ul style="list-style-type: none"> Approximating spelling Using the word wall
Grade 2	<ul style="list-style-type: none"> Exploring sound and imagery in poems Writing poems about topics of interest 	<ul style="list-style-type: none"> Generating lists of interesting and descriptive words Using figurative language (simile and metaphor) Using descriptive language (words that describe how things look and move) 	<ul style="list-style-type: none"> Proofreading for spelling
Grade 3	<ul style="list-style-type: none"> Exploring sound, imagery, and form in poems Writing poems about topics of interest 	<ul style="list-style-type: none"> Generating ideas for poems Using sensory details Using onomatopoeia and repetition of words and sounds Using personification Exploring placement of words and letters on the page and shapes of poems 	<ul style="list-style-type: none"> Exploring how poets follow or intentionally break punctuation and capitalization rules for poetic effect Proofreading for spelling and (if applicable) punctuation
Grade 4	<ul style="list-style-type: none"> Exploring sound, imagery, and form in poems Writing poems about topics of interest 	<ul style="list-style-type: none"> Generating ideas for poems Using sensory details Using simile and personification Using onomatopoeia and repetition of words and sounds Using rhythm and rhyme Exploring the length of lines, number of lines and stanzas, placement of words on the page, and shapes of poems 	<ul style="list-style-type: none"> Exploring how poets follow or intentionally break punctuation and capitalization rules for poetic effect Proofreading for spelling and (if applicable) punctuation
Grade 5	<ul style="list-style-type: none"> Exploring sound, imagery, and form in poems Writing poems about topics of interest 	<ul style="list-style-type: none"> Generating ideas for poems Using sensory details Using metaphor, simile, and personification Using onomatopoeia and repetition of words and sounds Using rhythm and rhyme Exploring the length of lines, number of lines and stanzas, placement of words on the page, and shapes of poems 	<ul style="list-style-type: none"> Exploring how poets follow or intentionally break punctuation and capitalization rules for poetic effect Proofreading for spelling and (if applicable) punctuation

GRADE 5 OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
	Immersion and Drafting				
Week 1	Exploring Poetry: “September” Quick-write: ■ Ideas for poems about months	Exploring Poetry: “The Sea” and “Porch Light” Quick-write: ■ Ideas for poems about objects	Exploring Poetry: “Child Frightened by a Thunderstorm” Quick-write: ■ Ideas for poems about weather	Exploring Poetry and Pair Conferring: “fireworks” and “flamingo” Focus: ■ Shapes of poems	Exploring Poetry: “Windshield Wiper” Quick-write: ■ Ideas for poems about things that move or make noise
	Revision, Proofreading, and Publication				
Week 2	Exploring Poetry: “Gentle Sound of Rain” Focus: ■ Repetition and sounds	Exploring Poetry and Pair Conferring: “I Love the Look of Words” Quick-write: ■ “Words are like _____” similes	Selecting and Revising Drafts Focus: ■ Image, sound, and form	Proofreading Focus: ■ Intentionally breaking the rules	Publishing Focus: ■ Author’s Chair sharing

Week 1

OVERVIEW

Poems

“September”

by John Updike (see page 646)

Fall sensations pervade this poem about September.

“The Sea” and “Porch Light”

by Deborah Chandra (see pages 647 and 648)

Nature and an everyday object are personified using sensory details in these two poems.

“Child Frightened by a Thunderstorm”

by Ted Kooser (see page 649)

Thunder takes on a menacing personality in this poem.

“fireworks” and “flamingo”

by Valerie Worth (see pages 650 and 651)

The shape of these poems creates the image of fireworks bursting in the air and a flamingo’s long, skinny legs.

“Windshield Wiper”

by Eve Merriam (see page 652)

Sound, shape, and repetition weave together to tell about windshield wipers.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA4

Assessment Forms

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

Reproducible

- (Optional) “crickets” (BLM2)

Professional Development Media

- “Cooperative Structures Overview” (AV9)
- “Using ‘Turn to Your Partner’” (AV11)
- “Using ‘Think, Pair, Share’” (AV13)
- “Asking Questions Once and Using Wait-time” (AV28)
- “Introducing Vocabulary During a Read-aloud” (AV30)
- “Conferring About Poetry” (AV54)
- “Exploring Poetry” (AV55)
- “Sharing One Line and Reflecting” (AV56)

Writing Focus

- Students hear, discuss, and write poems.
- Students think about what a poem is.
- Students explore imagery, sound, and form in poems.
- Students generate and quick-write ideas for poems.
- Students cultivate their creativity.

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students express interest in and appreciation for one another's writing.

DO AHEAD

- ✓ Consider reading this unit's poems with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding. If possible, show the students related photographs, video, or objects (such as a video of fireworks going off for the poem "fireworks," or a porch light for the poem "Porch Light") to aid their comprehension.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see "Random Pairing" on page xxix and "Considerations for Pairing ELLs" on page lii. For more information, view "Cooperative Structures Overview" (AV9).
- ✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA1) on page 152 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, make a class set of the "Conference Notes" record sheet (CN1) on page 154 of the *Assessment Resource Book*.



TEACHER AS WRITER

"Poetry is the language of extremity. . . . You feel something potent and then you transfer it onto the page."

— Li-Young Lee

This week take time to read poetry. As you read, consider:

- What makes a poem a poem?

Write your thoughts in your writing notebook and add to it as you get new ideas.

Day 1

Exploring Poetry

Materials

- “September” (see page 646)
- *Student Writing Handbook* page 36
- Chart paper and a marker
- “Writing Time” chart (WA1)

Teacher Note

For more information about poetry, view “Exploring Poetry” (AV55).



Teacher Note

The partners you assign today will stay together for the unit. If necessary, take a few minutes at the beginning of today's lesson to let them get to know each other better by talking informally in a relaxed atmosphere.

Teacher Note

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

In this lesson, the students:

- Work with new partners
- Hear and discuss a poem
- Think about what makes a poem a poem
- Explore sensory details and images in poems
- Quick-write ideas for poems about months of the year

IMMERSION IN POETRY

In this unit, the students generate ideas and write poems using published poems as models and sources of inspiration. They learn that poems use words and images to communicate feelings and create vivid pictures in the reader's mind. They develop an intuitive understanding of what poetry is by exploring *images* (for example, sensory details, metaphor, personification), *sounds* (for example, repetition, alliteration, onomatopoeia), and *forms* (for example, line length, stanzas). While the learning of literary terms is not emphasized at grade 5, exploring these concepts and how they function in poems is.

The students are encouraged to activate their imaginations and take creative risks in this unit. They see how poets often create their own rules and even intentionally break rules for poetic effect. The students learn that poetry gives writers endless freedom in using words to express their ideas.

GETTING READY TO WRITE

1 Pair Students and Discuss Working Together

Randomly assign partners (see “Do Ahead” on page 623) and make sure they know each other's names. Have the students bring their notebooks, *Student Writing Handbooks*, and pencils and gather with partners sitting together, facing you.

Explain that over the next two weeks partners will work together to explore writing poetry.

Ask:



Q *What have you learned about being a good partner? Turn to your partner and tell him or her what you will do to be a good partner.*

After a moment, signal for the students' attention and discuss as a class:

Q *What did your partner say he or she will do to be a good partner to you?*

Encourage partners to keep these things in mind as they start working together today.

2 Introduce Poetry

Ask the students to flip through their *Student Writing Handbooks* and to stop on any page that has a poem on it. After a moment, signal for their attention. Ask partners to look at each other's pages to see if they agree that they have both stopped on poems. Ask and briefly discuss as a class:



Q *How do you know that you stopped on a poem?*

Q *What do you think makes a poem a poem?*

Students might say:

"I know it's a poem because it has lots of short lines."

"I know it's a poem because it has rhyming words."

"A poem doesn't take up the whole page, like a story."

"In addition to what [Andre] said, I think a poem gives you a picture in your head."

Explain that you will read a poem aloud today, and encourage the students to continue to think about what makes a poem a poem as they listen.

3 Read and Discuss "September"

Ask the students to close their handbooks and listen as you read the poem "September" by John Updike aloud. Invite them to imagine what is happening in this poem as they listen.

Read "September" on page 646 (including the title) aloud twice, slowly and clearly.



ELL Vocabulary

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

well-honeyed: with lots of honey

chrysanthemums: a kind of flower that blooms in the fall

suds: soap bubbles

Teacher Note

To review the procedure for "Turn to Your Partner," see Unit 1, Week 1, Day 2 (page 11). To see an example, view "Using 'Turn to Your Partner'" (AV11).



Teacher Note

Regularly remind the students to use the discussion prompts they learned when they participate in class discussions. The prompts are:

- "I agree with _____ because . . ."
- "I disagree with _____ because . . ."
- "In addition to what _____ said, I think . . ."

TEKS 10.D.i
Student/Teacher Activity
Step 3

Teacher Note

Save the “Notes About Poems” chart to use on Day 2 and throughout the unit.

Teacher Note

To review the procedure for “Think, Pair, Share,” see Unit 1, Week 2, Day 1 (page 30). To see an example, view “Using ‘Think, Pair, Share’” (AV13).



Teacher Note

If necessary, explain that an *image* in a poem is a description that helps you imagine, or picture in your mind, what is happening in the poem.

Ask:



Q *What did you imagine as you listened to this poem? Turn to your partner.*

Have a few volunteers share their thinking with the class. Ask the students to open to *Student Writing Handbook* page 36, where “September” is reproduced. Explain that in “September” the poet uses *sensory details*, or words that help us imagine what is happening in the poem using our senses. Ask the students to reread the poem to themselves and notice the sensory details. Then ask:

Q *What sensory details does the poet include to help you see what the month of September is like? Hear? Feel? Smell or taste?*

Students might say:

“The words *breezes taste of apple peel* make me imagine tasting apples and feeling the breeze on my face.”

“I hear the bee buzzing when I read ‘The bee, his hive well-honeyed, hums.’”

“‘New books and blackboard chalk’ make me think of the first day of school. That happens in September.”

Explain that most poems include sensory details; they are one thing that makes a poem a poem. Title a sheet of chart paper “Notes About Poems,” and underneath, write *Poems have sensory details that help us see, hear, smell, taste, and feel what’s happening.*

Ask:

Q *What else do you think makes “September” a poem?*

As the students respond, record their ideas on the chart. If the students suggest ideas that apply to some (but not all) poems, begin these chart entries with the word *some* (for example, *Some poems rhyme* and *Some poems have short lines*). Explain that you will continue to add to the chart in the coming days.

4 Quick-write: Ideas for Poems About Months

Use “Think, Pair, Share” to discuss:



Q *Imagine that we are writing a poem like “September” for the month of July. What words and images might we include in the poem to help a reader see, hear, smell, taste, and feel the month of July? [pause] Turn to your partner.*

After partners have discussed the question, signal for their attention and call on a few volunteers to share their ideas with the class. As they respond, record their ideas on a sheet of chart paper titled “Ideas About July.”

Ideas About July

- juicy watermelon
- short pants
- splashing, dripping
- wet bathing suit
- the smell of pool water
- toes in the hot sand

Explain that the students will choose another month of the year and quick-write words and images they could include in a poem about that month. Have them open to the next blank page in the writing ideas section of their notebooks and write their ideas for 5 minutes. Encourage them to quickly write whatever ideas come to mind.

When time is up, call for the students' attention and have a few volunteers share their lists of words and images with the class. Explain that during Writing Time today the students may continue to add to their lists, write words and images for a different month, or write about anything they choose.

WRITING TIME

5 Write Independently

Have the students sit at desks with partners together. Display the "Writing Time" chart (WA1) and have the students write silently for 20–30 minutes.

Writing Time

- Add to the list you started in the quick-write.
- Write words and images for a different month.
- Write about anything you choose.

WA1

If necessary, remind the students that during Writing Time there should be no talking, whispering, or walking around. Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed.

Signal to let the students know when Writing Time is over.

ELL Note

If necessary, simplify this question by rephrasing it in the following way:

- Q *The poem we read is about September. Let's think about another month. What is the month of July like?*
- Q *What do you do in July? What do you see? Hear? Feel?*

Teacher Note

Post the "Ideas About July" chart for the students to refer to throughout the unit.

Teacher Note

Note that on Days 1–3 of this week, the students may write poems or anything else they choose. On Day 4, after exposure to several more poems, all of the students will be asked to begin writing poems.

SHARING AND REFLECTING

6 Share Writing and Reflect



Ask partners to talk briefly about what they wrote today. After a moment, signal for their attention and ask:

- Q *What did your partner write about today?*
- Q *What did you and your partner do to work well together when talking and sharing your writing?*

Day 2

Exploring Poetry

Materials

- “The Sea” (see page 647)
- “Porch Light” (see page 648)
- “Notes About Poems” chart from Day 1
- *Student Writing Handbook* pages 37–38
- “Writing Time” chart (WA2)

In this lesson, the students:

- Hear and discuss poems
- Explore sensory details in poems
- Quick-write ideas for poems about objects
- Explore personification
- Speak clearly and listen to one another
- Discuss and solve problems that arise in their work together

LITERARY CONCEPTS IN GRADE 5

In this unit, the students explore the literary concepts that follow. This work prepares them for more formal instruction about literary terms in poetry in subsequent grades. While we encourage you to introduce the students to literary terms where appropriate, having the students use the terms themselves is not a focus of this unit. The formal definitions below are for your reference; within the lessons we suggest alternative, student-friendly definitions to use with your class.

- *alliteration*: repeating consonant sounds at the beginning of successive words (“Sing a song of sixpence.”)
- *metaphor*: direct or indirect assertion that a thing is something else (“Life is a broken-winged bird that cannot fly.”)
- *onomatopoeia*: representing something using words that imitate the sounds associated with it (*splash, pitter-patter, tick-tock*)
- *personification*: endowing a thing or an animal with human characteristics (“The wind stood up and gave a shout.”)
- *repetition*: repeating words or sounds for poetic effect (“Bells, bells, bells”)
- *rhyme*: words ending with the same sound (*twinkle and sprinkle*)
- *rhythm*: pattern of stresses and pauses in a poem
- *simile*: a comparison of two things, connected by words such as *like* or *as*, (“My love is like a red, red rose.”)

GETTING READY TO WRITE

1 Briefly Review Poetry

Have the students bring their notebooks, *Student Writing Handbooks*, and pencils and gather with partners sitting together, facing you.

Review that yesterday the students began exploring poetry. They read the poem “September” and brainstormed words and images for other months of the year. Briefly review the items on the “Notes About Poems” chart. Remind the students that you will add items to the chart throughout the unit.

2 Read and Discuss “The Sea”

Tell the students that you will read aloud a poem called “The Sea” by Deborah Chandra. Ask the students to close their eyes and create a picture in their minds as they listen to the poem. Then read “The Sea” on page 647 (including the title) aloud twice, slowly and clearly. Clarify vocabulary during the first reading.

Suggested Vocabulary

clutching: holding onto something tightly

discontented: unhappy

grainy: not smooth

Have the students open their eyes; then ask:

Q *What sensory details do you notice in “The Sea” that help you imagine what’s happening?*

Students might say:

“When I read ‘clutching at the rocky cliffs,’ it makes me imagine the waves crashing hard against the cliffs.”

“I agree with [Penelope]. The words ‘slides slowly back into itself’ make me imagine the waves going back into the ocean.”

Ask the students to open to *Student Writing Handbook* page 37, where “The Sea” is reproduced. Explain that in the poem the poet writes about the sea as if it were a person and that writing about things in this way is called *personification*.

Ask the students to reread the poem silently to themselves and, as they read, to look for places where the author writes about the sea as if it were a person. When the students have finished reading, ask:

Q *What examples of personification do you notice? What words does the poet use to write about the sea as if it were a person?*

TEKS 9.B.ii

TEKS 10.D.iii

Student/Teacher Activity
Steps 2 and 3

Teacher Note

To review the procedure for defining vocabulary during the read-aloud, see Unit 1, Week 1, Day 1, Step 3 (page 8). For more information, view “Introducing Vocabulary During a Read-aloud” (AV30).



Facilitation Tip

During this unit, we invite you to practice **asking questions once** and then waiting. This means not repeating the question or asking it again a different way; it means just asking the question once and then **using wait-time** for the students to think before calling on anyone to respond. If students are confused by a question or need to hear it again, have them ask you to repeat or rephrase the question. This builds student responsibility for focusing on the discussion and helps them develop the habit of listening the first time. To see this Facilitation Tip in action, view “Asking Questions Once and Using Wait-time” (AV28).



Students might say:

"She says the sea has 'long green arms.'"

"The word *gripping* makes me imagine the sea hanging on tightly to the sand."

"In addition to what [Jermaine] said, she said that the sea is trying 'to climb out on dry land.'"

3 Read and Discuss "Porch Light"

Tell the students that you will read a poem called "Porch Light" by Deborah Chandra. Explain that this is another poem that uses personification.

Ask the students to turn to *Student Writing Handbook* page 38, where "Porch Light" is reproduced, and follow along as you read the poem aloud. Read "Porch Light" on page 648 aloud twice (including the title), slowly and clearly. Ask and briefly discuss:

- Q *What examples of personification did you notice? What words does Deborah Chandra use to write about the porch light as if it were a person?*
- Q *What sensory details do you notice in this poem that help you imagine what's happening?*

Students might say:

"The poet says the porch light 'catches moths and holds them,' as if it's catching moths with its hands and holding them."

"She says that the porch light has 'a tight yellow fist.'"

"In addition to what [Georgia] said, it can 'loosen its hot grip.' A real porch light can't grip anything."

"When the porch light catches the moths, they are 'trapped and flapping.' I imagine tiny moths flapping their wings and bouncing around the light."

4 Quick-write: Ideas for Poems About Objects

Remind the students that in the poems "The Sea" and "Porch Light" the poets write about an ocean and a porch light as if they were people. Ask and have the students think quietly to themselves about the following question:

- Q *If you were going to write a poem about an object in the classroom, what might it be?*

Ask the students to get the objects they are thinking about and carry them back to their seats with their writing materials. (If students select the same object, you might have those students move to sit together.) Have students who are not able to carry their objects back to their seats sit where they can see the objects. Explain that you would like the

ELL Note

If necessary, simplify this question by rephrasing it in the following way:

- Q *Look around the classroom. We could write a poem about the pencil sharpener. What else could we write a poem about?*

Teacher Note

Objects in the classroom might include staplers, scissors, pencils or pens, books, pencil sharpeners, the clock, and personal belongings, such as hats, shoes, and lunchboxes.

students to look carefully at the objects they selected and to think to themselves about the following questions:

- Q *What sensory details might you use to describe what your object looks like? Sounds like? Smells like? Feels like?*
- Q *If your object came to life, what might it do?*

After the students have had a chance to think, signal for their attention. Have them open to the next blank page in their notebooks, write the name of the object at the top of the page, and quick-write some ideas for what they could include in a poem about that object.

Have the students write for 3–4 minutes; then call for their attention and have a few volunteers share their ideas with the class. After sharing, ask the students to resume writing for a few more minutes.

Call for the students' attention and have a few volunteers share what they wrote.

Students might say:

"My object is a pencil sharpener. I wrote that it is small and orange, and that it's always hungry."

"I wrote that my scissors are sleek and silvery and have sharp, pointy teeth."

Direct the students' attention to the "Notes About Poems" chart and add *Poems can be about anything* and *You can write about an object as if it were a person (personification)*.

Explain that during Writing Time today the students may continue what they started during the quick-write, continue brainstorming words and images for months of the year (from Day 1), or write about anything they choose.

WRITING TIME

5 Write Independently

Have the students sit at desks with partners together. Display the "Writing Time" chart (WA2) and have the students write silently for 20–30 minutes.

Writing Time

- Continue writing what you started during the quick-write.
- Continue to write words and images for months of the year.
- Write about anything you choose.

WA2

Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed. Signal to let the students know when Writing Time is over.

ELL Note

English Language Learners may benefit from drawing their ideas before they write. Encourage them to draw what they want to write about and to talk quietly with you or a partner about what they drew. If necessary, write down key words and phrases they want to use so they can copy the words into their writing.

SHARING AND REFLECTING

6 Share Writing and Reflect



Ask partners to talk together briefly about what they wrote today. After a moment, signal for their attention and ask:

- Q *What did your partner write about today?*
- Q *Did you or your partner write about an object? Read us what you wrote.*
- Q *What problems did you and your partner have working together today? What will you do to avoid those problems next time?*

Day 3

Exploring Poetry

Materials

- “Child Frightened by a Thunderstorm” (see page 649)
- “Notes About Poems” chart from Day 2
- *Student Writing Handbook* page 39
- “Writing Time” chart (WA3)
- “Class Assessment Record” sheet (CA1)

Teacher Note

If the students have difficulty identifying rhyming patterns in the poems, you might reread each poem aloud, one stanza at a time, and ask the students to underline the words that rhyme. Then repeat the question.

ELL Note

You might provide the prompt “I notice...” to your English Language Learners to help them verbalize their responses to this question.

In this lesson, the students:

- Hear and discuss poems
- Explore rhyme and sensory details in poems
- Explore personification and onomatopoeia
- Quick-write ideas for poems about weather

GETTING READY TO WRITE

1 Discuss Rhyme in Poetry

Have the students bring their notebooks, *Student Writing Handbooks*, and pencils and gather with partners sitting together, facing you.

Review that this week the students have been exploring poetry and that they have read and heard three poems (“September,” “The Sea,” and “Porch Light”). Have the students open to *Student Writing Handbook* page 36. Explain that you would like the students to read the poems and notice which of the poems have words that rhyme. Then give the students a few minutes to read the poems. Ask:

- Q *What do you notice about the rhyming patterns in these three poems?*

If necessary, point out that the poems “September” and “The Sea” each have two lines that rhyme in each stanza, while “Porch Light” has no predictable rhyming pattern. Explain that some people think that poems must rhyme, but, in fact, some poems rhyme and some do not. On the “Notes About Poems” chart, add *Some poems rhyme and some don’t*.

Briefly review other items on the chart and ask the students to listen for rhymes and the other things listed as they hear a new poem today.

2 Read and Discuss “Child Frightened by a Thunderstorm”

Tell the students that you will read aloud a poem called “Child Frightened by a Thunderstorm” by Ted Kooser. Ask the students to close their eyes and imagine what is happening in this poem as they listen.

Read “Child Frightened by a Thunderstorm” aloud once, slowly and clearly. Clarify vocabulary as you read.

Suggested Vocabulary

peonies: a kind of flower

shears: scissors

ELL Vocabulary

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

nested: made a nest

bouquets: bunches of flowers

Have the students open their eyes. Ask them to open to *Student Writing Handbooks* page 39, where “Child Frightened by a Thunderstorm” is reproduced, and then reread the poem to themselves. After a moment, ask:

Q *What do you notice about how this poet writes about thunder?*

Students might say:

“He writes as if the thunder is alive.”

“I agree with [Lowell]. The poet says the thunder ‘snipped bouquets of branches for its bed.’ That’s what a person or an animal would do.”

“In addition to what [Amy] said, he describes the thunder like a giant bird. It has wings and a beak and red eyes.”

As the students share, refer to any items they mention on the “Notes About Poems” chart, if appropriate.

3 Discuss the Way Words Sound in the Poem

Tell the students that poets often choose words for the way they sound and that this helps readers imagine what the poem is about. Ask:

Q *What does thunder sound like?*

Students might say:

“Thunder goes BOOM!”

“Rumble, rumble, rumble . . .”

“Crash!”

TEKS 9.B.i
TEKS 10.D.iv
Student/Teacher Activity
Step 3

Teacher Note

Words in the poem with sounds reminiscent of thunder include *rumpled*, *crushed*, and *clattering*.

ELL Note

If necessary, simplify this question by rephrasing it in the following way:

Q *If this type of weather were a person, what might it do?*

Ask the students to read the poem aloud with you, paying attention to the sound of the words as they read. Invite them to listen for words that remind them of the sound of thunder.

Read the poem aloud; then ask:



Q *What words in the poem remind you of the sound of thunder? Turn to your partner.*

Have a few volunteers share their thinking with the class. Point out that the use of words that sound like what they are describing is called *onomatopoeia* and that the word *clatter* is an example of this. On the “Notes About Poems” chart, add *Poems can include words that sound like what the poem is about (onomatopoeia)*.

4 Quick-write: Ideas for Poems About Weather

Ask and briefly discuss:

Q *If you were going to write a poem like “Child Frightened by a Thunderstorm” about another kind of weather, what kind of weather might you write about?*

Students might say:

“wind”

“snow”

“tornadoes”

“a hot, sunny day”

“foggy days”

Ask the students to open to the next blank page in the writing section of their notebooks and write the name of the type of weather they are thinking about at the top of the page. Have them think quietly to themselves about the questions that follow as you ask them, one at a time:

Q *What sensory details might you use to describe this type of weather?*

Q *How might you write about this type of weather as if it were a person?*

Q *What might you do in that kind of weather?*



After the students have had a chance to think, have partners share their thinking. After a moment, signal for their attention and have them quick-write some ideas for what they could include in a poem about the weather.

Have the students write for 3–4 minutes; then call for their attention and have a few volunteers share their ideas with the class. After sharing, ask the students to resume writing for a few more minutes.

Call for the students’ attention and ask a few volunteers to share what they wrote.

Students might say:

"I thought about rain. I wrote the words *mud puddle*, *dripping umbrella*, *splash*, and *pitter-patter*."

"I wrote about snow. I thought of words that mean 'cold,' like *freezing*, *icy*, and *shivering*."

"I wrote about wind. I wrote the words *push* and *pull* to describe what it does to trees."

Explain that during Writing Time today the students may continue what they started during the quick-write, continue writing ideas for poems about objects or months of the year, or write about anything they choose.

WRITING TIME

5 Write Independently

Have partners sit together at desks. Display the "Writing Time" chart (WA3) and have the students write silently for 20–30 minutes.

Writing Time

- Continue writing what you started during the quick-write.
- Continue to write ideas for poems about objects or months of the year.
- Write about anything you choose.

WA3

Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students seem to be writing freely and creatively?
- Are they engaged in their writing?
- Do they seem overly cautious or inhibited about what they put on paper?

After about 10 minutes, support any student who struggles to start by asking questions such as:

- Q *What kind of weather could you write about?*
- Q *What sensory details can you write to describe what [a rainy day] sounds like? Looks like? Feels like?*
- Q *What does [rain] sound like? What words make you think of the sound of [rain]?*

Record your observations on the "Class Assessment Record" sheet (CA1); see page 152 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

6 Share Writing and Reflect



Ask partners to talk together briefly about what they wrote today. After a moment, signal for their attention and ask:

Q *What did your partner write about today?*

Q *Did you or your partner write about weather? Read us what you wrote.*

Explain that all of the students will start writing poems tomorrow, and they will continue to draft poems during the coming week. Tell them that they will eventually select one of their drafted poems to improve, revise, and publish in a class collection of poetry.

Day 4

Exploring Poetry and Pair Conferring

Materials

- “fireworks” (see page 650)
- “flamingo” (see page 651)
- “Child Frightened by a Thunderstorm” from Day 3 (see page 649)
- “The Sea” and “Porch Light” from Day 2 (see pages 647–648)
- “September” from Day 1 (see page 646)
- *Student Writing Handbook* pages 36–41
- “Notes About Poems” chart from Day 3
- Class set of “Conference Notes” record sheets (CN1)

In this lesson, the students:

- Hear, discuss, and write poems
- Think about what poems look like on the page
- Explore the way words sound in poems
- Express interest in and appreciation for one another’s writing

GETTING READY TO WRITE

1 Explore Form in Poetry

Have the students get their *Student Writing Handbooks* and sit at desks with partners together. Review that this week the students read the poems “September,” “The Sea,” “Porch Light,” and “Child Frightened by a Thunderstorm” and thought about what makes a poem a poem. Point out that one thing that makes a poem a poem is its *form*, or what it looks like on the page.

Explain that you would like one partner in each pair to open his *Student Writing Handbook* to pages 36–37, while the other partner opens her handbook to pages 38–39. By laying the books side by side, the students in each pair should be able to see all four poems from this week.



Ask:

- Q What do you notice about how these poems look on the page?
- Q In what ways do they look similar? In what ways do they look different?

Point out that some poems have short lines (as in “September,” “The Sea,” and “Porch Light”) and others have long lines (as in “Child Frightened by a Thunderstorm”). Also point out that some poems have stanzas, or sections separated by a space, while others do not. Ask:

- Q What do you notice about the stanzas in each of these poems?

Students might say:

- “I notice that in ‘September’ there are four stanzas with four lines each.”
- “In ‘The Sea,’ each stanza has four lines.”
- “I agree with [Wade]. The poem ‘Porch Light’ doesn’t have any stanzas and some lines are only one word.”
- “‘Child Frightened by a Thunderstorm’ doesn’t have any stanzas.”

Direct the students’ attention to the “Notes About Poems” chart. Add *Poems can have short or long lines, Some poems have stanzas, and Some poems have the same number of lines in each stanza.*

2 Read and Discuss “fireworks” and “flamingo”

Tell the students that you will read a poem called “fireworks” by Valerie Worth aloud. Ask the students to close their eyes and listen for sounds and images that help them imagine fireworks as you read.

Read “fireworks” on page 650 (including the title) aloud once, slowly and clearly.



ELL Vocabulary

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

- climbs:** goes up
- flare:** burst of fire
- invisible:** not seen

TEKS 10.D.i
Student/Teacher Narrative
Step 2
(fourth paragraph)

Have the students open their eyes. Ask them to turn to *Student Writing Handbook* page 40, where “fireworks” is reproduced, and then read the poem to themselves. Ask:



- Q What sensory details help you see and hear these fireworks? Turn to your partner.
- Q What words in this poem remind you of the sound of fireworks? Turn to your partner.
- Q What else do you notice about this poem?

Students might say:

“The words *green sparks* and *gold spears* make me picture big green fireworks.”

“The words *thud*, *cracks*, and *claps* really sound like fireworks!”

“The lines start small and get longer, just like fireworks start small then burst into huge shapes in the sky.”

“In addition to what [Victoria] said, this poem doesn’t have any stanzas.”

Point out that poets sometimes arrange words or letters in unusual ways to help communicate what the poem is about. On the “Notes About Poems” chart, add *Some poems have words or letters placed on the page in unusual ways.*

Ask the students to turn to page 41 of their handbooks and follow along as you read “flamingo” by Valerie Worth aloud. Read “flamingo” on page 651 aloud slowly and clearly; then ask:



- Q What do you notice about the shape of this poem? Turn to your partner.
- Q How does the shape of the poem “flamingo” help you imagine a flamingo?
- Q Why do you think the poet might have shaped “flamingo” this way?

Students might say:

“It has two tall and skinny stanzas.”

“The shape of the poem ‘flamingo’ makes me think of a flamingo standing on one tall leg.”

“Maybe the poet shaped ‘flamingo’ like this because in the poem the flamingo switches legs, so there are two stanzas that look like flamingo legs.”

Point out that poets think carefully about what their poems look like on the page and that the shape of a poem can help the reader understand what the poem is about. On the “Notes About Poems” chart, add *A poem’s shape can help the reader understand what it’s about.*

Explain that today you would like the students to pick one of the six poems they read this week and try writing a poem that looks similar to it on the page. Encourage them to write poems using their quick-write ideas from earlier in the week. They may also write poems about any other topics they choose. Review the items on the “Notes About Poems” chart and encourage the students to use some of these ideas in their poems. Tell the students that you will give them a chance to share their writing with their partners at the end of Writing Time.

WRITING TIME

3 Draft Poems in the Students' Notebooks

Have the students write poems silently for 20–30 minutes. Join the students in writing for a few minutes; then begin conferring with individual students.



TEACHER CONFERENCE NOTE

Over the coming days, confer with individual students about the poems they are writing. Ask each student to show you a draft of a poem and to read it aloud to you. Ask yourself:

- Is this student attempting to write a poem, rather than a story?
- Does this student include sensory details in his poem?
- Does the student include other elements of poetry?

Support the student by asking questions such as:

- Q *What is this poem about?*
- Q *What sensory details [are you including/can you include]? How will that help a reader imagine what's happening?*
- Q *What can you tell me about the lines and stanzas in your poem?*
- Q *What sounds are you thinking about as you write your poem?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 154 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Confer in Pairs About Poems

Gather the class with partners sitting together, facing you. Explain that partners will read what they wrote today to each other and confer about it. Ask:

- Q *What would you like your partner to do to show that he or she is interested in your writing and your creative ideas?*

Students might say:

- "I would like my partner to listen as I read my poem."
- "I would like my partner to ask me questions about the poem."
- "I would like my partner to tell me the part she likes."
- "I would like my partner to notice the sensory details I used."



Have partners share their writing with each other.

Teacher Note

You may want to shorten today's Writing Time to leave more time for the pair conferences in Step 4.

Teacher Note

To see an example of a teacher conferring with individual students, view "Conferring About Poetry" (AV54).



Teacher Note

If necessary, signal to the students about halfway through sharing time so partners can switch roles if they have not yet done so.

Observe the students closely and provide sufficient time for both partners to share their writing before signaling for their attention.

5 Reflect on Pair Conferences and Poems

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

- Q *What did your partner do to show interest in your writing and creative ideas?*
- Q *What did you do to show interest in your partner's writing?*
- Q *What sensory details did your partner include in his or her poem? What did you imagine from those details?*

Teacher Note

Prior to doing this activity, visit the CCC Learning Hub (ccclearninghub.org) to access and print “crickets” by Valerie Worth (BLM2). Make enough copies for each student to have one; set aside a copy for yourself.

EXTENSION

Read and Discuss “crickets”

Tell the students that you will read a poem called “crickets” by Valerie Worth aloud. Distribute a copy of “crickets” (BLM2) to each student and ask them to follow along as you read it aloud. Read the poem aloud, slowly and clearly. Ask:

- Q *What do you notice about the shape of this poem?*
- Q *How does the shape of the poem “crickets” help you imagine a cricket?*

Students might say:

“I agree with [Drew]. The poem ‘crickets’ has a couple of lines with more than one word, but most of the lines are one-word lines.”

“Maybe the poet shaped ‘crickets’ like this because when you read one line at a time, it could sound like a cricket chirping.”

Remind the students that the shape of a poem and the way the letters and words are arranged on the page can help readers understand what the poem is about. Encourage them to try writing shape poems and to experiment with different arrangements of letters and words on the page.

In this lesson, the students:

- Hear, discuss, and write poems
- Think about what poems look like on the page
- Explore how repetition functions in a poem
- Explore sensory details in a poem
- Informally explore rhythm in a poem
- Quick-write ideas for poems about things that move or make noise

GETTING READY TO WRITE**1 Explore Elements of Poetry**

Have the students bring their notebooks, *Student Writing Handbooks*, and pencils and gather with partners sitting together, facing you.

Review that the students have been thinking about sensory details and sounds in poems, as well as what poems look like on the page. Ask the students to open their notebooks and briefly review the poems they have written. Ask and briefly discuss:

- Q *What is an interesting sensory detail you have written? Read that detail aloud to us.*
- Q *What sounds have you intentionally included in a poem? Read us a few words that sound like what they are describing.*
- Q *What decisions have you made about what a poem looks like on the page? Show us the poem and tell us about your decisions.*

2 Read and Discuss “Windshield Wiper”

Ask the students to open to *Student Writing Handbook* page 42 and follow along quietly as you read the poem “Windshield Wiper” by Eve Merriam aloud. Invite them to think about what this poet might be trying to do.

Read “Windshield Wiper” on page 652 aloud once, slowly and clearly. Clarify vocabulary as you read.

Suggested Vocabulary

bumbershoot: funny word for umbrella

Materials

- “Windshield Wiper” (see page 652)
- “Notes About Poems” chart from Day 4
- *Student Writing Handbook* page 42
- “Things That Move or Make Noise” chart (WA4)

ELL Vocabulary

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

downpour: heavy rain

macintosh: raincoat

Read the poem aloud again, this time having the students read aloud with you. Ask and briefly discuss:



- Q *What do you notice about this poem? Turn to your partner.*
- Q *How does the way the words are placed on the page help you to understand what it's about?*
- Q *What does this poem sound like? How does the poet create that sound?*

Students might say:

"I notice that the poem has two sides, just like there are two windshield wipers on a car."

"When you read the poem aloud, it sounds like the windshield wipers are going back and forth, back and forth."

"In addition to what [Zoe] said, the poet makes it sound like that because she repeats almost every line."

Point out that this poet creates the rhythm of windshield wipers by using repetition. Explain that *repetition* means "repeating words or phrases."

On the "Notes About Poems" chart, add *Some poems repeat words or phrases to create sound in poems (repetition)*. Ask:

- Q *What sensory details does the poet include? Why do those details make sense in this poem?*

Students might say:

"Having 'fog smog' and 'tissue paper' makes sense at the beginning because it makes you feel like you can't see out of the window very well."

"At the end of the poem, it stops raining and the window gets clear."

3 Quick-write: Ideas for Poems About Things That Move or Make Noise

Have the students think quietly to themselves about the following question:

- Q *"Windshield Wiper" is a poem about something that moves and makes noise. If you were going to write a poem about something that moves or makes noise, what might it be?*

ELL Note

If necessary, simplify this question by rephrasing it in the following way:

- Q *Windshield wipers move or make noise. What is something else that moves or makes noise?*

After giving the students a moment to think, display the “Things That Move or Make Noise” chart (📄 WA4) and call on a few volunteers to share their thinking with the class. As the students share, record their ideas on the chart.

When there are two or three ideas on the chart, have the students each open to the next blank page in their notebooks and list more things that move or make noise that they could write a poem about.

After about 5 minutes, call for the students’ attention and have a few more volunteers share their thinking with the class. Continue to add their ideas to the “Things That Move or Make Noise” chart.

Things That Move or Make Noise

- a skateboard
- a bicycle
- the bubbles in our fish tank
- the wheel our hamster runs on
- a bouncing basketball
- a seesaw

WA4

Explain that during Writing Time today the students will continue to write poems. Encourage them to write poems about things that move or make noise, if they wish. Briefly review the “Notes About Poems” chart and encourage them to think about including sensory details, as well as repetition, shapes, and sounds, to help the reader imagine what the poem is about.

WRITING TIME

4 Write Independently

Have the students return to their seats and write poems silently for 20–30 minutes. Join them in writing for a few minutes; then confer with individual students.



TEACHER CONFERENCE NOTE

Continue to confer with individual students about the poems they are writing. Ask each student to show you a draft of a poem and to read it aloud to you. Ask yourself:

- Is this student attempting to write a poem, rather than a story?
- Does this student include sensory details in her poem?
- Does the student include other elements of poetry?

(continues)

TEACHER CONFERENCE NOTE *(continued)*

Support the student by asking questions such as:

- Q *What is this poem about?*
- Q *What sensory details [are you including/can you include]? How will that help a reader imagine what's happening?*
- Q *What can you tell me about the lines and stanzas in your poem?*
- Q *What sounds are you thinking about as you write your poem?*
- Q *Where might you use repetition? How might that help a reader understand your poem? What other sounds are you including?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 154 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Reflect on Creativity

Tell the students that poets must tap into their creativity to write poems that readers can really imagine and enjoy. Explain that *creativity*, or the ability to create something new or to re-create something familiar in a new way, helps poets write unique poems about ordinary things like windshield wipers and porch lights.

Ask the students to review the poetry they wrote today and to choose one line to share with the class. Encourage each student to choose a line that he believes shows his creativity. After a moment, go around the room and have each student read his line aloud, without comment.

After the students have read their lines, facilitate discussion among the students by asking:

- Q *What lines did you hear that got your imagination going?*
- Q *What words did you hear that made you feel as if you could sense what was being described?*
- Q *What questions do you want to ask a classmate about his or her writing?*

Explain that the students will continue to work on poems during the coming week.

Teacher Note

To see an example of this technique, view "Sharing One Line and Reflecting" (AV56).



EXTENSION

Explore Sensing Like a Poet

Collect objects that make sounds; that have interesting shapes, colors, or textures; or that have unique smells or tastes. Have the students handle, listen to, smell, taste, and/or feel the objects and brainstorm words to describe what they are sensing. Chart the brainstormed words and invite the students to write poems about the objects using the words.



September

by John Updike

The breezes taste
Of apple peel.
The air is full
Of smells to feel—

Ripe fruit, old footballs,
Drying grass,
New books and blackboard
Chalk in class.

The bee, his hive
Well-honeyed, hums
While Mother cuts
Chrysanthemums.

Like plates washed clean
With suds, the days
Are polished with
A morning haze.

“September” from *A Child’s Calendar* by John Updike. Copyright © 1968 by John Updike, copyright renewed © 1993 by John Updike, used by permission of The Wylie Agency LLC, and by arrangement with Holiday House, Inc. All rights reserved.



Poem

The Sea

by Deborah Chandra

Clutching at the rocky cliffs,
The discontented sea
Slides slowly back into itself
On slippery hands and knees.

Gripping with its long green arms,
It hugs the grainy sand,
Searching for a fingerhold
To climb out on dry land.

“The Sea” from *Balloons and Other Poems* by Deborah Chandra, copyright © 1988, 1990, published by Farrar, Straus and Giroux, reproduced by permission of the author.



Porch Light

by Deborah Chandra

At night
the porch light
catches moths
and holds them,
trapped
and
flapping,
in a tight
yellow fist.
Only when I
turn the switch
will it loosen
its hot
grip.

“Porch Light” from *Rich Lizard and Other Poems*. Copyright © 1993 by Deborah Chandra. Reprinted by permission of Farrar, Straus and Giroux, LLC. All rights reserved.



Poem

Child Frightened by a Thunderstorm

by Ted Kooser

Thunder has nested in the grass all night
and rumpled it, and with its outstretched wings
has crushed the peonies. Its beak was bright,
sharper than garden shears and, clattering,
it snipped bouquets of branches for its bed.
I could not sleep. The thunder's eyes were red.

"Child Frightened by a Thunderstorm" from *Official Entry Blank*, University of Nebraska Press,
copyright © 1969. Reprinted by permission of Ted Kooser.



Poem

fireworks

by Valerie Worth

First

A far thud,

Then the rocket

Climbs the air,

A dull red flare,

To hang, a moment,

Invisible, before

Its shut black shell cracks

And claps against the ears,

Breaks and billows into bloom,

Spilling down clear green sparks, gold spears,

Silent sliding silver waterfalls and stars.

“fireworks” from *All the Small Poems and Fourteen More*. Copyright © 1994 by Valerie Worth.
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The evening star
the
beauty
of all stars

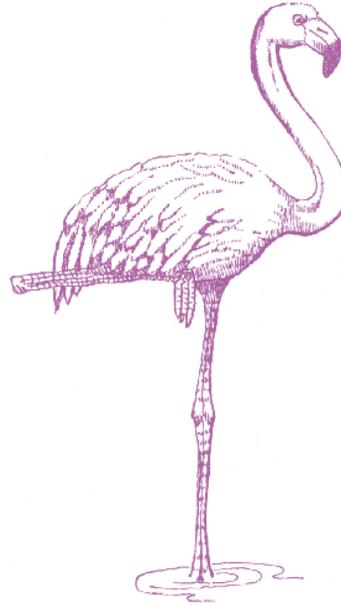
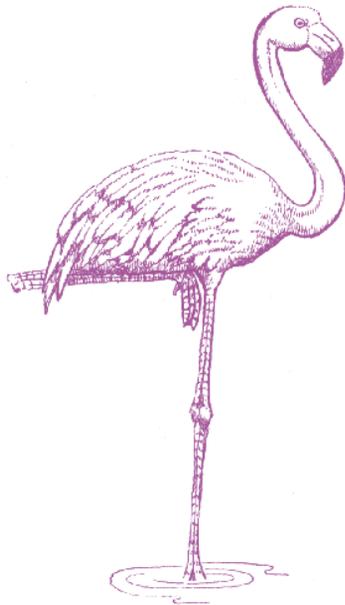
Poem

flamingo

by Valerie Worth

The
Flamingo
Lingers
A
Long
Time
Over
One
Pink
Leg;

Later
He
Ponders
Upon
The
Other
For
A
While
Instead.



“flamingo” from *All the Small Poems and Fourteen More*. Copyright © 1994 by Valerie Worth.
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Windshield Wiper

by Eve Merriam

fog smog fog smog
tissue paper tissue paper
clear the blear clear the smear

fog more fog more
splat splat downpour
rubber scraper rubber scraper
overshoes macintosh
bumbershoot muddle on
slosh through slosh through

drying up drying up
sky lighter sky lighter
nearly clear nearly clear
clearing clearing veer
clear here clear

“Windshield Wiper” from *Chortles* by Eve Merriam. Copyright © 1962, 1964, 1973, 1976, 1989 by Eve Merriam. Used by permission of Marian Reiner.

Week 2

OVERVIEW

Poems

“Gentle Sound of Rain”

by Lee Emmett (see page 676)

Rain drops, plops, and splatters in this poem.

“I Love the Look of Words”

by Maya Angelou (see page 677)

Words tumble like popcorn onto the page.

Excerpts

“Poet Quotes: What Is Poetry?”

(see page 678)

Professional poets discuss what poetry is to them.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA5–WA8

Assessment Forms

- “Class Assessment Record” sheet (CA2)
- “Conference Notes” record sheet (CN1)
- “Individual Writing Assessment” record sheet (IA1)
- “Student Self-assessment” record sheet (SA1)

Reproducibles

- Poetry genre unit family letter (BLM1)
- (Optional) “Autumn Leaves” (BLM3)

Professional Development Media

- “Social Reflection” (AV14)
- “Using Web-based Teaching Resources” tutorial (AV75)

TEACHER AS WRITER

Writing Focus

- Students hear, discuss, and write poems.
- Students explore alliteration and repetition in poems.
- Students explore simile and metaphor in poems.
- Students review their poetry drafts and select one to revise, proofread, and publish.
- Students revise their poems, thinking about images, sound, and form.
- Students explore intentionally breaking punctuation and capitalization rules in poetry.

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students help one another improve their writing.
- Students express interest in and appreciation for one another's writing.

DO AHEAD

- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA2) on page 153 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student's published piece.
- ✓ (Optional) If computers are available, you might have some students type and print out their poems. You can also recruit parent volunteers to help the students do so. In addition, you might teach Technology Mini-lesson 10, “Creating Presentations,” in Appendix A to help the students learn how to use visuals to enhance their poems.

Rain

*Like a drummer's brush,
the rain hushes the surface of tin
porches.*

— Emanuel di Pasquale

Read the poem above aloud and listen to the sounds of the words. Notice how the sounds of the words support the meaning of the poem.

This week try writing some short poems that include words with sounds that support the meaning of your poem. If helpful, use the poem above as a model. Here's an example of a poem modeled on “Rain”:

Wind

*Like a magician's whip,
the wind whistles and flaps the
white sheets.*

Day 1

Exploring Poetry

Materials

- “Gentle Sound of Rain” (see page 676)
- “Notes About Poems” chart from Week 1
- *Student Writing Handbook* page 43

TEKS 12.A.i
Student/Teacher Narrative
Step 1

In this lesson, the students:

- Hear, discuss, and write poems
- Explore sensory details in a poem
- Explore how alliteration and onomatopoeia function in poems
- Informally explore rhythm in a poem

GETTING READY TO WRITE

1 Briefly Review Poetry

Have the students bring their notebooks, *Student Writing Handbooks*, and pencils and gather with partners sitting together, facing you.

Remind the students that they have been exploring poetry and that last week they thought about sensory details, personification, onomatopoeia, rhyme, and repetition in poems, as well as what poems look like on the page.

As you did last week, have the students briefly review the poems they have written; then ask and briefly discuss:

- Q *What is an interesting sensory detail you have written? Read that detail aloud to us.*
- Q *What sounds have you intentionally included in a poem? Read us a few words that sound like what they are describing.*
- Q *What decisions have you made about what a poem looks like on the page? Show us the poem and tell us about your decisions.*
- Q *Where is a place you used repetition? Read that part to us. Why did you decide to repeat those words?*

2 Read and Discuss “Gentle Sound of Rain”

Tell the students that you will read another poem aloud today called “Gentle Sound of Rain” by Lee Emmett. Briefly review the “Notes About Poems” chart and ask the students to notice how the poet includes some of the items on the chart in this poem.

Ask the students to close their eyes and listen as you read the poem aloud. Read “Gentle Sound of Rain” on page 676 (including the title) aloud once, slowly and clearly. Clarify vocabulary as you read.

Suggested Vocabulary

corrugations: ridges or grooves

crevices: small, narrow openings

pock-marked: something that is covered in marks or holes

crescendo: increase in the loudness of something

brassy cymbal: brass plate that is struck with a drumstick to make music

cacophony: unpleasant loud sounds

deafening: extremely loud

Have the students open their eyes. Ask them to turn to *Student Writing Handbook* page 43, where “Gentle Sound of Rain” is reproduced and then reread the poem to themselves. After a moment, ask:

Q *What do you notice about how the poet writes about the rain?*

Students might say:

“The poem has lots of words like *dripping* and *dropping* and *pings* and *plopping* that sound like rain.”

“The poem starts with a light rain, and then it rains harder and harder.”

“Words like *swishing* and *rushing* make me think of a rainstorm.”

3 Discuss the Way Words Sound in the Poem

Ask the students to read the poem aloud with you, paying attention to the way the words sound as they read. Read the poem aloud together; then ask:

Q *What rhyming words do you notice in this poem?*

Q *Why do you think the poet included so many words that have the /sh/ sound?*

Q *What sound at the beginning of words do you notice over and over in this poem?*

Students might say:

“I notice that this poem has some rhyming words, like *gutters* and *splutters* and *rushing* and *gushing*.”

“All the /sh/ sounds remind me of cars driving through puddles on the road.”

“The poet uses repetition of beginning sounds with the words *puddles* *plopping*. Those words make it sound like rain hitting puddles.”

Explain that the repetition of beginning sounds, such as /p/ and /d/ in this poem, is called *alliteration*. Point out that poets may use alliteration to make poems sound like what they are about, in this case, the rain. On the “Notes About Poems” chart, add *Repetition of beginning sounds (alliteration) can help a poem sound like what it is about.*

TEKS 9.B.i

Student/Teacher Activity

Step 3

(discussion questions and “Students might say” examples)

TEKS 9.B.i

Student/Teacher Narrative

Step 3

(third paragraph on)

Teacher Note

For more practice with onomatopoeia, see the extension “Explore Onomatopoeia” on page 659.

TEKS 12.A.i
Student/Teacher Activity
Step 4

Point out that another way this poet makes this poem sound like what it is about is by using *onomatopoeia*. Remind the students that onomatopoeia is the use of words that sound like what they are describing, and point out that words like *gurgling* and *splashing* are examples of onomatopoeia.

Explain that during Writing Time today the students will continue to write poems. Encourage them to think about the sounds of their words and to try including repetition to help readers imagine what the poem is about. Remind the students to refer to the “Notes About Poems” chart as they write.

WRITING TIME

4 Write Independently

Have the students return to their seats and write poems silently for 20–30 minutes. Join them in writing for a few minutes; then confer with individual students.



TEACHER CONFERENCE NOTE

As you did last week, confer with individual students about the poems they are writing. Ask each student to show you a draft of a poem and to read it aloud to you. Ask yourself:

- Is this student attempting to write a poem, rather than a story?
- Does this student include sensory details in his poem?
- Does the student include other elements of poetry?

Support the student by asking questions such as:

- Q *What is this poem about?*
- Q *What sensory details [are you including/can you include]? How will that help a reader imagine what’s happening?*
- Q *What can you tell me about the lines and stanzas in your poem?*
- Q *What sounds are you thinking about as you write your poem?*
- Q *Where might you use repetition? How might that help a reader understand your poem? What other sounds are you including?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 154 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Reflect on Creativity

Have the students review the poems they wrote today and each choose one line to share with the class. Encourage each student to choose a line that she believes shows her creativity. After a moment, go around the room and have each student read her line aloud, without comment.

After the students have read their lines, facilitate discussion among the students by asking:

- Q *What lines did you hear that got your imagination going?*
- Q *What questions do you want to ask a classmate about his or her writing?*

Explain that the students will confer in pairs about their poems tomorrow.

EXTENSION

Explore Onomatopoeia

Remind the students that they heard the poems “fireworks” and “Gentle Sound of Rain” earlier. Review that the authors of these poems use words that sound like what the poem is about. Read the poem “fireworks” aloud, emphasizing the words *thud*, *cracks*, and *claps*. Point out that words like *thud*, *cracks*, and *claps* are examples of onomatopoeia, and that *onomatopoeia* is the “use of words that sound like what they are describing.”

Tell the students that you will read the poem “Gentle Sound of Rain” aloud and that as you read, you want them to listen for other examples of onomatopoeia—or words that sound like what they are describing. Read the poem aloud. Ask:

- Q *What words did you hear in the poem that are examples of onomatopoeia?*

Have volunteers share their thinking. If necessary, point out that *plopping*, *pings*, *gurgling*, and *splashing* are examples of onomatopoeia. Tell the students that by using words like these, the poet helps us imagine what the poem is about.

Facilitation Tip

Continue to practice **asking questions once** without repeating or rewording them and then **using wait-time**. Notice the effect this has on the students’ attentiveness during class discussions.

TEKS 10.D.iv
Student/Teacher Activity
Extension

Day 2

Exploring Poetry and Pair Conferring

Materials

- “I Love the Look of Words” (see page 677)
- “Notes About Poems” chart from Day 1
- *Student Writing Handbook* pages 39 and 44
- Chart paper and a marker

In this lesson, the students:

- Hear, discuss, and write poems
- Explore sensory details in a poem
- Explore simile and metaphor
- Quick-write similes for words
- Express interest in and appreciation for one another’s writing

GETTING READY TO WRITE

1 Explore Elements of Poetry

Have the students bring their notebooks, *Student Writing Handbooks*, and pencils and gather with partners sitting together, facing you.

Have the students briefly review the poems they have written; then ask and briefly discuss:

- Q *What is an interesting sensory detail you have written? Read that detail aloud to us.*
- Q *What is a sound you have intentionally included in a poem? Read us a few words with that sound.*
- Q *What decisions have you made about what a poem looks like on the page? Show us the poem and tell us about your decisions.*
- Q *Where is a place you used repetition? Read that part to us. Why did you decide to repeat those words?*

2 Read and Discuss “I Love the Look of Words”

Explain that you will read a poem aloud today called “I Love the Look of Words” by Maya Angelou. Briefly review the “Notes About Poems” chart and ask the students to notice how the poet includes some of the items on the chart in this poem.

Ask the students to close their eyes and listen as you read the poem aloud. Read “I Love the Look of Words” on page 677 (including the title) aloud once, slowly and clearly.

ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

skillet: frying pan

gobbles: eats

perfuming: making something smell like perfume

Have the students open their eyes and ask them to turn to *Student Writing Handbook* page 44, where “I Love the Look of Words” is reproduced. Ask the students to read the poem to themselves. Then ask and briefly discuss:



Q What do you notice about this poem? Turn to your partner.

Q According to this poet, what is reading like?

If necessary, point out that reading words is like eating popcorn to this poet. Ask:

Q What words does this poet use to help us understand that reading words is like eating popcorn?

Students might say:

“The poet talks about how ‘black words leap’ from the page like ‘popcorn leaps’ from the pan.”

“Her brain gobbles them up just like her mouth gobbles up popcorn.”

“It says that the ideas from the words stick to her like the smell of butter after she eats popcorn.”

Tell the students that poets often write about one thing as if it is *like* another thing, or compare one thing to another. Explain that when you compare one thing to another using the words *like* or *as* it is called a *simile*.

Tell the students that poets also write about one thing as if it is another thing, and that is called a *metaphor*. Have the students turn to *Student Writing Handbook* page 39, where “Child Frightened by a Thunderstorm” is reproduced. Reread the poem and ask the students to follow along. Ask:



Q What do you notice about this poem? Turn to your partner.

Q According to this poet, what is thunder like?

If necessary, point out that the poet writes as if the thunder is a giant bird with red eyes. Ask:

Q What words does this poet use to help us understand that thunder is a giant bird with big red eyes?

Students might say:

“The poet talks about how thunder ‘nested in the grass’ like a bird.”

“The poet writes about thunder’s ‘outstretched wings.’”

On the “Notes About Poems” chart, add *Poets often use simile (compare one thing to another using the words like or as)* and *Poets often use metaphor (write about one thing as if it is another thing)*.

3 Quick-write: “Words Are Like _____” Similes

Write *Words Are Like _____* at the top of a sheet of chart paper. Below them, write the word *popcorn*. Ask and have the students think quietly to themselves about:

Q What are words like to you?

Teacher Note

If the students have difficulty generating ideas, suggest some like those in Step 3; then ask, “What other ideas do you have?”

Call on a few students to share their thinking with the class, and record their ideas on the chart. Without sharing too many ideas, have the students open to the next blank page in their notebooks and list more ideas for what words are like.

After about 5 minutes, call for the students' attention and have volunteers share their thinking with the class. Continue to add their ideas to the "Words Are Like" _____ chart.

Words Are Like _____

- popcorn
- ants marching across the page
- puzzle pieces
- birds that fly through your mind
- letters that dance together
- blobs of paint

Explain that during Writing Time today the students will continue to write poems. Encourage them to include similes in their poems. Tell the students that you will give them a chance to share their writing with their partners at the end of Writing Time.

Briefly review the "Notes About Poems" chart and encourage the students to refer to the chart as they write today.

WRITING TIME

4 Write Independently

Have the students return to their seats and write poems silently for 20–30 minutes. Join them in writing for a few minutes; then confer with individual students.

Teacher Note

You may want to shorten today's Writing Time to leave more time for the pair conferences in Step 5.



TEACHER CONFERENCE NOTE

Continue conferring with individual students about the poems they are writing. Ask each student to show you a draft of a poem and to read it aloud to you. Ask yourself:

- Is this student attempting to write a poem, rather than a story?
- Does this student include sensory details in her poem?
- Does the student include other elements of poetry?

(continues)

TEACHER CONFERENCE NOTE *(continued)*

Support the student by asking questions such as:

- Q *What is this poem about?*
- Q *What sensory details [are you including/can you include]? How will that help a reader imagine what's happening?*
- Q *What can you tell me about the lines and stanzas in your poem?*
- Q *What sounds are you thinking about as you write your poem?*
- Q *Where might you use repetition? How might that help a reader understand your poem? What other sounds are you including?*
- Q *Where might you compare one thing to another? How might you write that?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 154 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Confer in Pairs About Poems

Gather the class with partners sitting together, facing you. Explain that each student will choose a poem to read to his partner today and that you would like the listening partner to close her eyes and try to get a picture in her mind as she listens to the poem. After hearing the poems, the students will tell their partners what they imagined as they listened. Ask:

- Q *How will you read your poem so your partner is able to get a picture in his or her mind?*
- Q *What kinds of things will you listen for to help you get a picture in your mind?*

Students might say:

"I will read my poem slowly so my partner can think about the words."

"I will listen for sensory details, like what things look like or sound like."



Encourage the students to read their poems aloud more than once, if necessary. Have partners share their writing.

Observe the students closely and provide sufficient time for both partners to share their poems before signaling for their attention.

Teacher Note

If necessary, signal to the students about halfway through sharing time so partners can switch roles if they have not yet done so.

Teacher Note

The end-of-lesson reflection is important to the students' growth as writers and to their social development. We encourage you to allow at least 5 minutes at the end of each period to help the students reflect on their work and interactions.

For more information about social development, see "Values and Social Skills" on page xxviii. You may also view "Social Reflection" (AV14).



6 Reflect on Pair Conferences and Poems

Help the students reflect on their work today by asking:

Q *What picture did you get in your mind as you listened to your partner's poem today?*

Q *What did you do to show interest in your partner's writing?*

Remind the students that they will each choose one poem to revise and publish in a class book.

Day 3

Selecting and Revising Drafts

Materials

- "Notes About Poems" chart from Day 2
- Pad of small (1½" × 2") self-stick notes for each student
- "Writing Time" chart (WA5)
- "Class Assessment Record" sheet (CA2)

In this lesson, the students:

- Review their poetry drafts and select one to develop and publish
- Reread their writing critically
- Analyze and revise for images, sounds, and form
- Ask one another questions about their writing

GETTING READY TO WRITE

1 Review and Select Drafts

Have the students stay in their seats. Review that the students have been writing drafts of poems, and explain that today they will look through all their drafts and select one to develop for publication in a class book.

Remind the students that they have been thinking about what makes a poem a poem. Direct their attention to the "Notes About Poems" chart and review the items on it. Ask and briefly discuss:

Q *As you're looking through your poems, what might you want to look for to help you decide on one to develop?*

Students might say:

"I want to look for a poem that has some good sensory details."

"I wrote some poems with interesting sounds. I think I'll pick one of those."

"I want my poem to be different from everyone else's, so I'm going to look for one that is unique."

Give the students a few minutes to review and select their poems. If they finish, have them select a second poem to develop if they have time.

2 Facilitate Guided Rereading of Drafts

Explain that the students will carefully reread their drafts and that you will help them think about ways they can add to, revise, and improve their poems. Have them quietly reread their drafts and look up when they are finished.

Distribute a pad of self-stick notes to each student. Explain that you will ask the students to look for and think about several specific things in their drafts.

Say the following prompt and give the students several minutes to review their drafts and mark passages with self-stick notes:

- Find one place in your poem where you describe, or could describe, something using sensory details. Put a self-stick note in the margin next to that place and write *sensory details* on it.

When most students have finished, call for their attention and ask a few volunteers to read what they marked. Probe their thinking by asking questions such as:

Q *What do you hope your reader will imagine when reading that line?*

Using the same procedure, take the students through the following prompts, saying them one at a time and giving the students time to mark passages before having volunteers share.

- Do the sounds of the words in your poem help to communicate what the poem is about? Find a place where you might be able to use onomatopoeia and add some interesting-sounding words. Also find a place where you might use alliteration or repetition to create sound in your poem. Put a self-stick note in the margin next to that place and write *sounds* on it.
- Do you have stanzas in your poem? If so, do you have the same number of lines in each stanza? If not, put a self-stick note in the margin next to that place so you can decide if you want to give all of the stanzas the same number of lines. Write *number of lines* on the note.
- Does your poem have a particular shape? If so, does the shape help to communicate what your poem is about? If you think you can change the shape to better communicate what your poem is about, put a self-stick note in the margin next to that place and write *shape* on it.

WRITING TIME

3 Reread and Revise Poems

Display the “Writing Time” chart (📄 WA5) and have the students work silently on the charted tasks for 20–30 minutes.

Teacher Note

The purpose of this guided rereading is to give the students experience with critically reading and thinking about their drafts *before* beginning to revise. Note that some students will not be finished with their poems and will need time this week both to complete and revise them.

Teacher Note

If the students have difficulty finding and marking sensory details, make the prompt more specific by saying:

- Mark a place where you describe, or could describe, what something looks like.
- Mark a place where you describe, or could describe, what something sounds like.
- Mark a place where you describe, or could describe, what something smells or tastes like.
- Mark a place where you describe, or could describe, what something feels like.

Writing Time

- Review the things you marked with self-stick notes.
- Revise your poem.
- Remove the self-stick notes when you finish revising.
- If necessary, continue adding to your poem until it is finished.

If the students finish, they may follow the same procedure to review and revise a second poem. Join the students in writing for a few minutes; then walk around the class and observe, assisting students as needed.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to revise their drafts to include sensory details and/or sounds?
- Are they thinking about what their poems look like on the page?
- Do they seem engaged in revising their poems?

Support any student who struggles by asking questions such as:

- Q *What were you thinking about when you marked this place on your draft?*
- Q *What words could you add to help the reader [see/hear/smell/taste/feel] what you're writing about?*
- Q *Read your poem aloud. What sounds do you hear? Do those sounds help to communicate what your poem is about? If not, what words might have the sounds that would make sense in your poem?*
- Q *What do you want your poem to look like on the page? How can you arrange the words so it looks like that?*
- Q *Where might you compare one thing to another? How might you write that?*

Record your observations on the "Class Assessment Record" sheet (CA2); see page 153 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Reflect on Revisions and Creativity

Have the students review their revisions from today and each choose one revised line to share with the class. Encourage each student to

choose a line that he feels is an improvement over the original line and that shows his creativity. After a moment, go around the room and have each student read his line aloud, without comment.

After the students have read their lines, facilitate discussion among the students by asking:

- Q *How does the line you read improve your poem?*
- Q *What lines did you hear your classmates read that got your imagination going?*
- Q *What questions do you want to ask a classmate about his or her writing?*

Explain that the students will proofread and begin writing final versions of their poems tomorrow.

WRITING ABOUT READING

Write Opinions About a Poem

Tell the students that you will read a poem aloud called “Autumn Leaves” by Deborah Chandra. Briefly review the “Notes About Poems” chart and ask the students to think about which of these things the poet has done in the poem. Distribute copies of the poem, and ask the students to follow along as you read it aloud; then read the poem aloud, slowly and clearly.

Ask:

- Q *What do you like about this poem?*
- Q *What things on the “Notes About Poems” chart do you notice in “Autumn Leaves”? Why do you think the poet decided to include these things?*

Students might say:

“There are short lines and no stanzas.”

“She says the leaves ‘wander,’ which is something people do.”

“The words *crackling* and *crunching* sound like dry leaves moving around or getting stepped on. These words help me imagine what the leaves sound like.”

Explain that a poet may decide to include many of the items on the “Notes About Poems” chart in her poem or none at all. What is important is that the items she includes are used effectively, or that they help the reader understand what the poem is about. Explain that you would like the students to write short opinion paragraphs about whether or not they think items from the “Notes About Poems” chart are used effectively in “Autumn Leaves” and why. Ask the students to watch as you model writing one such opinion paragraph.

Materials

- Copy of “Autumn Leaves” (BLM3) for each student
- “Notes About Poems” chart

Teacher Note

Prior to doing this activity, visit the CCC Learning Hub (ccclearninghub.org) to access and print “Autumn Leaves” (BLM3). Make enough copies for each student to have one; set aside a copy for yourself.

Teacher Note

You might clarify the following vocabulary as you read:

- **scuttle:** move quickly
- **tumble:** jump around and move your body in an athletic way
- **grieving:** feeling sadness

Teacher Note

Items from the “Notes About Poems” chart that appear in “Autumn Leaves” include: sensory details (“wind-ruffled,” “brown”); personification (“scuttle down gutters,” “wander the sidewalks,” “grieving for summer,” “with gasps and sighs,” “they call their goodbyes”); rhyme (*sighs/goodbyes*); onomatopoeia (*crackling* and *crunching* sound like leaves being stepped on); and short lines and one-word lines.

You might say:

“I want to write about how the poet describes leaves as if they are people. I’ll start by writing: *In ‘Autumn Leaves,’ the poet writes about the leaves as if they are people. First, she writes about the way they move by saying they ‘wander the sidewalks.’ Then she writes about the leaves drying up and dying by writing that they ‘gasp’ and ‘sigh.’ The poet also writes about the leaves saying goodbye by writing ‘they call their goodbyes.’ I think this personification is effective because it makes me think about the leaves in a new way—as something human-like and emotional, instead of as debris that falls from trees. I think that is Deborah Chandra’s point in this poem. I’ll write: I think this personification is effective because it helps the reader think about leaves in a new way, and that is what the poem is about. Now I need a closing sentence. I’ll write: Deborah Chandra’s poem makes me want to look at other things in new ways.*”

Tell the students that they will now write their own opinion paragraphs about whether or not they think items from the “Notes About Poems” chart are used effectively in “Autumn Leaves” and why; then have the students write their opinions. If time permits, invite the students to share their opinion paragraphs with the class.

Day 4

Proofreading

Materials

- “Child Frightened by a Thunderstorm” chart (WA6)
- “Windshield Wiper” chart (WA7)
- “I Love the Look of Words” chart (WA8)
- *Student Writing Handbook* pages 36–44
- Supply of loose, lined paper for final versions
- (Optional) Computers for typing and printing final versions

TEKS 12.A.ii
Student/Teacher Narrative
Step 1

In this lesson, the students:

- Explore how poets follow and break punctuation and capitalization rules
- Decide how they will punctuate and capitalize their poems
- Proofread and correct spelling and punctuation
- Begin writing the final versions of their poems

GETTING READY TO WRITE

1 Discuss How Poets Follow and Break Rules

Have the students get their notebooks, *Student Writing Handbooks*, and pencils and sit at desks with partners together. Explain that today they will work on the final versions of their poems and that tomorrow they will publish them by sharing them from the Author’s Chair. Then the students will contribute their poems to a book for the class library.

Explain that the students will proofread their poems for spelling errors and make sure they have used punctuation and capitalization in their poems exactly the way they want to. Tell the students that poets do not always follow the rules when it comes to punctuation and capitalization. When they break the rules, they do so on purpose, not accidentally.

Explain that before the students look at their own poems and decide how to punctuate and capitalize them, they will look at how poets follow and break these rules. Ask:

Q *When writing sentences, what do we usually do at the beginning and end to make sure they are written correctly?*

If necessary, remind the students that a sentence begins with a capital letter and ends with a period, question mark, or exclamation point.

Display the “Child Frightened by a Thunderstorm” chart (📄 WA6) and have the students turn to this poem on *Student Writing Handbook* page 39.

Ask them to scan the poem to see if the poet follows the rules for punctuating and capitalizing sentences. After a moment, ask:

Q *Does this poet follow the rules for punctuating and capitalizing sentences in this poem? Why do you say that?*

As the students refer to punctuation and capitalization in the poem, underline or circle the punctuation marks and letters on the chart. If necessary, point out that this poet follows the rules by capitalizing the first letter in each of the four sentences in the poem and ending each sentence with a period.

Next, display the “Windshield Wiper” chart (📄 WA7) and ask the students to turn to this poem on *Student Writing Handbook* page 42.

Ask:



Q *What do you notice about how this poem is punctuated? Turn to your partner.*

Have a few volunteers share with the class. If necessary, point out that “Windshield Wiper” has no punctuation or capitalization at all, and explain that this is an example of a poet breaking sentence writing and punctuation rules on purpose. She breaks the rules because she wants the poem to sound a certain way when it is read aloud. Repeat this procedure with “I Love the Look of Words” (📄 WA8), marking on the chart the places the students refer to as they share their ideas.

2 Review Drafts for Punctuation and Capitalization

Ask the students to review their poems and think quietly to themselves about the following questions:

- Q** *Do you follow the rules of capitalizing the first letters of sentences and using periods at the ends? If so, do you do this all the way through your poem?*
- Q** *If you did not start out following these rules, what did you do instead? Do you want to leave your poem this way or revise it to follow the rules?*
- Q** *If you choose not to follow the rules, do you do this consistently all the way through your poem?*

Teacher Note

If necessary, point out that while “Windshield Wiper” has no punctuation at all, “I Love the Look of Words” begins with standard sentence punctuation but leaves out some punctuation in the last stanza. If there’s time, you might ask:

Q *Why do you think Maya Angelou chose to leave out punctuation in the last stanza?*

If your students have difficulty answering this question, explain that one idea is that the words in the last stanza are treated more like popcorn piled into a bowl than parts of sentences.

Give the students a few moments to check and revise their punctuation and capitalization, and encourage them to use the poems in their *Student Writing Handbooks* as models for how to punctuate and capitalize their own poems.

3 Review Proofreading for Spelling and Conventions

Remind the students that in addition to checking their sentence punctuation and capitalization, they should use their word bank and proofreading notes in their *Student Writing Handbooks* to help them proofread their drafts before publishing (see Unit 2, Week 2, Day 2 on page 98 and Unit 2, Week 2, Day 3 on page 103). Briefly review these procedures by reminding the students to:

- Circle words in their drafts that they are unsure how to spell, and look the words up in their word banks. They will add to their word banks any words that are not already there after looking up the correct spellings in a dictionary or other source.
- Use their proofreading notes as a list of things to check before publishing. The students will correct any errors by crossing out each error and writing the correction above it (unless, for some reason, they choose to intentionally break the rule).

WRITING TIME

4 Proofread Drafts and Write Final Versions

Have the students work on proofreading their poems. Provide loose, lined paper to students who finish proofreading and are ready to begin their final versions. As they work, circulate, observe, and offer assistance. When the students seem to be working independently, confer with individual students.



TEACHER CONFERENCE NOTE

Continue conferring with individual students about the poems they are writing. Ask each student to show you a draft of a poem and to read it aloud to you. Ask yourself:

- Is this student attempting to write a poem, rather than a story?
- Does this student include sensory details in his poem?
- Does the student include other elements of poetry?

(continues)

TEACHER CONFERENCE NOTE *(continued)*

Support the student by asking questions such as:

- Q *What is this poem about?*
- Q *What sensory details [are you including/can you include]? How will that help a reader imagine what's happening?*
- Q *What can you tell me about the lines and stanzas in your poem?*
- Q *What sounds are you thinking about as you write your poem?*
- Q *Where might you use repetition? How might that help a reader understand your poem? What other sounds are you including?*
- Q *Where might you compare one thing to another? How might you write that?*
- Q *Have you decided to punctuate your poem with periods and to use capital letters? If you decided to follow the rules, are you doing this all the way through your poem? If not, what are you doing instead?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 154 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Reflect on Proofreading

Ask and briefly discuss:

- Q *What words did you find in your word bank today? How did you check on words that were not in the word bank?*
- Q *What corrections did you make in your draft after reviewing your proofreading notes?*

Explain that the students will finish working on their final versions tomorrow.

Materials

- “Poet Quotes: What Is Poetry?” (see page 678)
- *Student Writing Handbook* page 45
- Supply of loose, lined paper for final versions
- “Notes About Poems” chart from Day 3
- A chair to use for Author’s Chair sharing
- Copy of this unit’s family letter (BLM1) for each student
- (Optional) Computers for typing and printing final versions

Facilitation Tip

Reflect on your experience over the past two weeks with **asking questions once** without repeating or rewording them and then **using wait-time**. Does this technique feel comfortable and natural for you? Do you find yourself using it throughout the school day? What effect has using this technique had on your students’ attentiveness and responsiveness in discussions? We encourage you to continue to use and reflect on this technique throughout the year.

In this lesson, the students:

- Think about the question “What is poetry?”
- Write the final versions of their poems
- Present their poems from the Author’s Chair
- Express interest in and appreciation for one another’s writing
- Ask one another questions about their writing

GETTING READY TO WRITE

1 Think About “What Is Poetry?”

Have the students bring their *Student Writing Handbooks* and gather with partners sitting together, facing you. Remind them that they began this unit by considering the question “What makes a poem a poem?” Tell them that many poets have tried to answer a similar question: “What is poetry?”

Ask the students to open to *Student Writing Handbook* page 45 and follow along as you read some poets’ definitions of poetry aloud. Invite the students to think as they listen about what their own definition of poetry might be.

Read “Poet Quotes: What Is Poetry?” (on page 678) aloud, slowly and clearly.

Ask and briefly discuss:

Q *What did you think about as you read these poets’ definitions of poetry?*

Q *What definitions do you agree with? Disagree with? Why?*

Use “Think, Pair, Share” to discuss:



Q *How would you answer the question “What is poetry?” [pause] Turn to your partner.*

After partners have had a chance to share, have a few volunteers share their thinking with the class. Invite the students to continue to think about this question as they finish writing their final versions today.

WRITING TIME

2 Finish Final Versions of Poems

Have the students work on finishing their final versions. If they finish, they may proofread and write the final version of a second poem. When they seem to be working independently, confer with individual students.



TEACHER CONFERENCE NOTE

Continue conferring with individual students about the poems they are writing. Ask each student to show you a draft of a poem and to read it aloud to you. Ask yourself:

- Is this student attempting to write a poem, rather than a story?
- Does this student include sensory details in her poem?
- Does the student include other elements of poetry?

Support the student by asking questions such as:

- Q *What is this poem about?*
- Q *What sensory details [are you including/can you include]? How will that help a reader imagine what's happening?*
- Q *What can you tell me about the lines and stanzas in your poem?*
- Q *What sounds are you thinking about as you write your poem?*
- Q *Where might you use repetition? How might that help a reader understand your poem? What other sounds are you including?*
- Q *Where might you compare one thing to another? How might you write that?*
- Q *Have you decided to punctuate your poem with periods and to use capital letters? If you decided to follow the rules, are you doing this all the way through your poem? If not, what are you doing instead?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 154 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

3 Review Sharing Writing from the Author's Chair

Have the students bring their published poems and gather with partners sitting together, facing the Author's Chair. If necessary, remind the students of the procedures you established for presenting from the Author's Chair (see Unit 2, Week 2, "Do Ahead" on page 95).

Before asking the students to share from the Author's Chair today, discuss how they will act, both as presenting authors and as members of the audience. Ask and discuss:

- Q *How will you let the author know that you're interested in his or her poem? Why is it important to express interest in one another's writing?*

Direct the students' attention to the "Notes About Poems" chart and review the items on it. Encourage them to listen for things that appear on the chart as they hear one another's poems.

Teacher Note

As the students share their poems from the Author's Chair, collect the poems to compile into a class book.

Teacher Note

If necessary, plan another time so all of the students get to share their poems from the Author's Chair.

Teacher Note

For information on wrapping up this unit and conducting unit assessments, see "End-of-unit Considerations" on page 675.

Teacher Note

Prior to doing this activity, identify 3–4 audio recordings of poets reading their poetry that you can play for the students. The Children's Poetry Archive offers many such recordings to choose from. To find it, search online with the keywords "children's poetry archive." You might also search for recordings elsewhere on the Internet using the keywords "poets reading their own poetry."

4 Conduct Author's Chair Sharing

Have a student read his poem aloud twice, slowly and clearly, from the Author's Chair. At the end of the sharing, facilitate a discussion using questions like those that follow, and give the author an opportunity to respond to the class's comments and questions.

- Q *What did you imagine as you listened to [Cameron's] poem?*
- Q *What did you enjoy about hearing [Cameron's] poem?*
- Q (Refer to the "Notes About Poems" chart.) *What items on the "Notes About Poems" chart did you notice in [Cameron's] poem?*
- Q *What questions can we ask [Cameron] about his poem?*

Repeat this procedure to have other students share from the Author's Chair.

5 Reflect on Audience Behavior During Author's Chair Sharing

Ask and briefly discuss:

- Q *What did we do well as an audience today? What might we want to work on the next time poets share their work?*
- Q *If you shared a poem today, did you feel that people were interested in and appreciative of your efforts? Why or why not?*

Assure the students that they will all get to share their published poems from the Author's Chair in the coming days. After the poems are read aloud, assemble the poems in a class book, and place the book in the class library so the students can read it during independent reading time.

Remind the students that poets, like all writers, become better over time as they practice writing more and more. Encourage students who feel drawn to poetry to continue to write poems during their free time.



TECHNOLOGY EXTENSION

Listen to Poets Read Their Poetry Aloud

Remind the students that over the past couple of weeks they have listened to you read many poems aloud and they have read poems aloud themselves. Explain that hearing poetry read aloud can help the listener better understand the poem.

Tell the students that they are going to listen to some recordings of poets reading their poetry; then play for them the examples you identified. Stop after each poem and have the students discuss what they noticed about the way the poet read the poem (for example, the poet may have read some parts quickly and other parts slowly, or the poet may have read some parts loudly and some parts quietly).

If you have access to recording equipment, consider having the students create audio or video recordings of themselves reading their poems. Make the recorded poems available in the classroom or school library for others to enjoy.

EXTENSION

Write Letters Home About Poetry

Provide letter-writing practice for the students by having them write a letter home about what they learned about writing poetry. Stimulate their thinking by reviewing the “Notes About Poems” chart and discussing questions such as:

- Q *What makes a poem a poem?*
- Q *What else did you learn about writing poetry?*
- Q *What steps did you go through to develop and publish your own poem?*

If necessary, review the elements of a letter (date, greeting, body, closing, and signature) by modeling or writing a shared sample letter with the class. Have the students write and proofread their letters; then attach each student’s letter to a copy of her published poem and send it home along with this unit’s family letter.

End-of-unit Considerations

Wrap Up the Unit

- This is the end of the Poetry genre unit. You will need to reassign partners before you start the next genre unit.
- Send home with each student a copy of the student’s published poem and a copy of this unit’s family letter (BLM1). Encourage the students to share their published poems with their families.
- Save the students’ published writing (or copies of it) to use for reflection and discussion in Unit 9.

Assessments

- Before continuing with the next unit, take this opportunity to assess individual students’ writing from this unit. See “Completing the Individual Writing Assessment” (IA1) on page 156 of the *Assessment Resource Book*.
- (Optional) Prior to sending the students’ published writing home to share with their families, you might have each student analyze his writing using the “Student Self-assessment” record sheet (SA1) on page 155 of the *Assessment Resource Book*. For more information about administering this assessment, see the extension “Introduce ‘Student Self-assessment’ ” on page 114.

Technology Tip

For more information about using web-based resources, view the “Using Web-based Teaching Resources” tutorial (AV75).





Poem

Gentle Sound of Rain

by Lee Emmett

gentle sound of rain
in puddles plopping
pings metal corrugations
dripping and dropping

swishing and rushing
gushing into gutters
gurgling in down-pipes
running water splutters

pushing into crevices
washing window-panes
dashing down drive-ways
flushing out drains

splashing onto roads
spatters parked cars
forms scatter-patterns
like pock-marked Mars

crashing to crescendo
as brassy cymbal's roar
cacophony on roof
deafening downpour

"Gentle Sound of Rain (Onomatopoeia)" by Lee Emmett. Copyright © Lee Emmett. Used by permission of the author. All rights reserved.



Poem

I Love the Look of Words

by Maya Angelou

Popcorn leaps, popping from the floor
of a hot black skillet
and into my mouth.
Black words leap
snapping from the white
page. Rushing into my eyes. Sliding
into my brain which gobbles them
the way my tongue and teeth
chomp the buttered popcorn.

When I have stopped reading,
ideas from the words stay stuck
in my mind, like the sweet
smell of butter perfuming my
fingers long after the popcorn
is finished.

I love the book and the look of words
the weight of ideas that popped into my mind
I love the tracks
of new thinking in my mind.

“I Love the Look of Words” by Maya Angelou, copyright © 1993 by Maya Angelou, from *Soul Looks Back in Wonder* by Tom Feelings. Used by permission of Dial Books for Young Readers, a division of Penguin Group (USA) LLC.



Poet Quotes: What Is Poetry?

“Poetry is the spontaneous overflow of powerful feelings.”

— William Wordsworth

“Poetry is language at its most distilled and most powerful.”

— Rita Dove

“Poetry is a mirror which makes beautiful that which is distorted.”

— Percy Bysshe Shelley

“Poetry is an echo, asking a shadow to dance.”

— Carl Sandburg

“Poetry is the art of creating imaginary gardens with real toads.”

— Marianne Moore

Unit 9

Revisiting The Writing Community

During this one-week unit, the students review the writing they have done this year and reflect on their growth as writers and as members of the classroom writing community. They write letters to next year's class about what it means to be a writer, reflect on and write about a favorite author, and plan their summer writing. They thank their classmates for supporting them this year, and they express interest in and appreciation for one another's writing and thinking.



Unit 9

Revisiting the Writing Community

RESOURCES

Read-aloud

- “Writing Habits of Professional Authors”



Technology Extension

- “Post Letters on a Class Blog”

Assessment Resource Book

- Unit 9 assessments

Student Writing Handbook

- Word Bank
- Proofreading Notes



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA4

Assessment Forms

- “Class Assessment Record” sheets (CA1–CA2)
- “Conference Notes” record sheet (CN1)
- “Social Skills Assessment Record” sheet (SS1)
- “End-of-year Writing Sample Record” sheet (WS2)

Reproducible

- Unit 9 family letter (BLM1)

Professional Development Media

- “Creating a Class Blog” tutorial (AV76)

OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	Reflecting on Writing Focus: <ul style="list-style-type: none">▪ Reflecting on growth as writers	Reflecting on Writing Focus: <ul style="list-style-type: none">▪ Writing to next year's class about how to be good writers	Reflecting on Authors Focus: <ul style="list-style-type: none">▪ Reflecting and writing about a favorite author	Planning for Writing: "Writing Habits of Professional Authors" Focus: <ul style="list-style-type: none">▪ Planning summer writing	Reflecting on Community Focus: <ul style="list-style-type: none">▪ Reflecting on growth as community members; thanking classmates

Week 1

OVERVIEW

Excerpts

“Writing Habits of Professional Authors”

(see page 699)

Professional authors discuss habits that help them write.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA4

Assessment Forms

- “Class Assessment Record” sheets (CA1–CA2)
- “Conference Notes” record sheet (CN1)
- “Social Skills Assessment Record” sheet (SS1)
- “End-of-year Writing Sample Record” sheet (WS2)

Reproducible

- Unit 9 family letter (BLM1)

Professional Development Media

- “Creating a Class Blog” tutorial (AV76)

TEACHER AS WRITER

“Your first duty as a writer is to write to please yourself. And you have no duty towards anyone else.”

— Iris Chang

This week take some time to look over the writing you have done this year in your writing notebook. Compare the first few pieces you wrote with your latest pieces. What do you notice about how you have changed or grown as a writer? What challenges did you grapple with? How has your attitude about yourself as a writer changed? What do you hope for your writing practice in the coming year? Write and date your reflections in your writing notebook.

Writing Focus

- Students review their writing from the year.
- Students reflect on their growth as writers.
- Students write to next year’s class about how to be good writers.
- Students write about their favorite authors.
- Students plan their summer writing.

Social Development Focus

- Teacher and students build the writing community.
- Students act in fair and caring ways.
- Students build on one another’s thinking.
- Students express interest in and appreciation for one another’s writing.

DO AHEAD

- ✓ If you used the “Conference Notes” record sheet (CN1) from Unit 1 as a survey of the students’ goals and interests (see page 11 of the *Assessment Resource Book*), you might review the students’ responses to those questions prior to beginning your independent writing conferences this week. Have the completed record sheets available to refer to during your conferences.
- ✓ Prior to Day 1, gather all the students’ published writing from the classroom library, including individual pieces, pair work, and class books. Disassemble class books and return each student’s work. You might copy pair work and have partners decide who will take the original and who will take the copy. If necessary, provide folders so the students can keep all of their pieces together.
- ✓ Prior to Day 1, gather all the students’ filled writing notebooks from the year, and return each student’s work.
- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA1) on page 172 of the *Assessment Resource Book*.
- ✓ Prior to Day 1, make a class set of the “Conference Notes” record sheet (CN1) on page 174 of the *Assessment Resource Book*.

(continues)

DO AHEAD *(continued)*

- ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA2) on page 173 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, collect books written by authors the class studied this year (for example, *The True Story of the 3 Little Pigs!* by Jon Scieszka, *My Rotten Redheaded Older Brother* by Patricia Polacco, and *The Wreck of the Zephyr* by Chris Van Allsburg).
- ✓ Prior to Day 5, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student’s writing.
- ✓ (Optional) Prior to beginning Unit 9, plan a time to obtain an end-of-year writing sample from your students. For more information, see “Obtaining an End-of-year Writing Sample” on page 168 of the *Assessment Resource Book*. If you collected a beginning-of-year writing sample, your students can compare the two pieces of writing in Day 1, Step 5 (see page 686).

In this lesson, the students:

- Review their writing from the year
- Reflect on and write about how they have grown as writers
- Think about challenges they faced and what they have learned about writing
- Listen to the thinking of others and share their own
- Express interest in and appreciation for one another's writing

GETTING READY TO WRITE

1 Discuss Goals for the Week

Have the students stay at their desks for the lesson today. Have them get their notebooks, published writing from the year, and pencils.

Explain that during this last week of the *Being a Writer* program, the students will review the writing they did this year and think about how they have grown as writers and as members of a writing community. They will also reflect on and write about what they have learned about good writing, reflect on and write about a favorite author, and plan their summer writing.

2 Review Published Writing from the Year

Distribute a pad of small self-stick notes to each student, and explain that the students will first look through their published pieces from the year. Display the “Reflecting on Writing” chart (WA1) and tell the students that you would like them to think about the questions as they review their pieces.

Reflecting on Writing

- What is one of the best published pieces of writing you have done this year? Mark it with the word *best* on a self-stick note.
- What piece of writing did you have the most fun working on this year? Mark it with the word *fun* on a self-stick note.
- What piece of writing was the most challenging for you? Mark it with the word *challenging* on a self-stick note.

WA1

Point out that the students might decide to put multiple self-stick notes on a single piece of writing.

Give the students ample time to look through their published pieces and mark them with self-stick notes. When most of the students have

Materials

- Students' filled notebooks
- Students' published writing
- “Reflecting on Writing” chart (WA1)
- Pad of small self-stick notes for each student
- “Class Assessment Record” sheet (CA1)
- Class set of “Conference Notes” record sheets (CN1)

Teacher Note

You will not assign new partners this week. Have the students work with their partners from the previous unit or with other students sitting near them.

Teacher Note

This lesson may require an extended class period.

marked their best, most fun, and most challenging pieces, signal for their attention. Have them separate out the marked pieces of writing and put their other published pieces away.

3 Review Notebook Writing

Explain that for each of the flagged pieces, the students will find the drafts they wrote for those pieces in their notebooks and mark them with self-stick notes. Tell them that you would like them to reread those drafts and try to remember what it was like to write them.

Give the students ample time to review their notebooks, and then signal for their attention.

4 Share Marked Pieces with Another Student

Explain that the students will each share their thinking about the pieces of writing they marked with another student sitting near them. Encourage partners to tell each other what they remember about working on each piece and why they chose these as their best, most fun, and most challenging. Have partners share their writing with each other.



As partners share, walk around, listen, and observe.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to explain why they marked a piece as their best, most fun, or most challenging?
- Do they refer to their first drafts or other steps in the writing process in talking about their pieces?
- Do they listen carefully to each other?

Record your observations on the “Class Assessment Record” sheet (CA1); see page 172 of the *Assessment Resource Book*.

After allowing enough time for both partners to share their writing, signal for attention. Have a few volunteers each tell the class about one piece of writing they marked and share what they thought about it.

5 Get Ready to Write About Growth as Writers

Ask the students to look at the first few drafts they wrote in their notebooks and to compare them with the last few drafts they wrote. After a moment, ask the students to think to themselves as they listen to the questions that follow. Ask the questions one at a time, pausing after each question to give the students time to think.

- Q *What do you notice about the way you wrote at the beginning of the year, compared to the way you write now?*

Teacher Note

If you collected beginning- and end-of-year writing samples, you might have the students compare those pieces of writing rather than the drafts in their notebooks.

Q *What kinds of words did you use in your early pieces, compared to your more recent pieces?*

Q *How do you think you have changed as a writer this year?*

Without sharing as a class, explain that you would like the students to open to the next blank page in their notebooks and write their reflections about how they think they have grown or changed as writers this year, based on looking at their work from the beginning and the end of the year. They do not need to write answers for each question you asked.

WRITING TIME

6 Write Reflections About Growth as Writers

Have the students write their reflections silently for 10–20 minutes. If they finish, they may write about anything else they choose.



TEACHER CONFERENCE NOTE

You may wish to confer once more with individual students this week, using their three marked pieces of writing as the topic of the conference. Ask each student to show you her marked pieces of writing and briefly tell you about each one. Help the student think about what it was like to write these pieces and how she has grown as a writer this year. Ask the student questions such as the following and record her responses:

Q *Which piece did you mark as your [best/most fun/most challenging]? Why?*

Q *What do you remember about working on this piece?*

Q *How do you feel about your writing?*

Q *How do you feel when you are asked to read your own writing to the class?*

Q *What did you like writing about this year?*

Q *What do you do best as a writer?*

Q *How do you think you have changed as a writer this year?*

Q *What are some things you might want to write about this summer?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 174 of the *Assessment Resource Book*.

Teacher Note

As you confer, you might compare the student’s responses to the questions on the “Conference Notes” record sheet (CN1) from Unit 1 with her responses to the questions on the “Conference Notes” record sheet (CN1) from this unit. You might share with the student some changes you noticed and ask her what led to those changes.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

7 Share Reflections

Ask the students to reread what they wrote today and each underline a sentence that tells one way they think they have grown or changed as a writer this year. Give them a moment to select their sentences, and then go around the room and have each student read his sentence aloud to the class, without comment.

When all students have read their sentences about how they have grown or changed, ask and briefly discuss as a class:

- Q *What did you hear about how your classmates have grown as writers this year?*
- Q *What questions do you want to ask a classmate about the sentence he or she shared?*

Explain that tomorrow the students will continue to reflect on how they have grown and what they have learned as writers.



SOCIAL SKILLS ASSESSMENT NOTE

During this final week of the program, assess the students' social skill development using the "Social Skills Assessment Record" sheet (SS1); see page 176 of the *Assessment Resource Book*. Compare your notes from the fall, winter, and spring, and evaluate each student's social skill development over the course of the year.

Day 2

Reflecting on Writing

Materials

- "Ways to Be a Good Writer" chart (WA2)
- Loose, lined paper for writing letters
- *Student Writing Handbooks*
- "Class Assessment Record" sheet (CA2)

In this lesson, the students:

- Write to next year's class about ways to be good writers
- Get ideas by listening to others

GETTING READY TO WRITE

1 Review Genres Explored This Year

Have the students stay at their desks today. Remind them that they reflected yesterday on how they have changed or grown as writers over the past year. Point out that they have learned a lot about how

to be good writers of personal narratives, fiction stories, nonfiction informational pieces, opinion pieces, functional texts, and poetry.

Explain that today the students will reflect on what they have learned about how to be a good writer. Then they will write letters to next year's fifth-grade class to help them become good writers.

2 Reflect on Ways to Be a Good Writer

Use “Think, Pair, Share” to discuss:



Q *What have you learned about how to be a good writer?* [pause] *Turn to your partner.*

Display the “Ways to Be a Good Writer” chart (WA2). After the students have talked in pairs, signal for their attention and have volunteers report their thinking to the class. As they share, record their ideas on the chart.

Ways to Be a Good Writer

- Use sensory details.
- Check to see if your writing makes sense.
- Revise to improve your writing.
- Practice writing all the time.
- Write about what interests you.

WA2

Explain that during Writing Time today, the students will each write a letter to next year's fifth-grade class, giving them some advice to help them become good writers. Tell them that they may include things listed on the chart as well as other ideas they have. Point out that the letters should be written in their own words and should be friendly and encouraging.

If necessary, write the date, a greeting (for example, you might write *Dear next year's fifth graders*), and a closing (for example, *Sincerely*) where everyone can see it. As you write, point out the correct placement of commas in each part of the letter.

WRITING TIME

3 Write Letters to Next Year's Class Independently

Distribute loose, lined paper and have the students write their letters for 20–30 minutes. If they finish, have them proofread their letters for spelling and punctuation using their word banks and proofreading notes in their *Student Writing Handbooks*.

As the students work, walk around the room and observe them, assisting as needed.

Teacher Note

If the students have difficulty generating ideas for this question, suggest some ideas like those in the “Ways to Be a Good Writer” chart. Then ask:

Q *What else have you learned about how to be a good writer?*



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students write confidently about ways to be a good writer?
- Do students who seemed cautious or inhibited about their writing early in the year write more freely now?
- Do they confidently use their word banks and proofreading notes to proofread their writing?

Record your observations on the “Class Assessment Record” sheet (CA2); see page 173 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Share Letters and Reflect on Working Together



Have each student share his letter with someone sitting nearby. Remind the students to listen carefully so they can share what their partners wrote with the class.

After giving some time for the students to share, signal for their attention and discuss:

- Q *What advice did your partner include in his or her letter to next year’s class?*
- Q *Is your partner’s letter friendly and encouraging? What does your partner write to make it feel that way?*
- Q *What did you do to help your work with your partner go well today?*

If necessary, give the students time to finish writing and proofreading their letters; then collect the letters and save them to share with your incoming class this fall.



Technology Tip

For more information about setting up and maintaining a class blog, view the “Creating a Class Blog” tutorial (AV76).



TECHNOLOGY EXTENSION

Post Letters on a Class Blog

If you created a class blog this year, some students might be interested in posting their letters for next year’s fifth graders on it. You might use the students’ posted letters to introduce your incoming class to commenting on blog posts.

In this lesson, the students:

- Review authors studied this year
- Reflect on and write about their favorite authors
- Listen to the thinking of others and share their own

GETTING READY TO WRITE

1 Review Authors Explored This Year

Have the students stay at their desks today. Remind them that they have been thinking about how they have grown as writers over the past year. Review that this year the students read and discussed examples of good writing by different authors to help them get ideas for their own writing. They also learned about the writing practices of authors like Jon Scieszka, Patricia Polacco, and Chris Van Allsburg. Show the cover of one of the books you collected and read the title and author's name aloud. Ask and briefly discuss:

- Q *What do you remember about this book?*
- Q *What do you remember learning about this author?*
- Q *What do you like about this author's writing?*

Repeat the procedure with the remaining authors. Explain that today the students will reflect on and write about their favorite authors.

2 Reflect on Favorite Authors

Tell the students that you would like each of them to think about an author that has inspired or influenced them as a writer. Explain that it may be an author they studied in the *Being a Writer* program, or it may be the author of another book they have enjoyed reading or hearing. Encourage them to recall authors that have given them ideas for their own writing or have helped them think about writing in a new way. Use “Think, Pair, Share” to discuss:



- Q *Who is one of your favorite authors?* [pause] *Turn to your partner.*

Display the “Reflecting on Authors” chart (WA3) and tell the students that you would like them to think about each question as you read it aloud. Pause after each question to give the students time to think.

Materials

- Collected books by authors studied this year
- “Reflecting on Authors” chart (WA3)

Teacher Note

If the students have difficulty thinking about a favorite author, have them first think about a favorite book and why they enjoyed it. If necessary, support them by providing names of the authors of books they mention.

Reflecting on Authors

- What do you like about the author's writing?
- Has the author influenced your writing in some way? If so, how?
- What question(s) might you ask the author if he or she were here?



Give partners several minutes to share their thinking and discuss the questions. Then signal for their attention and have a few volunteers share their thinking with the class.

Students might say:

"One of my favorite authors is William Steig. I like how he uses long, funny words in his books."

"I like how books by Jon Scieszka are sometimes crazy and funny. I'd like to ask him which of his books was most fun to write."

"Chris Van Allsburg's illustrations communicate so much of what his books are about. I try to do that with my illustrations, too."

"Patricia Polacco is an inspiration to me. She had to work hard to become a successful writer and I really enjoy her books."

"I love reading Jerry Spinelli's books. I wish I could ask him where he gets his ideas for stories."

Explain that during Writing Time today, each student will write her reflections about the author she chose. Encourage each student to write what she likes about the author's writing, how the author has influenced her own writing, and a question she would ask the author if he or she were here.

WRITING TIME

3 Write About an Author Independently

Have the students open to the next blank page in their notebooks and write their reflections silently for 10–20 minutes. If they finish, they may write about anything else they choose. Walk around the room and observe, assisting students as needed.



TEACHER CONFERENCE NOTE

Continue to confer with individual students today, using their marked pieces of writing from Day 1 as the topic of the conference. Ask each student to show you his marked pieces of writing and briefly tell you about each one. Help the student think about what it was like to write these pieces and how he has grown as a writer this year. Ask the student questions such as the following and record his responses:

- Q *Which piece did you mark as your [best/most fun/most challenging]? Why?*
- Q *What do you remember about working on this piece?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What did you like writing about this year?*
- Q *What do you do best as a writer?*
- Q *How do you think you have changed as a writer this year?*
- Q *What are some things you might want to write about this summer?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 174 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Share Reflections

Have the students reread what they wrote today and each underline one sentence she wants to share about her favorite author. Give the students a moment to select their sentences. Then go around the room and have each student read her sentence aloud to the class, without comment.

When all of the students have read their sentences, ask and briefly discuss as a class:

- Q *Which author sounds interesting to you?*
- Q *What question do you want to ask a classmate about the sentence he or she shared?*

Teacher Note

As you confer, you might compare the student’s responses to the questions on the “Conference Notes” record sheet (CN1) from Unit 1 with his responses to the questions on the “Conference Notes” record sheet (CN1) from this unit. You might share with the student some changes you noticed and ask him what led to those changes.

Materials

- “Writing Habits of Professional Authors” (see page 699)
- A highlighter or marker for each student
- “Writing Time” chart (WA4)

In this lesson, the students:

- Learn about the writing habits of professional authors
- Plan their summer writing
- Get ideas by listening to others
- Express interest in and appreciation for one another’s writing

GETTING READY TO WRITE

1 Generate Topics to Write About Over the Summer

Have the students stay at their desks today. Review that they have been looking back over the year and thinking about what they have learned and how they have grown as writers. Tell them that today they will look forward and think about how they plan to keep writing over the summer.

Ask the students to open to the writing ideas sections of their notebooks and to review the ideas they wrote over the year. Allow sufficient time for the students to review their ideas, and then ask:



Q *What are some ideas you didn’t get a chance to write about this year that you are still interested in writing about? Turn and talk to someone sitting next to you.*

Distribute a highlighter or marker to each student. Explain that you would like them to highlight or mark ideas in their notebooks that they are still interested in writing about. After they have had a chance to highlight their ideas, ask them to turn to a blank page and spend a few more minutes brainstorming and listing other ideas they might want to write about this summer. After a moment, ask and discuss as a class:

Q *What are some things you might want to write about this summer?*

Q *Why is it important for you to keep writing on your own this summer?*

Students might say:

“It’s important to keep writing on our own so we don’t forget how to be good writers over the summer.”

“It’s important to keep writing so we can keep getting better at writing.”

“In addition to what [Andy] said, it’s important to keep writing because it’s fun!”

Point out that most professional authors have daily habits that help them keep writing. They have a special time and place in which they write, and they write for a certain length of time. Sometimes they use particular materials, like a certain pen or kind of paper. Explain that

today you will read some quotes by professional authors about their writing habits. The students will then think about what kinds of habits they want to have to help them keep writing over the summer.

2 Read and Discuss Some Professional Authors' Writing Habits

Read “Writing Habits of Professional Authors” (see page 699) aloud slowly and clearly, clarifying vocabulary as you read.

Suggested Vocabulary

cubicle: small work area

lull: short, quiet break

teak: kind of wood

Ask and briefly discuss:

Q *What habits did you hear about?*

Q *What ideas did this give you about habits you can set for yourself at home to help you keep writing this summer?*

Explain that during Writing Time today, you would like the students to write in their notebooks about what they will do to help them continue to write this summer. Encourage them to write specific habits they want to establish, such as where, when, how often, and how long they will write each day. Also invite them to think about what objects they would like to have around them to help them write.

If the students finish, they may add to their lists of topics to write about this summer or choose one of those ideas and write about it.

WRITING TIME

3 Write About Writing Habits Independently

Display the “Writing Time” chart (WA4) and have the students work silently for 20–30 minutes.

Writing Time

- Write about what you will do to help yourself continue writing this summer.
- Add to your list of topics to write about over the summer.
- Pick one of your summer topics and start writing about it.

WA4

As the students work, walk around and observe, assisting as needed, or continue to confer with individual students.

Teacher Note

As you confer, you might compare the student's responses to the questions on the "Conference Notes" record sheet (CN1) from Unit 1 with her responses to the questions on the "Conference Notes" record sheet (CN1) from this unit. You might share with the student some changes you noticed and ask her what led to those changes.



TEACHER CONFERENCE NOTE

You may wish to confer once more with individual students this week, using their three marked pieces of writing from Day 1 as the topic of the conference. Ask each student to show you her marked pieces of writing and briefly tell you about each one. Help the student think about what it was like to write these pieces and how she has grown as a writer this year. Ask the student questions such as the following and record her responses:

- Q *Which piece did you mark as your [best/most fun/most challenging]? Why?*
- Q *What do you remember about working on this piece?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What did you like writing about this year?*
- Q *What do you do best as a writer?*
- Q *How do you think you have changed as a writer this year?*
- Q *What are some things you might want to write about this summer?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 174 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Share Plans for Summer Writing

Ask the students to reread what they wrote today and each underline a sentence that tells one thing he will do to help keep writing this summer. Give the students a moment to select their sentences. Then go around the room and have each student read his sentence aloud to the class, without comment.

When all the students have read their sentences, ask and briefly discuss as a class:

- Q *What ideas did you hear that you want to add to your list?*
- Q *What questions do you want to ask a classmate about the sentence he or she shared?*

Give the students a moment to add ideas to their lists, if they wish. Encourage them to continue writing as much as they can this summer and to focus on enjoying their own writing.

In this lesson, the students:

- Reflect on their contributions to the writing community
- Reflect on how they have benefited from the writing community
- Thank one another for their help

GETTING READY TO SHARE

1 Reflect on the Classroom Writing Community

Have the students stay at their desks today. Remind them that they reflected on how they have grown as writers earlier in the week. Explain that today they will have a chance to think about how they did with creating a safe and caring writing community this year and how they have personally grown as members of the community.

Have the students close their eyes and visualize as you ask the following questions. Pause after each question to give them time to think.

- Q *What has it felt like to be a part of our writing community this year?*
- Q *What have you done to contribute to our community this year?*
- Q *What are three things your partners or classmates have done to help you become a better writer this year?*

Have the students open their eyes, turn to the next blank page in their notebooks, and write the three things their classmates or partners have done to help them become better writers this year.

After the students have had time to list their ideas, call for their attention.

SHARING AND REFLECTING

2 Share Reflections and Thank One Another

Have the students bring their notebooks and gather in a circle. Explain that each student will choose one of the three things she listed to read aloud to the class. Point out to the students that it is important to take time to thank people who have been helpful to them, and invite them to say “Thank you” to the class after they read.

Give the students a moment to select what they will read aloud. Then go around the room and have each student read her selection and then say “Thank you.” When all the students have read their selections, ask and discuss:

- Q *How have we done at creating a caring and safe community this year? What makes you think so?*

Materials

- Copy of this unit’s family letter (BLM1) for each student

Teacher Note

Some ways students have helped each other become better writers this year include brainstorming ideas together, giving each other feedback, working on some writing projects together (such as the nonfiction informational piece), asking each other questions about their writing, and showing interest and appreciation when sharing from the Author’s Chair.

Q *How have you grown in your ability to work with partners this year?*

Students might say:

"I think we did a good job creating a community this year. Whenever we had problems, we talked about them so we could get along better."

"I agree with [Paulie] because the more we got to know each other, the more we were a community."

"I used to be too shy to talk to my partner, but now I feel I can talk to any partner I have."

You might want to share some of your general observations about ways your students have changed or grown as members of the community over the year.

You might say:

"I remember how some students didn't want to work with their assigned partners at the beginning of the year. Now you are much better at working with any partner. I also notice that you relied much more heavily on me at the beginning of the year to help you solve your problems. Now you are able to solve many problems by yourselves."

Encourage the students to continue to write and to become caring members of their classroom writing community next year.

End-of-unit Considerations

Wrap Up the Unit

- Send home with each student the student's published pieces, writing notebook, and a copy of this unit's family letter (BLM1). Encourage the students to share their published pieces with their families.

Assessment

- (Optional) If you obtained end-of-year writing samples, you might want to reflect on each student's writing using the "End-of-year Writing Sample Record" sheet (WS2) on page 170 of the *Assessment Resource Book*. For more information on analyzing the writing samples, see "Obtaining an End-of-year Writing Sample" on page 168 of the *Assessment Resource Book*. If you collected beginning-of-year writing samples, you might assess each student's growth as a writer by comparing your comments on the "Beginning-of-year Writing Sample Record" sheet (WS1) with your comments on the "End-of-year Writing Sample Record" sheet.

A purple rounded square graphic with the word "Excerpts" in white, bold, sans-serif font. The background of the graphic features faint, overlapping text from various sources, including phrases like "I know by her voice," "saying, but the others didn't know," "making it as long as you can," "said Ph," "her arms round Mother's wa," "remember," "In Russia at the time of the rich people," "say anything about the things that ought to be," "or about the things that ought to be," and "make poor people better and happier. If".

Excerpts

Writing Habits of Professional Authors

“Get up very early and get going at once; in fact [write] first and wash afterwards.”

— W. H. Auden

“I generally write for three or four hours at a sitting, mornings as a rule.”

— Saul Bellow

“The writer . . . withdraws to some quiet corner, a bedroom perhaps, or any cubicle with a chair and table, and applies himself to his blank paper. Two hours a day are needed, three hours are better, four are heroic.”

— Gerald Warner Brace

“My goal is to write only one sentence a day. I write this on the bus on my way to work. I usually find that I write more than just one sentence, but the important point is that I have accomplished the goal I set by 9:00 a.m.”

— Lavinia Dobler

“Now I keep a typewriter with a sheet of paper in it on the end of the kitchen table. When I have a five-minute lull and the children are playing quietly, I sit down and knock out a paragraph.”

— Lois Duncan

“I have a nice teak desk, long and wide, on which I keep special things: crisp new legal pads and No. 2 pencils with good rubber erasers that don't leave red smears; a dark blue draftsman lamp that twists and bends like a tall, limber skeleton; a small quartz clock that silently flicks the minutes . . . and an orange tomcat who lies on a blanket and snores.”

— Gail Godwin

Appendices

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Appendix A

TECHNOLOGY MINI-LESSONS

Mini-lesson 1

Navigating Safely Online

DO AHEAD

- ✓ Visit the CCC Learning Hub at cclearninghub.org to access and print the digital citizenship family letter (BLM1). Make enough copies to send home one letter with each student.
- ✓ Prepare a chart titled “Our Digital Citizenship Contract” (see Step 4 on page 704).
- ✓ Find out if your school has an acceptable use policy that the students and their families need to sign before the students can use the computers. Be prepared to review it with the students in Step 4.

Materials

- “Our Digital Citizenship Contract” chart, prepared ahead
- Copy of the digital citizenship family letter (BLM1) for each student

In this lesson, the students:

- Work in pairs
- Learn and use the term *digital citizen*
- Compare staying safe online to staying safe in the real world
- Reflect on rules for staying safe online

ABOUT DIGITAL CITIZENSHIP LESSONS

In Technology Mini-lessons 1-3, the students think about and discuss how to use the Internet in safe, secure, and respectful ways. The lessons culminate with the students signing an “Our Digital Citizenship Contract,” which lists rules and agreements for responsible online behavior at school. After each lesson, the students are encouraged to share what they learned with their families and create similar rules and agreements for online behavior when not at school. If possible, plan to teach all three digital citizenship lessons in order before the students do research online.

1 Gather the Students and Discuss Going Online

Gather the class with partners sitting together, facing you. If possible, have current writing partners work together.

Tell the students that one way to find resources for their research projects is to search for information on the Internet. Remind them that the Internet is a worldwide resource that millions of people use every day. Using the Internet, or going online, can connect the students to the world and allow them to find interesting facts and information. Ask:

Q *What are some ways you use the Internet?*

2 Introduce Digital Citizenship

Tell the students that, just as they need to be responsible citizens in real life by following rules and treating people well, they also need to be responsible citizens when they are online. The connections they have with people and information when they go online is in many ways like being part of a community. Being responsible and making good choices in this community is called being a *good digital citizen*. Tell the students that one way to be a good digital citizen is to follow certain online safety rules.

3 Compare Staying Safe Online to Staying Safe in the Real World

Explain that staying safe when going online can be similar to staying safe in the real world. Ask the students to listen as you describe the following scenario aloud:

“Karla wants to meet some friends at the neighborhood pool. She lives very close to the pool and knows how to get there, so she asks for permission to walk there on her own. Her mom says yes and reminds her to stay safe and be careful.”

Point out that Karla asked for permission before she walked to the pool. This helped her stay safe because her mom knew where she was going. Ask:

Q *What might Karla do to stay safe while walking to the pool? How will that keep her safe?*

Students might say:

“She should stay on the sidewalks and cross only at crosswalks.”

“Karla should only go where she told her mom she was going. That way her mom will know where she is if she needs to find her.”

Then use “Think, Pair, Share” to have partners discuss the question that follows. After a moment, have a few volunteers share their ideas with the class.



Q *How might going online be similar to going for a walk in your neighborhood? [pause] Turn to your partner.*

Students might say:

"The Internet is such a big place—you have to know where you are going so you don't get lost."

"There are places on the Internet that aren't safe. You should only go where you have permission to go."

"You may cross paths with people you don't know."

If the students do not mention it, point out that there are countless numbers of websites on the Internet, so it is important to know what to look for and what to avoid. Explain that just as it is important to know where to turn when walking to the neighborhood pool, it is important to know which websites are safe to visit and which sites should be avoided. Just like it is important not to talk to people you do not know when walking to the neighborhood pool, it is important not to talk to people you do not know online. Point out that, just as you would tell an adult if you noticed anything suspicious on a walk, it is important to tell an adult if you notice anything suspicious online. Tell the students that it is also important to ask for help whenever they need it.

4 Introduce Class Rules for Staying Safe Online

Explain that this year the students will have opportunities to go online at school and that today they will discuss the rules they need to follow to stay safe. Post the "Our Digital Citizenship Contract" chart and read each rule to the class.

Teacher Note

You may want to give the students specific examples of ways they will use the Internet at school this year.

Teacher Note

If your school has an acceptable use policy that students and their families need to sign before the students can use the computers, review it with the students and confirm that the settings on the search engines on your school's computers are set to "Strict," "Safe," or a comparable mode.

Our Digital Citizenship Contract

We will get permission before going online.

We will ask the teacher or a responsible adult before going to an unknown website.

We will ask the teacher or a responsible adult for help if we come across any information that is confusing or makes us uncomfortable.

We will ask the teacher or a responsible adult before downloading anything from the Internet onto the computer.

We will ignore advertisements and pop-ups that appear on the page.

We will leave computer and search settings alone.

We will follow all school computer rules.

5 Reflect on Online Safety Rules

Use “Think, Pair, Share” to have the students discuss how the rules will help keep them safe online by asking:



Q *Why do you think [asking for help before going to an unknown website] is important? [pause] Turn to your partner.*

After a moment, have a few volunteers share their thinking with the class.

Students might say:

“We should ask for help before going to a new website because the teacher will know whether or not it’s a safe site to visit.”

“It’s important to ignore ads because they are trying to sell something and we won’t be buying anything online when we are at school.”

Then ask:

Q *What else might we do to stay safe online? Why do you think that?*

As the students share, add their ideas to the chart.

Explain that you would like the students to pledge, or promise, to follow these rules for staying safe online. Tell them that in coming lessons they will discuss other ways to be good digital citizens and add them to the chart.

6 Discuss Staying Safe Online When Not at School

Tell the students that you would like them to discuss with their families the rules for online safety they learned today, and encourage them to come up with similar rules for staying safe when they are online outside of school.

Plan to check in with the students throughout the year to discuss how they are doing with following the online safety rules.

Teacher Note

Save the “Our Digital Citizenship Contract” chart to use in Technology Mini-lesson 2.

Teacher Note

Send home with each student a copy of the digital citizenship family letter (BLM1).

Teacher Note

You might have the class share ideas for favorite kid-friendly websites and post the list where everyone can see it. Give the students time to explore these websites and continue to add new ones to the list throughout the year.

DO AHEAD

- ✓ Add the online privacy rules to the “Our Digital Citizenship Contract” chart (see Step 3 on page 707). Cover the new rules with another sheet of paper until you introduce them in Step 3.

Materials

- “Our Digital Citizenship Contract” chart from Technology Mini-lesson 1

Teacher Note

Plan to teach this lesson soon after teaching the previous technology mini-lesson (see Technology Mini-lesson 1 on page 702).

In this lesson, the students:

- Work in pairs
- Recognize when it is appropriate to share private information
- Reflect on class rules for online privacy

1 Introduce Maintaining Privacy Online

Gather the class with partners sitting together, facing you. If possible, have current writing partners work together.

Remind the students that they have been thinking about what it means to be a good digital citizen. In the previous lesson, they learned that staying safe online is a lot like staying safe in the real world. Direct their attention to the “Our Digital Citizenship Contract” chart (with the privacy rules covered) and briefly review the safety rules the students have learned for using the Internet. Tell them that another way to be a good digital citizen is to follow certain online privacy rules, or rules for keeping their private information safe. Explain that following these rules will help protect both themselves and their computers when they are online.

2 Discuss When to Share Private Information

Tell the students that the kind of information that is important to keep private online can be similar to the kind of information that is important to keep private in real life. Ask them to listen as you describe the following scenario:

“Tenzin is doing a research report about roller coasters and visits his neighborhood library to collect some books on the topic. He finds several books and sits at a table to look through them. Another boy sitting at the table asks Tenzin why all his books are about roller coasters. They start talking about their favorite roller coasters and discover that they both like to play the same online roller coaster video game.”

Ask:

- Q *Do you think it is appropriate (OK) for Tenzin to share his favorite roller coasters with the boy at the table? Why?*
- Q *Imagine that Tenzin's new friend asked him for his [video game password]. Do you think that would be appropriate? Why or why not?*

Students might say:

"I think it is fine for him to talk about roller coasters. They're talking about things they like."
"Tenzin shouldn't share his password. He doesn't know the other boy at all."
"I'd be suspicious if someone I didn't know asked me for one of my passwords."

Then use "Think, Pair, Share" to discuss questions such as:



- Q *How is sharing [your favorite roller coaster] with someone you don't know different than sharing [your password]? [pause] Turn to your partner.*
- Q *Do you think it is a good idea to share [your home address] with someone you don't know? Why do you think that? [pause] Turn to your partner.*

Explain that contact information, such as your name, phone number, and e-mail address, and information such as computer passwords are *private*—or information you share only with people you know and trust. Tell the students that, just as they do not share private information with people they do not know in real life, they should not share private information with people they do not know online.

3 Introduce Class Rules for Online Privacy

Ask and briefly discuss:

- Q *Have you ever been asked to share information about yourself online? If so, what kind of information?*

Students might say:

"A lot of people post pictures on a blog I read."
"Some video game sites ask for my birthday."
"Sometimes I have to enter my name to get onto some kids' websites."

Tell the students that to protect themselves and their computers they should never share private information about themselves, their families, or their computers when they are online. Explain that when they use the Internet at school, they will need to follow certain privacy rules. Direct their attention to the "Our Digital Citizenship Contract" chart and uncover the rules that you added to it.

Read each rule to the class:

Our Digital Citizenship Contract

We will keep personal contact information private.

We will keep sign-in information private.

We will keep passwords private.

We will keep personal photos private.

4 Reflect on Online Privacy Rules

Use “Think, Pair, Share” to discuss why each rule is important. Ask:



Q *Why do you think it's important to [keep your contact information private] when online? [pause] Turn to your partner.*

After a moment, have a few volunteers share their thinking with the class.

Students might say:

“You should be comfortable being contacted by the people you give your phone number or e-mail address to. If you aren’t, then you shouldn’t give them that information.”

“Giving someone your password is like giving them the keys to your house. It gives them access to all of your stuff.”

“You should know how someone will use the information you give them.”

Ask:

Q *What other privacy rules might we want to add to the chart? Why do you think that?*

As the students share, add their ideas to the chart.

Explain that you would like the students to pledge, or promise, to follow the online privacy rules, just as they did with the online safety rules.

5 Discuss Maintaining Online Privacy When Not at School

Tell the students that you would like them to discuss with their families the online privacy rules they learned today. Encourage them to come up with similar rules for maintaining privacy online outside of school. Plan to check in with the students throughout the year to discuss how they are doing with following the online privacy rules.

Teacher Note

Save the “Our Digital Citizenship Contract” chart to use in Technology Mini-lesson 3.

In this lesson, the students:

- Work in pairs
- Compare online interactions with face-to-face interactions
- Generate classroom agreements for showing respect online

1 Gather the Students and Review Digital Citizenship

Gather the class with partners sitting together, facing you. If possible, have current writing partners work together.

Remind the students that they have been talking about how to stay safe and maintain privacy while using the Internet. Briefly review the “Our Digital Citizenship Contract” chart and ask:

Q *How can these rules help you stay safe online?*

Tell the students that today they will talk about ways to show respect to one another when online.

2 Discuss Being a Respectful Community Member

Remind the students that they have been focusing this year on building a writing community in which they treat one another with respect, and point out ways you have observed them being respectful.

You might say:

“I’ve noticed that you respectfully listen to others’ opinions. I’ve also noticed that you look at the person who is talking and you use kind language when giving feedback to your writing partners.”

Ask and briefly discuss:

Q *What are other ways you show one another respect?*

Students might say:

“I help other students when they need it.”

“I don’t interrupt others when they are talking.”

“I am responsible with the materials in class so that others can use them, too.”

3 Compare Online and Face-to-face Communication

Explain that communicating with people online is similar to communicating with people face-to-face—with some very important differences. Point out ways the students have interacted (communicated) or might interact with one another online this year, such as by e-mailing

Materials

- “Our Digital Citizenship Contract” chart from Technology Mini-lesson 2
- Chart paper and a marker
- Paper and pencil for each student

Teacher Note

Plan to teach this lesson soon after teaching the first two technology mini-lessons (see Technology Mini-lesson 1 on page 702 and Technology Mini-lesson 2 on page 706).

Teacher Note

If you have established class norms for respectful behavior, you may want to review them.

or by posting a comment on a class blog or website. Then use “Think, Pair, Share” to discuss questions such as:



- Q *How is [e-mailing a friend] similar to [talking to a friend at school]? How is it different? [pause] Turn to your partner.*
- Q *What do you think is the most important difference between online and face-to-face communication? Why do you think that? [pause] Turn to your partner.*

Students might say:

“You can’t see the person you are talking to online so it’s hard to tell how that person feels.”

“It’s different because people might not care as much about being respectful if they don’t think they will ever meet the person they are interacting with.”

“Sometimes it’s easier to say things over e-mail than it is when you are face-to-face.”

If necessary, point out to the students that they often cannot see the person they are interacting with online so it is easy to forget that they are communicating with a real person who has feelings. They cannot see the person’s facial expressions or body language, so it is difficult to tell how that person is reacting to their e-mails or comments. This means the students need to pay special attention to the tone of their writing to make sure their messages are clear and respectful. Also, point out that, as good digital citizens, they need to be respectful even when they do not know the person they are interacting with online.

4 Generate Ideas for Being Respectful Online

Tell the students that you want them to develop a set of agreements for respectful online behaviors to add to the “Our Digital Citizenship Contract” chart. Explain that you would like them to begin by thinking about and discussing a few situations. Use “Think, Pair, Share” to discuss:



- Q *Students from another class have posted their published research projects on the school website, and the teacher asks you to read and comment on them. How can you show respect in your comments? [pause] Turn to your partner.*
- Q *For a class blog, you need to debate the pros and cons about watching TV. Members of the class have very different opinions on the topic. How might you show respect in your posts? [pause] Turn to your partner.*
- Q *You are researching online for a report about roller coasters. You come across a blog about roller coasters written by a student you’ve never met. As you read it, you find inaccurate (wrong) information and decide to point this out in a comment. What might you do before posting your comment? [pause] Turn to your partner.*

After partners have discussed the questions, have a few volunteers share their ideas with the class, and write them down on a piece of chart paper. As they share, facilitate a discussion by asking questions such as:

- Q *Why is [rereading what you wrote before posting a comment] important?*
- Q *How will [thinking about how the other person might feel] help you be respectful?*

5 Decide on Agreements and Sign the Class Contract

Have the class review the ideas you recorded and together decide on a list of four or five agreements that represent the way they want to treat one another online.

Ask questions such as:

- Q *Can we combine any of these ideas into one agreement? If so, which ones?*
- Q *Is there anything that is not on this list? What is it?*

Students might say:

"We can combine 'listen to others' opinions' with 'treat others how you want to be treated.' We could just say that we will respect others' feelings."

"We can combine 'don't use put-downs' and 'write only kind words when interacting.' We can just say that we will use respectful language in our writing."

Continue the discussion until everyone agrees on the list and then add the agreements to the "Our Digital Citizenship Contract" chart.

Remind the students that agreeing to use the Internet in safe, secure, and respectful ways will help them be good digital citizens. State your expectation that the students will try their best to act according to the rules and agreements on the contract when they are online at school. Take time to have the students sign the class contract (and sign it yourself).

6 Discuss Showing Respect Online When Not at School

Tell the students that you would like them to discuss with their families the agreements for showing respect online that they listed today. Encourage them to come up with similar agreements for showing respect when they are online outside of school.

Distribute writing paper and explain that you would like the students to write down the entire "Our Digital Citizenship Contract" chart to bring home to share with their families.

Throughout the year, review the students' commitment to be good digital citizens and check in regularly to see how they are doing. You may decide to modify or add to the class contract as needed.

Teacher Note

If necessary, restate the class agreements positively and record them as "We will ..." statements. For example:

- We will always use respectful language in our writing.
- We will reread what we write before we e-mail or post a comment.
- We will think about others' feelings before we post a comment.
- We will remember there is a real person on the other end of the computer.
- We will choose to be respectful with all people we communicate with online, whether we know them or not.

Teacher Note

This discussion might require another class period. Reaching agreement may mean deleting, combining, or modifying ideas on the list.

Teacher Note

Post the "Our Digital Citizenship Contract" chart near the classroom computer(s) for the students to refer to when they go online throughout the year.

Materials

- Whiteboard with a search engine displayed
- Chart paper and a marker
- “How to Turn a Research Question into a Search Query” chart, prepared ahead
- Students’ writing notebooks and pencils

Teacher Note

Technology Mini-lesson 4 closely matches the instruction in Week 3, Day 3 of the Expository Nonfiction unit. If you have already taught that unit and your students need further support choosing search terms, you might teach Mini-lesson 4. (If only some students need more support, you might teach Mini-lesson 4 just to those students.) If your students do not need further support choosing search terms, you might skip Mini-lesson 4 and teach Mini-lessons 5–8.

DO AHEAD

- ✓ Prepare a chart titled “How to Turn a Research Question into a Search Query” (see Step 3 on page 714). If you have already taught the Expository Nonfiction unit, you can use the paper chart you created for use in Week 3, Day 3 of that unit (see page 393).
- ✓ Become familiar with a few search engines and decide which one you will use for this lesson (see the Teacher Note on page 713).
- ✓ Check that the preferences on the search engine you select to use with the class have been set to “Strict,” “Safe,” or a comparable setting.

In this lesson, the students:

- Work in pairs
- Learn and use the terms *search engine*, *search term*, and *search query*
- Identify the best terms for an effective search query

ABOUT TEACHING THE ONLINE RESEARCH LESSONS

In Technology Mini-lessons 4–8, the students learn how to search effectively for online research sources, evaluate the credibility of the sources they find, and give credit for the sources they use. If possible, start teaching these lessons when the students begin doing research online. The skills taught in the lessons build on one another, so plan to teach them in order and at corresponding stages in the students’ research. For example, teach “Technology Mini-lesson 4: Choosing Effective Search Terms” after the students have identified a research topic, and teach “Technology Mini-lesson 7: Evaluating Research Sources” after the students have searched for and collected several online sources.

1 Introduce Searching for Information Online

Have the students bring their notebooks and pencils and gather with partners sitting together, facing the whiteboard. If possible, have current writing partners work together.

Remind the students that they have been searching for information about their research topics. Today they will learn how to use a search engine to find information on the Internet. Explain that a *search engine* is a web-based tool that searches the Internet using words you type into a search bar. Finding the information you are looking for requires

knowing how to choose the best words, or *search terms*, to type into a search engine.

2 Model Choosing Best Terms for a Search Query

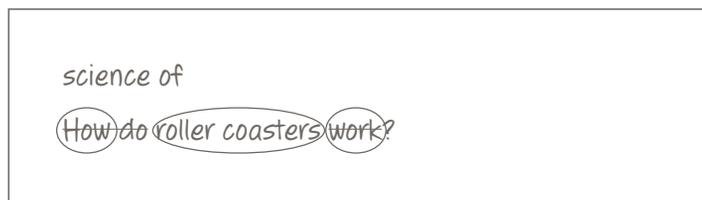
Direct the students' attention to the search engine displayed on the whiteboard and point to the search bar where search terms are entered. Explain that good researchers start with a research question and then identify words within the question to use for their search. For example, if you are researching roller coasters and want to find out how they work, you might start with the research question "How do roller coasters work?"

Write the question on a piece of chart paper where everyone can see it. Explain that you will use the question to help you identify a set of words for your search and that the set of words you choose is called a *search query*.

Explain that a query tells a search engine exactly what information is needed. Search queries are not usually complete sentences because they use only words directly related to the topic of the search. Ask the students to listen carefully as you think aloud about and model how to change the question, "How do roller coasters work?" into a search query.

You might say:

"I know I need the words *roller coasters* because that is what I am researching, and I need *how* and *work* because that is the specific information about roller coasters that I want. So *roller coasters*, *how*, and *work* are my search terms—I am going to circle them. [Circle *roller coasters*, *how* and *work*.] I don't need the word *do* because it doesn't say anything about the information I need, so I will cross it out. [Cross out *do*.] Now I have the words *how*, *roller coasters*, *work*. My search query could be *how roller coasters work*, but that sounds a lot like my original question. What I really want to know is the science that makes roller coasters work, so I will substitute the words *science of* for *how* and *work*. [Cross out *how* and *work* and write *science of* above *roller coasters*.] That sounds better. So now my search query will be: *science of roller coasters*."



Type the search query into the search engine's search bar and display the results. Read some of the results aloud. Use "Think, Pair, Share" to discuss:



Q *How useful do you think these search results will be for the research topic?*
[pause] *Turn to your partner.*

If needed, point out any results that directly address your research topic.

Teacher Note

Many search engines are available, including some that are intended for students' use. You may already have a preferred search engine that you use most often. Spend some time becoming familiar with a few search engines and decide which one you'll use for this lesson.

Teacher Note

After discussing the search query results with the students, you may want to demonstrate how changing the order of the words in your search query affects the search results.

3 Choose Best Terms for a Search Query

Explain that the students will follow the same procedure to turn a different research question into a search query. Post the chart titled “How to Turn a Research Question into a Search Query” and read each step aloud:

How to Turn a Research Question into a Search Query

1. Write down your research question.
2. Circle the words you definitely need.
3. Cross out unnecessary words.
4. Add or substitute more specific words if needed.
5. Decide in what order to write the words.



Write *When was the first roller coaster built?* under “How do roller coasters work?” and have the students copy it in their notebooks. Ask partners to read the question carefully and follow the steps on the chart to decide on a search query.

Walk around the room and observe. If necessary, direct the students’ attention to the chart and remind them to follow each step. Review that queries use only words directly related to the research topic.

When most pairs have finished, signal for attention and have a few volunteers share their queries with the class.

Remind the students that a search query tells a search engine exactly what information to search for about a research topic. Save the “How to Turn a Research Question into a Search Query” chart to post as needed later.

4 Continue Online Research

Explain that the students will use what they learned today in their own research. Have them open their notebooks and identify any questions they still have about their research topics. Invite them to use the “How to Turn a Research Question into a Search Query” chart to write queries about their topics.

When the students have demonstrated that they know how to choose effective search terms, see Technology Mini-lesson 5 to teach them how to understand their search results.

Teacher Note

The students may decide on a search query such as *first roller coaster* or *roller coaster time line*.

Teacher Note

If your school has an acceptable use policy, review it with the students.

DO AHEAD

- ✓ Read Steps 2 and 3 of the lesson to familiarize yourself with the features of a search results page and web addresses.
- ✓ Prepare a chart titled “Common Domain Suffixes” (see Step 4 on page 717).
- ✓ Type the query *science of roller coasters* into a search engine and save the search results page for use in Step 2.
- ✓ Identify a couple of examples of websites with different domain suffixes, and bookmark them to display on the whiteboard in Step 4.

In this lesson, the students:

- Work in pairs
- Learn and use the terms *search result*, *web address*, and *domain suffix*
- Explore the features of a search results page
- Learn key parts of web addresses
- Identify potentially useful sites for their research topics

1 Introduce Search Results Page

Have the students bring their notebooks and pencils and gather with partners sitting together, facing the whiteboard. If possible, have current writing partners work together.

Remind the students that they can use an Internet search engine to find information about a research topic. Review that in the previous lesson they discussed how to choose search terms for a query. Explain that today they will discuss the page that lists the results of a query and learn how to decide which websites to use in their research.

2 Discuss Features of a Search Results Page

Display the search results page you prepared ahead and review that this is the page that appeared when you typed *science of roller coasters* into the search bar. Explain that this page is called the *search results page* and that a results page will look different depending on the search engine you use but that all search results pages have features in common. Discuss these features by first pointing to the list of websites in the main column of the page and explaining that these websites are sources of information

Materials

- Whiteboard with search results displayed, prepared ahead
- Chart paper and a marker
- “Common Domain Suffixes” chart, prepared ahead
- “Web Address Example” chart (WA1)
- Students’ writing notebooks and pencils
- “Evaluating Search Results” chart (WA2)

Teacher Note

Plan to teach this lesson soon after teaching the previous technology mini-lesson (see Technology Mini-lesson 4 on page 712). You may want to briefly review the previous lesson before starting this one.

about the science of roller coasters. Tell the students that they will look more closely at the websites later.

Point to the advertisements on the page and explain that advertisements are often marked with the words *Ads* or *Sponsored Results* and are frequently listed in the left- or right-hand column or at the top or bottom of the page. Tell the students that when they are doing research, they should ignore the advertisements. Ads are trying to sell something and, for that reason, they are not a good source of information about a research topic.

Next, point out the filters, which are often found across the top of the page or in the left-hand panel. Explain that *filters* are search tools that let you control the kind of information that will be displayed on the page. Tell the students they will learn about filters in another lesson.

Direct the students' attention back to the list of websites in the main column of the page and review that these are the main *search results*, or sources of information you might explore to find out about the science of roller coasters. Point to a website and explain that the title is underlined and the search terms are bold. The text below the underlined title is called a *snippet* and is a small piece of text taken directly from the website. Point to the web address and explain that the *web address* is usually underneath the title or on the last line of the result.

If the students need more practice understanding the parts of an individual search result, choose one or two more to review with the class.

3 Identify Parts of a Web Address

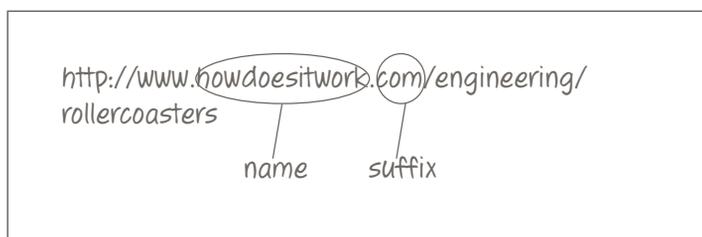
Tell the students that anyone can post information on the Internet, so not all of what they find will be useful or reliable for research. Good researchers know how to look for clues about the type of information that a source, such as a website, will provide in order to choose the best sources to use for their report. One way to do this is to look at the parts of a web address, which can always be found in the address bar that is usually located at the top of the page.

Choose one of the web addresses from your search results page and write it on a piece of chart paper. Circle and label the name (the text that follows *http://www* and precedes a suffix like *.com* or *.org*).

Ask the students to listen as you describe and label each part of the address: the site's name, the domain suffix, and the information that follows the suffix.

You might say:

"The name of a website in a web address sometimes gives information about where the website comes from and whether or not it will help in our research. The name of a website is usually found after the letters *http* and *www*. The name of this site is *how does it work*, which means it's probably a website filled with information about how things work. Sometimes there is no *http* or *www* in the address. [Circle and label the suffix.] The last part, or *domain suffix*, of a website comes after the name and also gives helpful information about the website. The suffix of this website is *.com*. The string of text that comes after the suffix can also include helpful information. In this address, it says that the website will have information about the structure and engineering of roller coasters. Thinking about the name, suffix, and information after the suffix tells me that this website will be about how the engineering of roller coasters makes them work."



Use "Think, Pair, Share" to discuss:



Q *Do you think this website will be useful for my research topic? Why or why not?* [pause] *Turn to your partner.*

After a moment, have a few volunteers share their thinking with the class.

Students might say:

"I think it will be useful because it is about how roller coasters work."

"I don't know if it will be helpful. Since it's called 'How Does It Work,' maybe it's just asking the same thing we are."

4 Discuss Domain Suffixes

Tell the students that the domain suffix identifies the purpose and audience of the website. Explain that there are many different domain suffixes and that it is important to understand what they mean. Post the chart titled "Common Domain Suffixes" and read the examples aloud.

Common Domain Suffixes

- *.com: a commercial website*
- *.edu: an educational institution, such as an elementary school or college*
- *.gov: a government website*
- *.org: often a nonprofit organization. Nonprofit organizations are groups that help people by providing education and other resources.*
- *Countries' domain suffixes: countries sometimes have their own suffixes, for example, China (.cn), the United Kingdom (.uk), Brazil (.br), etc.*

Display some examples of websites with different domain suffixes (prepared ahead), one at a time. As you display each website, point out the domain suffix in the web address and facilitate a brief discussion about the kind of information each site provides. Use “Think, Pair, Share” to discuss questions such as:



Q *What kind of website is this? What do you think people use it for? [pause] Turn to your partner.*

Q *How is this website similar to others you've seen? How is it different? [pause] Turn to your partner.*

Remind the students that understanding what a domain suffix means will help them choose the best sources for their research. Explain that they should always ask for help if they are confused or do not recognize a suffix. They will have the chance to add other suffixes to the chart throughout the year.

If the students need more practice understanding domain suffixes, choose one or two more website examples to discuss with the class.

5 Explore the Parts of a Web Address

Explain that the class will work together to explore the parts of another web address from your query results. Display the “Website Address Example” chart (WA1) or substitute a web address of your choice.

Web Address Example

<http://www.amusementparkhistoryonline.org/rollercoasters>

WA1

Use “Think, Pair, Share” to discuss:



- Q *What is the [suffix/name] of this website? What does it tell you about the kind of site it is? [pause] Turn to your partner.*
- Q *What does the information after the name tell you about the website? [pause] Turn to your partner.*
- Q *Do you think this site might be helpful for my research? Why or why not? [pause] Turn to your partner.*

Remind the students that understanding the parts of a web address will help them decide which sites will be useful for their research topics and which sites they can skip.

If the students need more practice exploring the parts of web addresses, choose one or two more to review with the class. Tell them that you will post the charted labeled web address and the “Common Domain Suffixes” chart for use throughout the year.

6 Evaluate Search Results

Explain that the students will use what they learned today to help them choose websites for their research topics. Display the “Evaluating Search Results” chart (WA2). Have the students open their notebooks and write down the instructions from the chart. Explain that the next time they use the computer, they will follow these instructions for evaluating their search results.

Evaluating Search Results

- Choose a query for your research topic.
- Type the query into a search engine and print the first page of results.
- Look at the search results and think about the important parts of the web addresses.
- Circle the sites you think might be good sources of information for your research. Write the reasons you chose these sites.

WA2

When the students have demonstrated that they know how to evaluate their search results, see Technology Mini-lesson 6 to teach them how to narrow their results.

Teacher Note

If possible, have the students evaluate their search results soon after you teach this lesson.

⌚ DO AHEAD

- ✓ Type the query *science of roller coasters* into a search engine and have the search results page ready to display in Step 2.
- ✓ Familiarize yourself with the filters of the search engine you use and practice narrowing search results using the activities described in Steps 2–4.
- ✓ Prepare the “Filters We Can Use” chart using the filters listed in Step 4, or list other filters you would like the students to explore this year (see Step 4 on page 721).

Materials

- Whiteboard with search results displayed, prepared ahead
- Chart paper and a marker
- Students’ writing notebooks and pencils

Teacher Note

Plan to teach this lesson soon after teaching the previous technology mini-lesson (see Technology Mini-lesson 5 on page 715). You may want to briefly review the previous lesson before starting this one.

In this lesson, the students:

- Work in pairs
- Learn and use the term *filters*
- Explore search engine filtering tools

1 Introduce Narrowing a Search

Have the students bring their notebooks and pencils and gather with partners sitting together, facing the whiteboard. If possible, have current writing partners work together.

Tell the students that, as they search for information about their research projects on the Internet, they will sometimes need to narrow, or focus, their search to get more specific information. Explain that today they will learn how to use filters on a results page to focus a search.

2 Discuss Filters

Display the page of search results you prepared ahead of time and point out that this is the results page that appeared when you typed the query *science of roller coasters* into the search engine’s search bar. Point to the filters on the page and explain that *filters* are tools that let you control the kind of information that will be displayed on the results page. Read the names of the filters aloud. Then ask:

Q *What kind of information do you think will be displayed if we click the [Images] filter? What kind of information do you think will be filtered (left) out?*

3 Model Using a Filter

Explain that not all search engines provide the same filters, but there are some commonly used ones. You will demonstrate how to use one commonly used filter, and then the class will work together to explore other filters.

Explain that you would like to include videos in your report about the science of roller coasters. Tell the students that the Videos filter will narrow the search results by searching for videos specifically related to your topic. Ask the students to watch and listen carefully as you click the Videos filter and demonstrate how to use it.

You might say:

“When I click the Videos filter, I get a page of videos related to the science of roller coasters. But what I really want are brief videos to include in my report, so I will click the [Duration/Length] advanced search filter to narrow my results even more. The advanced search filters are usually displayed under the main filters or are displayed under the main filters when I click Search Tools. [Click the Any Duration or a comparable filter and choose one option.] I’ll choose (Short) 0–4 minutes. That helps a lot. Now I have many short videos to choose from. If I wanted to focus my results even more I could choose the quality of the video and even the time the video was posted on the Internet. [Click a video.] When I click a video, I get a link to its source. When I find a video I want to use, I will write the web address down in my writing notebook so that I will remember where to find it again.”

Use “Think, Pair, Share” to discuss:



Q *How did the Videos filter change my results? [pause] Turn to your partner.*

Q *Do you think these results are useful? Why or why not? [pause] Turn to your partner.*

After a moment, have a few volunteers share their ideas with the class.

Students might say:

“All the results are videos.”

“Some of the videos are connected to specific science websites, so there will probably be helpful information in them.”

“The videos that are advertisements won’t be useful. I think you have to read the title of the video carefully before you click it.”

4 Use Filters to Narrow Results

Explain that the students will practice using other filters to continue searching for specific information about the science of roller coasters. Post the “Filters We Can Use” chart and briefly describe each filter listed.

Teacher Note

You may want to add to this list throughout the year.

Filters We Can Use

- Images
- Maps
- News
- Places
- Videos

Direct the students' attention back to the search results page on the whiteboard. Use "Think, Pair, Share" to discuss:



Q *What filter(s) might I use to find articles about roller coasters? [pause]
Turn to your partner.*

Have a few volunteers share their ideas. If necessary, explain that the News filter might provide articles from different news websites. Click the News filter and display the search results on the whiteboard. Ask:

Q *How did the News filter change my results?*

Q *Do you think these results are useful? Why or why not?*

Students might say:

"Now the only results on the page are news articles, so it definitely helped focus the results."

"I think that some of the results are useful but not all the articles are related to the topic."

"You should read the snippet before clicking it so you can get an idea of whether or not it's related to the topic."

Use the same procedure to demonstrate how to use the Images and Maps filters, or invite volunteers to the whiteboard to practice using the filters. Discuss the results with the class.

Point out that when the students use filters to narrow a search, the results may not always be useful for their research topics. Remind them that good researchers always evaluate and choose their research sources carefully.

Tell the students that you will post the "Filters We Can Use" chart for them to use throughout the rest of the year.

5 Use Filters for Research

Explain that the students can use filtering tools to narrow search results for their own research. Have the students write down in their notebooks the filters they would like to use. Explain that the next time they use the school computer they will work in pairs to narrow their searches and print any information that is useful for their research topics.

When the students have demonstrated that they know how to narrow their search results, see Technology Mini-lesson 7 to teach them how to choose credible sources for their research.

Teacher Note

If possible, have the students practice narrowing their searches and print useful research sources soon after you teach this lesson. Have the students save their printed online sources to use in Technology Mini-lessons 7-8.

Evaluating Research Sources

Mini-lesson 7

DO AHEAD

- ✓ Prepare a chart titled “Questions to Ask When Evaluating a Source” (see Step 3 on page 724).
- ✓ Type the query *science of roller coasters* into a search engine and have the search results page ready to use in Step 4.

In this lesson, the students:

- Work in pairs
 - Evaluate research sources
 - Choose credible sources for their research
- TEKS 13.D.i**
TEKS 13.D.ii
Student/Teacher Narrative
Steps 1-4

1 Introduce Evaluating Sources

Gather the class with partners sitting together, facing the whiteboard. If possible, have current writing partners work together.

Point out that many of the students have begun to research their topics on the Internet and are ready to choose sources for their research projects. Remind the students that anyone can post information on the Internet so it is important to choose their sources carefully. Explain that today the students will learn how to identify sources of information they can trust and use.

2 Discuss the Characteristics of a Good Source

Tell the students that the sources they use for their reports should have information that is reliable, current, and accurate. Display the

Materials

- “Characteristics of a Good Research Source” chart (WA3)
- “Questions to Ask When Evaluating a Source” chart, prepared ahead
- Whiteboard with search results displayed, prepared ahead
- Students’ printed online sources from Technology Mini-lesson 6
- “Evaluating Research Sources” chart (WA4)

Teacher Note

Plan to teach this lesson soon after teaching the previous technology mini-lesson (see Technology Mini-lesson 6 on page 720). You may want to briefly review the previous lesson before starting this one.

“Characteristics of a Good Research Source” chart (WA3) and briefly discuss each term with the class.

WA3

Characteristics of a Good Research Source

- reliable: trustworthy or dependable
- current: up-to-date or recently written
- accurate: correct, without mistakes

Tell the students that in order to determine whether a source is reliable, current, and accurate they need to evaluate the source, or think carefully about it.

3 Introduce Questions for Evaluating a Source

Explain that good researchers ask themselves questions about a source when deciding whether or not to use it. Post the “Questions to Ask When Evaluating a Source” chart and tell the students to listen as you read each question aloud:

Questions to Ask When Evaluating a Source

Reliable:

- Who is the author of the page? Is the author an expert? How do I know?
- What is the web address? Is the information from a site that is trustworthy? How do I know?

Current:

- When was the information written?
- Do the links from the site work, or are they outdated?

Accurate:

- Are there sources listed for the information on the page? What are they?
- Can you find other sources with the same information?

Point out that the students will not always find answers to all the questions, but asking them will help them decide if the source has information they can trust.

4 Model Evaluating a Research Source

Display the search results page you prepared ahead of time and remind the students that this is the results page for the query *science of roller coasters*. Click one of the website results. Read the information on the website aloud and ask the students to listen as you consider whether or not the source is reliable, current, and accurate by answering the questions on the “Questions to Ask When Evaluating a Source” chart.

You might say:

“First I will answer questions to evaluate whether or not the site is reliable. This page lists the author toward the bottom of the page. The web address shows that it is a university’s website and there is a class title written under the author’s name, so I think it is written by a college student. This page seems to be a research paper written for a class, so even though it may provide helpful information, the author is not an expert. Now I’ll answer questions to decide if the information is current. The paper is dated 2002, which means it’s not very current. [Click other links on the page.] When I click other links, I can see they’re working and the information on other parts of this site is current. Last, I will answer questions to see if the site is accurate. There are sources listed in the bibliography link, and I can find some of the same information on a few other websites about the science of roller coasters. I might be able to use the information on this site in my report, but I will want to try to find more current resources written by experts, too.”

5 Evaluate Research Sources

Explain that the class will work together to evaluate another research source. Redisplay the search results page from Step 4 and click another result to display a website.



Read aloud the information on the page as the students follow along. Then have partners evaluate the reliability of the source by answering the questions under “Reliable” on the chart. After a moment, have volunteers share what they discussed with the class.

Students might say:

“The website is a museum site for kids, so I think it’s reliable.”
“There is no author listed. We should try to find answers to the other questions.”

TEKS 13.D.i
TEKS 13.D.ii
Student/Teacher Activity
Steps 5 and 6



In the same way, have partners answer the questions about the currency and accuracy of the source. Then ask:

- Q *Do you think this is a good source to use for my research project? Why or why not?*
- Q *What other questions might be important to add to the “Questions to Ask When Evaluating a Source” chart? Why do you think that?*

Add the students’ suggestions to the chart and explain that you will post the chart for the students to use throughout the year.

6 Continue Evaluating Sources

Have the students return to their seats with partners sitting together. Ask them to spend a few moments gathering the sources they printed for their topics. Display the “Evaluating Research Sources” chart (WA4) and have them work quietly for 10–15 minutes. Explain that the next time they use the computer they will answer any questions that require them to check links or look for additional sources with the same information.

WA4

Teacher Note

If possible, have the students use the computer to evaluate their research sources soon after you teach this lesson.

Evaluating Research Sources

- Read the information on the page carefully.
- Read the questions on the “Questions to Ask When Evaluating a Source” chart and write down any answers you find.
- Write down whether you think the source is reliable, current, and accurate and include reasons why.

When the students have demonstrated that they know how to choose reliable, current, and accurate sources for their research projects, see Technology Mini-lesson 8 to teach them how to cite the sources.

DO AHEAD

- ✓ Prepare a chart titled “What to Include in an Online Citation” (see Step 3 on page 727).

In this lesson, the students:

- Work in pairs
- Learn and use the terms *cite*, *bibliography*, and *URL*
- Write citations for electronic sources

1 Introduce Citing Sources

Have the students bring their writing notebooks and pencils and gather with partners sitting together, facing the whiteboard. If possible, have current writing partners work together.

Review that the students are choosing sources from the Internet to use in their research. They are reading the sources and taking notes about the information in their own words. Explain that whenever they refer to or use information from a source in a report, they need to *cite* it, or list the source of the information in a section of the report called a bibliography. Explain that a *bibliography* is the “list of books, articles, and/or websites used in a research report” and that it is usually found at the end of a report. Tell the students that today they will learn what information to include in a citation in a bibliography.

2 Discuss Information to Include in Citations

Explain that each citation, or reference of a book, article, or website, in a bibliography needs to include enough information for readers to be able to identify and find the source, and that there are rules for how to list the information. Tell the students that citations for electronic sources need to indicate that a source was found online. Explain that the *URL*, or web address, does not need to be included because web addresses can change and a source may be found in more than one place on the Internet. Display the “Sample Citation” chart (WA5) and explain that this is an example of how a citation is written for a website.

Materials

- “Sample Citation” chart (WA5)
- “What to Include in an Online Citation” chart, prepared ahead
- “Sample Website” chart (WA6)
- Chart paper and a marker
- Students’ writing notebooks and pencils
- Students’ printed online sources from Technology Mini-lesson 6

Teacher Note

Plan to teach this lesson soon after teaching the previous technology mini-lesson (see Technology Mini-lesson 7 on page 723). You may want to briefly review the previous lesson before starting this one.

Sample Citation

Delgado, Rosario. "How Do Roller Coasters Work?"
Amusement Park History Online. Amusement Park History,
Inc., 1998–2013. Web. 11 May 2014.

Point out that the parts of the citation are written in a specific order, and ask the students to listen as you describe each part.

You might say:

"The author's last name goes first, followed by a comma and then the author's first name. The title of the source comes next in quotation marks. If the source is a page from a website or is part of a more complete work, like a book, the title of the complete source is written next, in italics if you're typing or underlined if you're writing by hand. The publisher name, or organization affiliated with the site, and publication date are written next, separated by a comma. The medium of publication, or the type of publication in which the source was found, comes next. Electronic sources are identified by the word *Web*. The date the source was accessed, or found, is the final part of the citation. A period belongs between each piece of information and at the very end of the citation. Since this source's title already includes end punctuation, we don't have to use a period there."

3 Practice Citing Sources

Explain that partners will work together to write a citation for a website. Post the "What to Include in an Online Citation" chart and tell them that they may not always find all the information on the list, but they should include as much information as possible when they write citations.

What to Include in an Online Citation

- author's name (last name, first name)
- title of document, in quotation marks
- title of complete work (i.e., website, book, or project) in italics (if typed) or underlined (if handwritten)
- publisher name and publication date, separated by a comma
- medium of publication (*Web*)
- date of access



Display the “Sample Website” chart (WA6) and have partners work together to write a citation for the displayed sample in their notebooks.



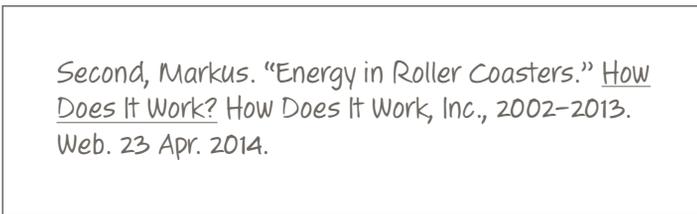
WA6

Walk around the room and observe. Be ready to support the students in finding the information they need. Ask questions such as:

- Q Where might you find the [title of the complete work] for this site?
- Q What might you do if you can't find the [publication date]?

Explain that when a page on a website does not provide all the information needed for a citation, it is sometimes helpful to click additional links (but not ads) on the website. Let the students know that when they cannot find all the information, they should include as much information as possible.

After the students have finished, write out the citation for the displayed source on a sheet of chart paper and have partners check their work.



If they need more practice writing online citations, display one or two more web pages to discuss with the class.

Post the “What to Include in an Online Citation” chart for the students to use throughout the year.

4 Cite Sources for Research

Explain that the students will use the same procedure to write citations for the research sources they have chosen. Have them spend a few moments gathering their printed sources, or invite them to search for sources on the computer and begin writing their citations.

DO AHEAD

- ✓ Prepare a chart titled “Important Keyboard Features” (see Step 2 below).
- ✓ Visit the CCC Learning Hub (cclearninghub.org) to access and print “Sample Keyboards” (BLM2). Make enough copies for each student to have one. Two types of keyboards are provided; you may want to give the students only the sample that matches the keyboards they will be using at school.
- ✓ Practice creating, saving, and storing a document to prepare for the modeling you will do in Steps 2 and 3. Decide how you would like the students to name and store their documents on the computer.
- ✓ Prepare a chart titled “Keyboard Shortcuts” (see Step 4 on page 732). Note that certain computers’ keyboards use the Control key for shortcuts while others use Command. Likewise, some keyboards have a key named Return while others use Enter, and the same for Delete versus Backspace. When creating your chart, copy the words from the diagram that match the keyboards that you and your students will be using.

Materials

- Whiteboard with a word-processing application displayed
- “Important Keyboard Features” chart, prepared ahead
- Copy of “Sample Keyboards” (BLM2) for each student
- “Keyboard Shortcuts” chart, prepared ahead

Teacher Note

You are likely to have students who are very familiar with word-processing software and others who have little knowledge or experience with it. You may want to provide support for less-experienced students by pairing them with more-experienced students.

In this lesson, the students:

- Work in pairs
- Learn the term *word processing*
- Explore important keyboard features and shortcuts
- Practice creating documents

1 Introduce Word Processing

Gather the class with partners sitting together, facing the whiteboard. If possible, have current writing partners work together.

Explain to the students that this year they will be publishing some of their writing using a computer. Tell them that creating documents on the computer is called *word processing*, and that today they will learn some basic word-processing skills.

2 Model Creating a Document

Display your computer’s desktop on the whiteboard and demonstrate how to move the cursor around the screen to find and open a word-

processing application. Model how to use the drop-down menu to open a new document, type in words, and use various keyboard features.

You might say:

“Once I have opened my word-processing application, I can create a new blank document by going to the File menu and clicking on New. Now I can type my story into the document. As I type, I can create a capital letter by holding down the Shift key and then typing the letter. The Caps Lock key will make all the letters I type capitals. Another job of the Shift key is to allow me to type the characters shown on the upper part of certain keys. For example, when I want to type in parentheses, I hold down the Shift key first and then type the 9 or 0 key. Another useful feature is the [Command/Control] key, which provides a shortcut for certain tasks. For example, instead of using the drop-down menu to create a new document, I can hold down the [Command/Control] key and then type the N key as a shortcut.”

Post the “Important Keyboard Features” chart and distribute a copy of “Sample Keyboards” (BLM2) to each student. Ask the students to locate each feature on their “Sample Keyboards” as you read the chart aloud.

Important Keyboard Features

- *Shift: Hold down to type capital letters or characters on the upper part of key.*
- *Command/Control: Hold down with another key for a keyboard shortcut.*
- *Return/Enter: Press to move the cursor to the next line on page.*
- *Tab: Press to indent a line of writing.*
- *Delete/Backspace: Press to erase the text before the cursor.*

Ask and briefly discuss:

Q *What other keyboard features do you know how to use?*

Add the students’ suggestions to the chart and invite volunteers to the computer to demonstrate for the class how they are used.

3 Model Saving and Finding a Document

Point out that when the students create documents on the computer, they can save and store them on the computer for future use. Ask the students to listen and watch as you demonstrate how to name, save, and store your document using the File menu. Then model how to close, find, and open it again.

Teacher Note

Whether you use the Command or Control key will depend on the type of computer or keyboard you have at your school.

You might say:

“To save my document, I go to the File menu and choose Save. This takes me to the window that allows me to name my document and decide where to save it so that I can find it after it is closed. There are many places to store, or put, a document on the computer, so I’ve made a folder where I can put all my writing. I’ll show you where to store your writing on the computer when you create your own documents. Once I’ve saved my document, I can close it by clicking Close in the File menu. To reopen it, I can click Open in the File menu, which gives me a list of documents. Clicking the name of my document, then clicking Open, will open it up again.”

Briefly point out all the drop-down menus in the application and demonstrate any additional tasks and shortcuts you think might be helpful for the students to know. Ask:

- Q *What questions do you have about how to [save a document]?*
- Q *What other features of the word-processing application do you know how to use?*

4 Create and Save a Document

Explain that the class will work together to create, save, and store a document. Post the “Keyboard Shortcuts” chart and explain that the students may use this chart and the “Important Keyboard Features” chart to remind them how to do certain tasks.

Keyboard Shortcuts

- Open a document: [Command/Control] + O
- Close a document: [Command/Control] + W
- Print a document: [Command/Control] + P
- Save a document: [Command/Control] + S
- Bold text: [Command/Control] + B
- Italic text: [Command/Control] + I
- Underline text: [Command/Control] + U

Invite a volunteer to the computer to demonstrate how to open a new document and type in a sentence. Then ask several more volunteers to demonstrate other tasks. Finally, have a volunteer save and store the document. Be ready to assist the students by answering questions or helping to solve any problems that arise.

Ask and briefly discuss:

- Q *What new keyboard features did you learn today?*
- Q *What keyboard shortcuts do you think are most helpful?*

Tell the students that you will post the “Useful Keyboard Features” and “Keyboard Shortcuts” charts for them to use throughout the year.

5 Use Word Processing to Publish Writing

Explain that the next time the students work on a school computer, they will work in pairs to practice typing, formatting, and saving their writing.

Teacher Note

If possible, have the students practice word processing soon after you teach this lesson. You may want to provide support for less-experienced students by giving them additional time to practice using the application.

Creating Presentations

Mini-lesson 10

DO AHEAD

- ✓ Review your presentation application and prepare how you will model using the application to create a presentation in Step 2. Find videos, pictures, or other graphics to insert in your presentation and save those on your hard drive.
- ✓ Prepare a chart titled “Creating a Presentation” (see Step 3 on page 735).

In this lesson, the students:

- Work in pairs
- Learn basic features of presentation applications
- Explore how to incorporate special features into a presentation
- Practice creating presentation slides

1 Introduce Creating Presentations

Have the students bring their notebooks and gather with partners sitting together, facing the whiteboard. If possible, have current writing partners work together.

Explain to the students that when they finish a piece of writing, there are various ways they might share their published writing with the class. One way is to create presentations using the computer. Explain that presentation applications let them add special features to their writing, such as pictures. Today they will learn how to use a presentation application to create a slideshow using text, pictures, maps, shapes, graphs, charts, and video. Use “Think, Pair, Share” to have partners discuss why they might want to add these special features to their reports. Ask:



- Q *When might you want to add [graphs or charts] to a presentation or report? [pause] Turn to your partner.*
- Q *How might including [videos] in your presentation make it more interesting for your audience? [pause] Turn to your partner.*

Materials

- Whiteboard with a presentation application displayed
- “Creating a Presentation” chart, prepared ahead
- Students’ writing notebooks

Teacher Note

You are likely to have students who are very familiar with presentation applications and others who have little knowledge or experience with them. You may want to provide support for less-experienced students by partnering them with more-experienced students.

After a moment, have a few volunteers share their thinking with the class.

Students might say:

“Charts help you show something instead of just writing about it.”

“You could use a video to show how a roller coaster moves.”

2 Model Creating Slides

Display your computer’s desktop on the whiteboard and demonstrate how to move the cursor around the screen to find and open your presentation application. Then model applying a theme, typing words, changing the font size and color, and inserting a new slide. Using the various tabs, buttons, and menus in the application, model inserting special features, such as videos, pictures, or other graphics.

You might say:

“When the presentation application is open, I can create a new presentation by going to the File menu and clicking New Presentation. Then I can choose a theme for my presentation by clicking the Themes [tab/button] and deciding which one to use. I can use the keyboard to type text into the slide and change its size and color by going to the Format menu and choosing Font. To insert a new slide, I click the New Slide [tab/button] at the top of my application window. I can apply the same theme—the look and feel—or a different theme to each new slide. I can insert a picture by going to the Insert menu or Pictures tab and choosing the artwork or photograph I want. I can do the same thing to insert videos or other graphics, like charts, shapes, or tables. I can even insert a link to a website or another document on my computer by going to the Insert menu and scrolling down to Hyperlink.”

Ask:

Q *What are some other features of presentation applications you know how to use?*

Invite volunteers to the computer to demonstrate for the class how to use the features they suggest. Then continue to model how to save, name, and store your presentation.

You might say:

“To save my presentation, I go to the File menu and choose Save. This takes me to a window that allows me to name my presentation and decide where I want it to be stored. I’ve made a special folder where I can save my report presentations, and I’ll show you where to save yours on the computer, too. Once I’ve saved it, I close it by clicking Close in the File menu. To reopen it, I click Open in the File menu, which gives me the list of presentations. Clicking the name of my presentation, then clicking Open, will open it up again.”

Ask and briefly discuss:

Q *What questions do you have about creating a presentation?*

3 Create and Save a Presentation as a Class

Explain that the class will work together to practice opening a new presentation and adding various features to the slides. Later, the students will have the chance to create their own presentations based on a finished piece of writing. Post the “Creating a Presentation” chart and explain that the class will do each task in the order listed.

Creating a Presentation

1. Open a new presentation.
2. Apply a theme.
3. Type in a sentence and change the font size and color.
4. Insert at least two new slides.
5. Insert a picture and a video on different slides.
6. Insert a hyperlink on one slide.
7. Save the presentation with a name you choose.

Invite volunteers to the computer to demonstrate for the class how to do each task. Be ready to assist the students by answering questions or helping to solve any problems that may arise.

4 Create Presentations

Explain that the students will create presentations to share some of their published writing. Have them open their notebooks and think about what pieces they might want to share as a presentation. Use “Think, Pair, Share” to discuss:



- Q *What writing projects have you worked on that might be fun to share as a presentation?* [pause] *Turn to your partner.*
- Q *What kind of things would you like to include in your presentation?* [pause] *Turn to your partner.*

Plan to give the students at least two class sessions to work on their presentations with their partners. Continue to model how to use the presentation application throughout the year.

Teacher Note

To show your students an example of how a student added photographs, graphics, and other features to a presentation of her research on roller coasters, view “Roller Coasters Presentation” (AV79). Explain to the students that this presentation was created by a fifth-grade student who is using the *Being a Writer* program. Display the slideshow, click through the slides one at a time, and point out the features the author included, such as photographs and links to other information.



Teacher Note

You may want to provide support for less-experienced students by giving them additional time to practice using the application.

TEKS 11.E.i
Student/Teacher Activity
Step 4

Appendix B

GRADE 5 READ-ALoud TEXTS

Week	Title	Author/Source	Format	Genre/Type
UNIT 1: THE WRITING COMMUNITY				
1	<i>The True Story of the 3 Little Pigs!</i>	Jon Scieszka	picture book	fiction
1	<i>The Frog Prince Continued</i>	Jon Scieszka	picture book	fiction
1	"About Jon Scieszka"	Leonard S. Marcus	article	biography
1	<i>Scranimals</i>	Jack Prelutsky	picture book	poetry
1	"Lemonade" and "Backyard Bubbles"	Rebecca Kai Dotlich	poems	poetry
2	<i>My Rotten Redheaded Older Brother</i>	Patricia Polacco	picture book	fiction
2	<i>Meteor!</i>	Patricia Polacco	picture book	fiction
2	"About Patricia Polacco"	Patricia Polacco	article	autobiography
3	<i>Water Dance</i>	Thomas Locker	picture book	narrative nonfiction
3	<i>Can It Rain Cats and Dogs?</i>	Melvin and Gilda Berger	picture book	expository nonfiction
UNIT 2: THE WRITING PROCESS				
1	"More About Jon Scieszka"	Leonard S. Marcus	article	biography
GENRE: PERSONAL NARRATIVE				
1	<i>Knots in My Yo-Yo String</i>	Jerry Spinelli	essay collection	personal narrative
2	<i>Still Firetalking</i>	Patricia Polacco	picture book	autobiography
2	"On Respect"	Nick Maney	essay	essay
2	"On Helping Others"	Laia Mitchell	essay	essay
GENRE: FICTION				
1	<i>The Wreck of the Zephyr</i>	Chris Van Allsburg	picture book	fiction
1	<i>Moirá's Birthday</i>	Robert Munsch	picture book	fiction
1	<i>Nothing Ever Happens on 90th Street</i>	Roni Schotter	picture book	realistic fiction

(continues)

(continued)

Week	Title	Author/Source	Format	Genre/Type
2	<i>Sweet Music in Harlem</i>	Debbie A. Taylor	picture book	realistic fiction
2	<i>The Sweetest Fig</i>	Chris Van Allsburg	picture book	fiction
2	<i>Uncle Jed's Barbershop</i>	Margaree King Mitchell	picture book	realistic fiction
3	<i>The Lotus Seed</i>	Sherry Garland	picture book	realistic fiction
3	<i>Just a Dream</i>	Chris Van Allsburg	picture book	fiction
3	<i>The Summer My Father Was Ten</i>	Pat Brisson	picture book	realistic fiction
4	"About Chris Van Allsburg"	Chris Van Allsburg	article	autobiography
GENRE: EXPOSITORY NONFICTION				
1	<i>I Wonder Why Penguins Can't Fly</i>	Pat Jacobs	chapter book	expository nonfiction
1	<i>I Wonder Why The Sahara Is Cold At Night</i>	Jackie Gaff	chapter book	expository nonfiction
1	<i>Rainforests</i>	James Harrison	chapter book	expository nonfiction
2	<i>Extreme Earth Records</i>	Seymour Simon	chapter book	expository nonfiction
2	<i>Global Warming</i>	Seymour Simon	chapter book	expository nonfiction
GENRE: OPINION WRITING				
1	"WARNING: Too Much TV Is Hazardous to Your Health"	TV-Turnoff Network; Center for Screen-Time Awareness	essay	opinion
1	"Television: The Most Disparaged Resource of the Information Age"	Salmaan S.	essay	opinion
1	"Animal Experimentation Saves Lives"	Giovanny P.	essay	opinion
1	"Animal Testing: Here Is the Truth"	Emma H.	essay	opinion
2	"School Uniforms"	Akinyi R.	essay	opinion
GENRE: POETRY				
1	"September"	John Updike	poem	poetry
1	"The Sea"	Debra Chandra	poem	poetry
1	"Porch Light"	Debra Chandra	poem	poetry
1	"Child Frightened by a Thunderstorm"	Ted Kooser	poem	poetry
1	"fireworks"	Valerie Worth	poem	poetry

(continues)

(continued)

Week	Title	Author/Source	Format	Genre/Type
1	"flamingo"	Valerie Worth	poem	poetry
1	"Windshield Wiper"	Eve Merriam	poem	poetry
2	"Gentle Sound of Rain"	Lee Emmett	poem	poetry
2	"I Love the Look of Words"	Maya Angelou	poem	poetry
2	"Poet Quotes: What Is Poetry?"	various	excerpt	nonfiction
UNIT 9: REVISITING THE WRITING COMMUNITY				
1	"Writing Habits of Professional Authors"	various	excerpt	nonfiction

Appendix C

READ-ALoud TEXTS ACROSS THE GRADES

Kindergarten

Title	Author/Source
"Alligators Are Unfriendly"	Jack Prelutsky
"Blowing Bubbles" in <i>Read-Aloud Rhymes for the Very Young</i>	Margaret Hillert
"Chums" in <i>Read-Aloud Rhymes for the Very Young</i>	Arthur Guiterman
<i>City Signs</i>	Zoran Milich
<i>Cookie's Week</i>	Cindy Ward
"Crunch and Lick" in <i>Read-Aloud Rhymes for the Very Young</i>	Dorothy Aldis
"Fish" in <i>Read-Aloud Rhymes for the Very Young</i>	Mary Ann Hoberman
<i>Freight Train</i>	Donald Crews
"The Frog on the Log" in <i>Read-Aloud Rhymes for the Very Young</i>	Ilo Orleans
<i>I Have Feelings</i>	Bobbie Kalman
<i>I Love My Hair!</i>	Natasha Anastasia Tarpley
<i>I Love School!</i>	Philemon Sturges
<i>I Want to Be a Chef</i>	Dan Liebman
<i>I Went Walking</i>	Sue Williams
"Just Watch" in <i>Read-Aloud Rhymes for the Very Young</i>	Myra Cohn Livingston
<i>Lunch</i>	Denise Fleming
"Mice" in <i>Read-Aloud Rhymes for the Very Young</i>	Rose Fyleman
"The Meal" in <i>Read-Aloud Rhymes for the Very Young</i>	Karla Kuskin
<i>My Favorite Bear</i>	Andrea Gabriel
<i>My Friends</i>	Taro Gomi
<i>Red Is a Dragon</i>	Roseanne Thong
<i>Round Is a Mooncake</i>	Roseanne Thong
"Shore" in <i>Read-Aloud Rhymes for the Very Young</i>	Mary Britton Miller
"Somersaults" in <i>Read-Aloud Rhymes for the Very Young</i>	Jack Prelutsky
"The Squirrel" in <i>Read-Aloud Rhymes for the Very Young</i>	Anonymous
<i>Titch</i>	Pat Hutchins
"Toaster Time" in <i>Read-Aloud Rhymes for the Very Young</i>	Eve Merriam
<i>Vegetables</i>	Nancy Dickmann
<i>What Happens at an Airport?</i>	Amy Hutchings
<i>When I Get Bigger</i>	Mercer Mayer
<i>When Sophie Gets Angry—Really, Really Angry . . .</i>	Molly Bang
"Wide Awake" in <i>Read-Aloud Rhymes for the Very Young</i>	Myra Cohn Livingston
"Yellow Butter" in <i>Read-Aloud Rhymes for the Very Young</i>	Mary Ann Hoberman

Grade 1

Title	Author/Source
<i>All by Myself</i>	Mercer Mayer
<i>Bee</i>	Karen Hartley and Chris Macro
<i>Best Friends Sleep Over</i>	Jacqueline Rogers
"Cat"	Mary Britton Miller
<i>Chinatown</i>	William Low
<i>Chrysanthemum</i>	Kevin Henkes
<i>Daddy Calls Me Man</i>	Angela Johnson
<i>Down the Road</i>	Alice Schertle
"Ears Hear"	Lucia and James L. Hymes, Jr.
<i>Farmer Duck</i>	Martin Waddell
<i>Fire Trucks</i>	Valerie Bodden
"First Snow"	Marie Louise Allen
<i>Growing Vegetable Soup</i>	Lois Ehlert
"Hide-and-Seek Shadow"	Margaret Hillert
<i>I Love Animals!</i>	Flora McDonnell
"Jump or Jiggle"	Evelyn Beyer
<i>Knuffle Bunny: A Cautionary Tale</i>	Mo Willems
"Lessie," "Riding on the Train," and "Rope Rhyme" in <i>Honey, I Love, and Other Love Poems</i>	Eloise Greenfield
"The March Wind"	Anonymous
<i>Meet my neighbor, the dentist</i>	Marc Crabtree
<i>Mouse Views: What the Class Pet Saw</i>	Bruce McMillan
"My Puppy"	Aileen Fisher
"Our Washing Machine"	Patricia Hubbell
<i>Reading Makes You Feel Good</i>	Todd Parr
<i>Sheep on a Ship</i>	Nancy Shaw
"Showers"	Marchette Chute
"Sleeping Bag"	Kristine O'Connell George
<i>The Snowy Day</i>	Ezra Jack Keats
"Swimming"	Alice Higgins
"Swinging"	Kay Winters
<i>Things I Like</i>	Anthony Browne
"To Walk in Warm Rain"	David McCord
"Umbrellas"	Barbara Juster Esbensen
"Vegetables"	Meish Goldish
<i>Wait and See</i>	Robert Munsch
<i>When I Grow Up . . .</i>	Peter Horn
<i>When I Was Five</i>	Arthur Howard

Grade 2

Title	Author/Source
"About Donald Crews"	James Preller
<i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>	Judith Viorst
"An Argument Against Pets: Animals Should Be Free"	Roshanda Harris and Franklin Sherman
"An Argument Against Pets: Pets Cost Too Much"	BreAnna Gladmon
"An Argument for Pets: Good for the Animals"	Amanda Abel and Elizabeth Dunaway
"An Argument for Pets: We Can Learn From Pets"	Blane Williamson and Orin Fussell
<i>Beardream</i>	Will Hobbs
<i>Bigmama's</i>	Donald Crews
"Boa Constrictor"	Shel Silverstein
<i>Brave Charlotte</i>	Anu Stohner
"Buses"	Maxine Kumin
<i>Click, Clack, Moo: Cows That Type</i>	Doreen Cronin
"Clouds"	Christina G. Rossetti
"The Coyote"	Douglas Florian
<i>Dear Baby: Letters from Your Big Brother</i>	Sarah Sullivan
<i>Dogs Don't Wear Sneakers</i>	Laura Numeroff
<i>Dogzilla</i>	Dav Pilkey
<i>Ducky</i>	Eve Bunting
<i>First Year Letters</i>	Julie Danneberg
"Fish"	Mary Ann Hoberman
<i>Harry and the Terrible Whatzit</i>	Dick Gackenbach
<i>HONK! The Story of a Prima Swanerina</i>	Pamela Duncan Edwards
<i>How to Be a Friend: A Guide to Making Friends and Keeping Them</i>	Laurie Krasny Brown and Marc Brown
<i>I Wanna Iguana</i>	Karen Kaufman Orloff
<i>I Wanna New Room</i>	Karen Kaufman Orloff
<i>I Will Never NOT EVER Eat a Tomato</i>	Lauren Child
<i>Kate & Pippin: An Unlikely Love Story</i>	Martin Springett
"Knoxville, Tennessee"	Nikki Giovanni
"Let's Get a Pup!" Said Kate	Bob Graham
"Lettuce"	Alma Flor Ada
<i>The Little Old Lady Who Was Not Afraid of Anything</i>	Linda Williams
<i>Love, Lizzie: Letters to a Military Mom</i>	Lisa Tucker McElroy
<i>Miss Tizzy</i>	Libba Moore Gray

(continues)

Grade 2 (continued)

Title	Author/Source
"My Baby Brother"	Mary Ann Hoberman
<i>My Little Sister Ate One Hare</i>	Bill Grossman
<i>Night in the Country</i>	Cynthia Rylant
<i>Paper</i>	Chris Oxlade
"Peaches"	Alma Flor Ada
<i>Polar Animals</i>	Deborah Hodge
<i>Polar Lands</i>	Margaret Hynes
<i>Polar Regions</i>	Melanie Waldron
"Q&A with Isobel Springett: The Photographer of <i>Kate & Pippin: An Unlikely Love Story</i> "	Center for the Collaborative Classroom
"Rain Poem"	Elizabeth Coatsworth
<i>Sheila Rae, the Brave</i>	Kevin Henkes
<i>Shortcut</i>	Donald Crews
"Suck It Up!"	Unknown
"The Tiger"	Douglas Florian
"Tree House"	Shel Silverstein
"Weather"	Aileen Fisher
"Which Is Stronger?"	adapted from "Corrugated Paper" in <i>Super Science Experiments</i> by Muriel Mandell Sterling
"Wind Song"	Lilian Moore
"Writing Habits of Professional Authors"	various

Grade 3

Title	Author/Source
<i>1-2-3 Draw Ocean Life</i>	Freddie Levin
<i>The ABCs of Endangered Animals</i>	Bobbie Kalman
"About Eloise Greenfield"	James Preller; eduplace.com
"About Joanne Ryder"	James Preller
"About Judy Blume"	judyblume.com
"About Kevin Henkes"	kevinhenkes.com
<i>Are You a Dragonfly?</i>	Judy Allen
<i>Atlantic</i>	G. Brian Karas
"Autumn Leaves"	Eve Merriam
"Believing in Myself"	Joshua Jay L., age 10
"Bottlenose Dolphin"	Deborah Zemke

(continues)

Grade 3 (continued)

Title	Author/Source
<i>Boundless Grace</i>	Mary Hoffman
<i>Cherries and Cherry Pits</i>	Vera B. Williams
"Chores" and "John and the Snake" in <i>Childtimes: A Three-Generation Memoir</i>	Eloise Greenfield and Lessie Jones Little
"Computers in Our Classrooms"	Center for the Collaborative Classroom
"Don't Change Our Start Time"	Center for the Collaborative Classroom
"First Day of School"	Jennifer, age 10
"Fresh Pop-Corn"	Laura Purdie Salas
"Galoshes"	Rhoda Bacmeister
<i>Grandma's Records</i>	Eric Velasquez
<i>Grandpa's Face</i>	Eloise Greenfield
<i>Hello Ocean</i>	Pam Muñoz Ryan
"Hotel Swimming Pool's Evening Lament"	Stefi Weisburd
"How I Saved a Dog's Life"	Kate, age 7
"Ice Cubes"	Joan Bransfield Graham
<i>If You Were a Writer</i>	Joan Lowery Nixon
<i>In November</i>	Cynthia Rylant
<i>Into the Sea</i>	Brenda Z. Guiberson
"It's Raining!"	Heidi B. Roemer
<i>I Wonder Why the Sea Is Salty</i>	Anita Ganeri
<i>Julius, the Baby of the World</i>	Kevin Henkes
<i>Kittens</i>	Niki Walker and Bobbie Kalman
"More About Judy Blume"	Leonard S. Marcus; judyblume.com
<i>My Father's Hands</i>	Joanne Ryder
<i>My Pet Puppy</i>	Marilyn Baillie
"Oak's Introduction"	Kristine O'Connell George
<i>Oceans and Seas</i>	Nicola Davies
"Open Hydrant"	Marci Ridlon
<i>A Pack of Wolves and Other Canine Groups</i>	Anna Claybourne
<i>The Pain and the Great One</i>	Judy Blume
<i>Panda Kindergarten</i>	Joanne Ryder
<i>The Paper Bag Princess</i>	Robert Munsch
"The Polliwogs"	Douglas Florian
"Puzzle Sticks" in <i>Fun-To-Make Crafts for Every Day</i>	Tom Daning

(continues)

Grade 3 (continued)

Title	Author/Source
"Rats Are the Coolest Pets"	Center for the Collaborative Classroom
<i>Reptiles</i>	Tom Greve
<i>Scarecrow</i>	Cynthia Rylant
"School Should Start Later in the Morning"	Center for the Collaborative Classroom
<i>She Come Bringing Me That Little Baby Girl</i>	Eloise Greenfield
<i>Silver Seeds</i>	Paul Paolilli and Dan Brewer
"Sunning"	James S. Tippett
<i>Tacky the Penguin</i>	Helen Lester
<i>Things Will Never Be the Same</i>	Tomie dePaola
"Two Voices in a Tent at Night"	Kristine O'Connell George
<i>Where Butterflies Grow</i>	Joanne Ryder
"Which is the Best?"	James Stevenson
"Why You Should Get a Dog"	Center for the Collaborative Classroom

Grade 4

Title	Author/Source
"1, 2, 3 Dragon"	students at Germantown Academy, PA
<i>1-2-3 Draw Cartoon People</i>	Steve Barr
"About Allen Say"	Allen Say
"About Jane Yolen"	Jane Yolen
"About William Steig"	James Preller
<i>Australia</i>	Xavier Niz
<i>The Bicycle Man</i>	Allen Say
"Bike Helmets"	Center for the Collaborative Classroom
<i>The Book of Cards for Kids</i>	Gail MacColl
"Bugs Are Creepy"	Center for the Collaborative Classroom
"Carrot and Raisin Salad"	Judi Gillies and Jennifer Glossop
"Carrot Salad"	Angela Wilkes
"Catching Stars"	students at Germantown Academy, PA
"cow"	Valerie Worth
"Crickets"	Myra Cohn Livingston

(continues)

Grade 4 (continued)

Title	Author/Source
<i>The Day of Ahmed's Secret</i>	Florence Parry Heide and Judith Heide Gilliland
<i>Desert Voices</i>	Byrd Baylor and Peter Parnall
"Egg"	Kristine O'Connell George
<i>Everything Reptile</i>	Cherrie Winner
"Expressions"	Anna Milbourne
"Feeling Ill"	Michael Rosen
"First Days," "Hot Rolls," "Joe Louis," "Learning the Hard Way," and "Mama Sewing" in <i>Childtimes: A Three-Generation Memoir</i>	Eloise Greenfield and Lessie Jones Little
"The Fly Is In"	Shel Silverstein
"Helping Other Countries"	Center for the Collaborative Classroom
"I'm Much Too Tired to Play Tonight"	Jack Prelutsky
"I'm Sorry!"	Jack Prelutsky
"Insects Are Amazing"	Center for the Collaborative Classroom
"It Is Our Money and We Need It"	Center for the Collaborative Classroom
<i>Kenya: A Question and Answer Book</i>	Sara Louise Kras
"lawnmower"	Valerie Worth
"Little Things"	Sara Roberts
"Lullaby"	Kristine O'Connell George
"Making a character"	Anna Milbourne
<i>Mexico</i>	Colleen Sexton
"The Mirror"	Jijo Vilayanickal
<i>Miss Rumphius</i>	Barbara Cooney
"More About Allen Say"	Stephanie Loer
<i>Morning on the Lake</i>	Jan Bourdeau Waboose
<i>Night of the Gargoyles</i>	Eve Bunting
"Over My Toes"	Michael Rosen
<i>Owl Moon</i>	Jane Yolen
"Poet Quotes: What Is Poetry?"	various
<i>Roxaboxen</i>	Alice McLerran
"A Snake Named Moon" and "The Missing Moon" in <i>The Moon and I</i>	Betsy Byars
<i>Sylvester and the Magic Pebble</i>	William Steig
<i>Tar Beach</i>	Faith Ringgold
<i>Tea with Milk</i>	Allen Say
<i>The Ultimate Fact Book</i>	Andrew Wojtanik
"Up and Down"	Douglas Florian

Grade 4 (continued)

Title	Author/Source
<i>A Visit to Italy</i>	Rachael Bell
<i>A Visit to Japan</i>	Peter and Connie Roop
"Windy Nights"	Rodney Bennett
<i>Wizzil</i>	William Steig
"Writing Habits of Professional Authors"	various

Grade 5

Title	Author/Source
"About Chris Van Allsburg"	Chris Van Allsburg
"About Jon Scieszka"	Leonard S. Marcus
"About Patricia Polacco"	Patricia Polacco
"Animal Experimentation Saves Lives"	Giovanny P.
"Animal Testing: Here Is the Truth"	Emma H.
<i>Can It Rain Cats and Dogs?</i>	Melvin and Gilda Berger
"Child Frightened by a Thunderstorm"	Ted Kooser
<i>Extreme Earth Records</i>	Seymour Simon
"fireworks"	Valerie Worth
"flamingo"	Valerie Worth
<i>The Frog Prince, Continued</i>	Jon Scieszka
"Gentle Sound of Rain"	Lee Emmett
<i>Global Warming</i>	Seymour Simon
"I Love the Look of Words"	Maya Angelou
<i>I Wonder Why Penguins Can't Fly</i>	Pat Jacobs
<i>I Wonder Why The Sahara Is Cold At Night</i>	Jackie Gaff
<i>Knots in My Yo-yo String</i>	Jerry Spinelli
<i>Just a Dream</i>	Chris Van Allsburg
"Lemonade" and "Backyard Bubbles"	Rebecca Kai Dotlich
<i>The Lotus Seed</i>	Sherry Garland
<i>Meteor!</i>	Patricia Polacco
<i>Moir's Birthday</i>	Robert Munsch
"More About Jon Scieszka"	Leonard S. Marcus
<i>My Rotten Redheaded Older Brother</i>	Patricia Polacco
<i>Nothing Ever Happens on 90th Street</i>	Roni Schotter
"On Helping Others"	Laia Mitchell
"On Respect"	Nick Maney

(continues)

Grade 5 (continued)

Title	Author/Source
"Poet Quotes: What Is Poetry?"	various
"Porch Light"	Debra Chandra
<i>Rainforests</i>	James Harrison
"School Uniforms"	Akinyi R. (student writing)
<i>Scranimals</i>	Jack Prelutsky
"The Sea"	Debra Chandra
"September"	John Updike
<i>Still Firetalking</i>	Patricia Polacco
<i>The Summer My Father Was Ten</i>	Pat Brisson
<i>Sweet Music in Harlem</i>	Debbie A. Taylor
<i>The Sweetest Fig</i>	Chris Van Allsburg
"Television: The Most Disparaged Resource of the Information Age"	Salmaan S. (student writing)
<i>The True Story of the 3 Little Pigs!</i>	Jon Scieszka
<i>Uncle Jed's Barbershop</i>	Margaree King Mitchell
"WARNING: Too Much TV Is Hazardous to Your Health"	TV-Turnoff Network; Center for Screen-Time Awareness
<i>Water Dance</i>	Thomas Locker
"Windshield Wiper"	Eve Merriam
<i>The Wreck of the Zephyr</i>	Chris Van Allsburg
"Writing Habits of Professional Authors"	various

Grade 6

Title	Author/Source
"A Paper Clip Trick"	Center for the Collaborative Classroom
<i>A Teen Guide to Being Eco in Your Community</i>	Cath Senker
"About Joan Aiken"	lib.usm.edu and indiebound.org
"About Kristi Holl"	Kristi Holl, edited by Sandy Asher
"About Louis Sachar"	louissachar.com
"April Rain Song"	Langston Hughes
<i>Birmingham 1963: How a Photograph Rallied Civil Rights Support</i>	Shelley Tougas
"Bring Naps, Recess, and the Arts Back to School"	Annie Murphy Paul
"Bull snake rattle"	Barbara Esbensen
"Do Not Raise the Driving Age to 18"	Center for the Collaborative Classroom

(continues)

Grade 6 (continued)

Title	Author/Source
"Echoes Down the Rails"	Kristi Holl
"Excerpt from <i>I Am Malala: How One Girl Stood Up for Education and Changed the World</i> "	Malala Yousafzai
"Fireflies"	J. Patrick Lewis
"giraffe"	Valerie Worth
<i>Goldilocks and Just One Bear</i>	Leigh Hodgkinson
"How to Make a Friendship Bracelet"	Center for the Collaborative Classroom
"How to Make a Jumping Frog"	Center for the Collaborative Classroom
<i>If the World Were a Village: A Book about the World's People</i>	David J. Smith
"Losing Is Good for You"	Ashley Merryman
"Milk," "Journey," and "Mosquito"	Barry Yourgrau
"More About Louis Sachar"	louissachar.com
"My Mother's Hands"	Dan Feng Mei (student writing)
<i>Mysterious Disappearances</i>	John Townsend
"No Place I'd Rather Be"	Kristi Yamaguchi
"Ode to Pablo's Tennis Shoes"	Gary Soto
<i>Ouch! The Weird & Wild Ways Your Body Deals with Agonizing Aches, Ferocious Fevers, Lousy Lumps, Crummy Colds, Bothersome Bites, Breaks, Bruises & Burns & Makes Them Feel Better!</i>	Joe Rhatigan
"Pencils"	Barbara Esbensen
"Poet Quotes: What Is Poetry?"	various
<i>Probuditi!</i>	Chris Van Allsburg
<i>Rattlesnake Mesa: Stories from a Native American Childhood</i>	EdNah New Rider Weber
<i>Sideways Stories from Wayside School</i>	Louis Sachar
"Sleep Deprivation and Teens: 'Walking Zombies'"	Vicki Abeles and Abigail Baird, PhD
"Smells"	Kathryn Worth
<i>Sneed B. Collard III's Most Fun Book Ever About Lizards</i>	Sneed B. Collard III
"Spring Is"	Bobbi Katz
"Steam Shovel"	Charles Malam
<i>Survival Challenge: Lost!</i>	Stephanie Turnbull
<i>Thank You, Mr. Falker</i>	Patricia Polacco
"The Elves in the Shelves"	Joan Aiken
"The Minimum Driving Age Should Be Raised"	Rameysh Ramdas
"The pickety fence"	David McCord

(continues)

Grade 6 (continued)

Title	Author/Source
<i>The Secret Shortcut</i>	Mark Teague
"The Sneeze"	Alex Roan
"The Stray"	Gary Soto
<i>The Technology Behind Amazing Built Structures</i>	Nicolas Brasch
<i>The Technology Behind Everyday Appliances</i>	Nicolas Brasch
"They're Made Out of Meat"	Terry Bisson
"Why Parents Should Push Their Kids to Play Team Sports"	Lisa Endlich Heffernan and Mary Dell Harrington
"Writing Habits of Professional Authors"	various
"You Can Talk About Your Hummingbirds"	Arnold Adoff

Appendix D

SKILLS AND CONVENTIONS TABLES

Kindergarten Skills and Conventions

Skill/Convention	Unit 1: The Writing Community	Unit 2: Getting Ideas	Unit 3: Telling More	Unit 4: Just the Facts	Unit 5: Exploring Words Through Poetry	Unit 6: Opinion Writing	Unit 7: Revisiting the Writing Community
Draw pictures to tell stories	■	□					
Tell stories/ideas orally before writing		■	□	□	□	□	□
Label pictures using letters or words that relate to the writing		■	□	□	□	□	□
Write left-to-right and top-to-bottom		■	□	□	□	□	□
Use a word wall to spell high-frequency words		■	□	□	□	□	□
Use spaces between words		■	□	□	□	□	□
Write sentences		■	□	□	□	□	□
Capitalize the first letters of sentences		■	□	□	□	□	□
Use periods at the ends of sentences		■	□	□	□	□	□
Approximate spelling using letter-sound correspondence		■	□	□	□	□	□
Use frequently occurring prepositions			■	□	□	□	□
Add -s or -es to form plural nouns			■	□	□	□	□
Understand and use question words				■	□	□	□

■ skill introduced □ skill practiced

Grade 1 Skills and Conventions

Skill/Convention	Unit 2: Getting Ideas	Unit 3: Telling More	Unit 4: Writing Stories About Me	Unit 5: Writing Nonfiction	Unit 6: Exploring Words Through Poetry	Unit 7: Opinion Writing	Unit 8: Revisiting the Writing Community
GRAMMAR AND USAGE							
Complete sentences	■	■					
Singular nouns						■	
Plural nouns						■	
Verbs	■				■		
Using nouns and verbs in sentences	■			■	■		
Declarative and interrogative sentences				□			
Common and proper nouns		□					
Present- and past-tense verbs		■			■		
Exclamatory sentences			□				
Adjectives					■		
Prepositions			■				
Pronouns	■	■					
PUNCTUATION AND CAPITALIZATION							
Commas in a series		■		■			
Conjunctions and commas in compound sentences			■			■	

■ *Skill Practice Teaching Guide* lesson referenced in a Skill Practice Note

□ Instruction provided and *Skill Practice Teaching Guide* lesson referenced in the unit

Grade 2 Skills and Conventions

Skill/Convention	Unit 1: The Writing Community	Unit 2: Telling More	Unit 3: Fiction	Unit 4: Nonfiction	Unit 5: Letter Writing	Unit 6: Poems and Words	Unit 7: Opinion Writing	Unit 8: Revisiting the Writing Community
GRAMMAR AND USAGE								
Complete sentences	■	■			■		■	
Declarative and interrogative sentences	■	■	□	■	■		■	
Exclamatory and imperative sentences	■	■	□		■		■	
Compound sentences					■			
Collective nouns			■					
Proper nouns	□	□		■			■	
Reflexive pronouns					■			
Adjectives			■			■	■	
PUNCTUATION AND CAPITALIZATION								
Commas in a series		□						
Commas in greetings and closing of letters					□			
Apostrophes in contractions	■							
Apostrophes in possessives				■				
Quotation marks			□					

■ Skill Practice Teaching Guide lesson referenced in a Skill Practice Note

□ Instruction provided and Skill Practice Teaching Guide lesson referenced in the unit

Grade 3 Skills and Conventions

Skill/Convention	Unit 2: The Writing Process	Genre: Personal Narrative	Genre: Fiction	Genre: Expository Nonfiction	Genre: Functional Writing	Genre: Opinion Writing	Genre: Poetry	Unit 9: Revisiting the Writing Community
GRAMMAR AND USAGE								
Complete sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
Recognize and correct incomplete sentences		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		
Compound sentences					■			
Complex sentences						■		
Singular and plural nouns		<input type="checkbox"/>		<input type="checkbox"/>				
Common and proper nouns	<input type="checkbox"/>							
Subjects, objects, and pronouns				■				
Possessive pronouns		<input type="checkbox"/>						
Verbs	■		<input type="checkbox"/>					
Regular and irregular verbs			■					
Adjectives	■	<input type="checkbox"/>				<input type="checkbox"/>		
Comparative and superlative adjectives			<input type="checkbox"/>	<input type="checkbox"/>				
Adverbs			<input type="checkbox"/>					
Comparative and superlative adverbs			<input type="checkbox"/>					
PUNCTUATION AND CAPITALIZATION								
Words in titles	■		■					
Contractions		<input type="checkbox"/>						
Commas in addresses		■	■	■	■		■	
Commas and quotation marks in dialogue			<input type="checkbox"/>					

■ *Skill Practice Teaching Guide* lesson referenced in a Skill Practice Note

□ Instruction provided and *Skill Practice Teaching Guide* lesson referenced in the unit

Grade 4 Skills and Conventions

Skill/Convention	Unit 2: The Writing Process	Genre: Personal Narrative	Genre: Fiction	Genre: Expository Nonfiction	Genre: Functional Writing	Genre: Opinion Writing	Genre: Poetry	Unit 9: Revisiting the Writing Community
GRAMMAR AND USAGE								
Complete sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
Recognize and correct sentence fragments		<input type="checkbox"/>		<input type="checkbox"/>				
Recognize and correct run-on sentences		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
Singular, plural, and possessive nouns			■					
Subject and object pronouns			■					
Possessive pronouns			■					
Commonly misused words		<input type="checkbox"/>						
Verbs	<input type="checkbox"/>						<input type="checkbox"/>	
Progressive verb tenses		<input type="checkbox"/>	<input type="checkbox"/>					
Adjectives and order of adjectives in sentences	<input type="checkbox"/>		<input type="checkbox"/>					
PUNCTUATION AND CAPITALIZATION								
Commas in dates, addresses, greetings, and closings of letters		■	■	■	■	■	■	■
Commas and quotation marks in dialogue and direct quotations			<input type="checkbox"/>					

■ Skill Practice Teaching Guide lesson referenced in a Skill Practice Note

□ Instruction provided and Skill Practice Teaching Guide lesson referenced in the unit

Grade 5 Skills and Conventions

Skill/Convention	Unit 2: The Writing Process	Genre: Personal Narrative	Genre: Fiction	Genre: Expository Nonfiction	Genre: Functional Writing	Genre: Opinion Writing	Genre: Poetry	Unit 9: Revisiting the Writing Community
GRAMMAR AND USAGE								
Complete sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
Compound sentences			<input type="checkbox"/>	<input type="checkbox"/>				
Recognize and correct fragments and run-on sentences		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
Nouns and possessive nouns		■						
Possessive pronouns			■					
Verbs	■							
Perfect verb tenses		<input type="checkbox"/>						
Shifts in verb tense		<input type="checkbox"/>	<input type="checkbox"/>					
Adjectives	<input type="checkbox"/>							
Prepositions and prepositional phrases			<input type="checkbox"/>					
Correlative conjunctions					<input type="checkbox"/>			
PUNCTUATION AND CAPITALIZATION								
Commas in a series					<input type="checkbox"/>			
Commas after introductory phrases and clauses						<input type="checkbox"/>		
Commas to set off <i>yes</i> and <i>no</i> , tag questions, and nouns of direct address			■					
Commas and quotation marks in dialogue and direct quotations			<input type="checkbox"/>					

■ *Skill Practice Teaching Guide* lesson referenced in a Skill Practice Note

□ Instruction provided and *Skill Practice Teaching Guide* lesson referenced in the unit

Grade 6 Skills and Conventions

Skill/Convention	Unit 2: The Writing Process	Genre: Personal Narrative	Genre: Fiction	Genre: Expository Nonfiction	Genre: Functional Writing	Genre: Argumentative Writing	Genre: Poetry	Unit 9: Revisiting the Writing Community
GRAMMAR AND USAGE								
Complete sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
Compound sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
Dependent and independent clauses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
Combining sentences	■			■		■		
Recognize and correct sentence fragments and run-on sentences		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
Subject and object pronouns			■					
Possessive and intensive pronouns			■					
Pronoun antecedents and noun-pronoun agreement			<input type="checkbox"/>					
Verbs	<input type="checkbox"/>							
Adjectives	<input type="checkbox"/>							
Formal and informal English				<input type="checkbox"/>		<input type="checkbox"/>		
Consistency in style and tone				■		■		
PUNCTUATION AND CAPITALIZATION								
Commas, parentheses, and dashes to set off nonrestrictive/parenthetical information		<input type="checkbox"/>						
Punctuating dialogue			■	■		■		
Capitalizing and punctuating titles				<input type="checkbox"/>		<input type="checkbox"/>		
Commas and quotation marks in dialogue and direct quotations			<input type="checkbox"/>					

■ *Skill Practice Teaching Guide* lesson referenced in a Skill Practice Note

□ Instruction provided and *Skill Practice Teaching Guide* lesson referenced in the unit

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Being a Writer™

SECOND EDITION

The Collaborative Classroom

The Collaborative Classroom differs from traditional learning environments in that students and teachers work together on shared academic and social goals.

The Collaborative Classroom is an intentional environment in which collaboration goes beyond conventional cooperation and compliance. Students become caring members of a learning community who take responsibility for their own learning. As students think, talk, and share ideas, they come to value the thinking of others. They become thoughtful writers and engaged speakers and listeners. They discuss and debate big ideas with respect, clarity, and understanding.

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- Intrinsic motivation to remain on task
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Skill Practice Teaching Guide

CCC Collaborative Literacy

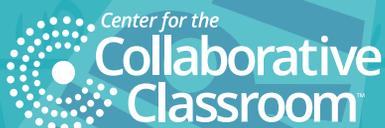
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In what feels like a second you're standing on the diving board 12 feet in the air at the sports complex pool. You're excited and nervous. In one second you spring off the board. You do three flips and splash into the water gracefully. You open your eyes.

You burst with pride.

A perfect triple dive!



GRADE

5

Skill Practice Teaching Guide

CCC Collaborative Literacy

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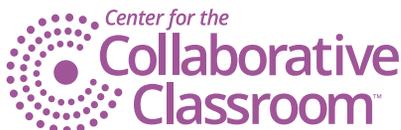
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You burst with pride.

A perfect triple dive!

GRADE

5



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Introduction

The *Skill Practice Teaching Guide*, along with the *Student Skill Practice Book*, provides 30 weeks of mini-lessons in grammar, usage, and mechanics skills that supplement writing instruction in the *Being a Writer* program. Skill Practice Notes in the *Being a Writer Teacher’s Manual* alert teachers to instructional moments when a mini-lesson in grammar, usage, capitalization, or punctuation might help students with their writing. At grades 1–2, most skill instruction in the core lessons occurs during the shared or modeled portions of the lesson. At grades 3–5, most skill instruction occurs during the revision and proofreading phases of the writing process. Additional instruction and practice in skills and conventions for grades 1–5 are provided in this teaching guide and the accompanying practice pages.

The *Skill Practice Teaching Guide* includes:

- 25 mini-lessons and 5 review lessons
- Interactive whiteboard activities to promote student participation and support instruction
- *Student Skill Practice Book* corrections
- Individual student and class assessment forms
- Three diagnostic proofreading passage scoring keys

The *Student Skill Practice Book* includes:

- Three practice book pages per lesson (the third of which can be scored)
- A *Student Grammar Guide* containing grammar terms with definitions and examples
- Three diagnostic proofreading passages for formative assessment of language standards

Language Skills Support in the *Being a Writer Teacher’s Manual*

The *Being a Writer* program supports students’ acquisition of grammar, usage, and mechanics skills. The “Grade 5 Skills Correlation to *Being a Writer*” table on the following pages shows where a skill is taught in the grade 5 *Teacher’s Manual* and where Skill Practice Notes refer to lessons in the *Skill Practice Teaching Guide*.

Grade 5 Skills Correlation to Being a Writer

Unit in the Core Being a Writer Teacher's Manual									
SKILL PRACTICE TEACHING GUIDE LESSON	UNIT 2 THE WRITING PROCESS	PERSONAL NARRATIVE	FICTION	EXPOSITORY NONFICTION	FUNCTIONAL WRITING	OPINION WRITING	POETRY	UNIT 9 REVISITING THE WRITING COMMUNITY	
Lesson 1, Complete Sentences	Week 2 ■	Week 4 ■	Week 6 ■	Week 6 ■		Week 3 ■			
Lesson 2, Compound Sentences			Week 6 ■	Week 6 ■					
Lesson 3, Dependent and Independent Clauses									
Lesson 4, Combining Sentences									
Lesson 5, Sentence Fragments and Run-on Sentences		Week 4 ■	Week 6 ■	Week 6 ■		Week 3 ■			
Lesson 6, Review									
Lesson 7, Nouns and Possessive Nouns		Week 2 □							
Lesson 8, Subject and Object Pronouns									
Lesson 9, Possessive Pronouns			Week 5 □						
Lesson 10, Noun-Pronoun Agreement									
Lesson 11, Review									
Lesson 12, Verbs	Week 1 □								
Lesson 13, Perfect Verb Tenses		Week 1 ■							
Lesson 14, Progressive Verb Tenses									
Lesson 15, Shifts in Verb Tense		Week 2 ■	Week 6 ■						
Lesson 16, Subject-Verb Agreement									

■ Instruction provided in the unit and Skill Practice Note points to Skill Practice Teaching Guide lesson.

□ Skill Practice Note points to Skill Practice Teaching Guide lesson.

(continues)

Unit in the Core Being a Writer Teacher's Manual (continued)

SKILL PRACTICE TEACHING GUIDE LESSON	UNIT 2 THE WRITING PROCESS	PERSONAL NARRATIVE	FICTION	EXPOSITORY NONFICTION	FUNCTIONAL WRITING	OPINION WRITING	POETRY	UNIT 9 REVISITING THE WRITING COMMUNITY
Lesson 17, Review								
Lesson 18, Adjectives	Week 1 ■							
Lesson 19, Adverbs								
Lesson 20, Prepositions and Prepositional Phrases			Week 5 ■					
Lesson 21, Correlative Conjunctions					Week 2 ■			
Lesson 22, Interjections and Punctuation to Show Emotion								
Lesson 23, Formal and Informal English								
Lesson 24, Review								
Lesson 25, Commas in a Series					Week 3 ■			
Lesson 26, Commas after Introductory Words and Phrases						Week 3 ■		
Lesson 27, Commas to Set Off Yes and No, Tag Questions, and Nouns of Direct Address			Week 6 □					
Lesson 28, Commas and Quotation Marks in Dialogue and Direct Quotations			Week 6 ■					
Lesson 29, Punctuating Titles								
Lesson 30, Review								

■ Instruction provided in the unit and Skill Practice Note points to Skill Practice Teaching Guide lesson.

□ Skill Practice Note points to Skill Practice Teaching Guide lesson.

Making the Most of a Mini-lesson

There are three main ways to incorporate the lessons in the *Skill Practice Teaching Guide* into the *Being a Writer* program:

- Teach the 30 lessons in sequence.
- Teach specific skills to support work in a particular genre, as suggested by Skill Practice Notes in the *Being a Writer Teacher’s Manual*.
- Use the formative assessments in Appendix C at the beginning, middle, and end of the year. The first two assessments can be used to determine which lessons to teach and to whom, and the final assessment can be used to evaluate student progress at the end of the year.

Each mini-lesson includes an introduction, teacher-guided practice, and a set of three optional practice pages for students. Many lessons also offer opportunities for students to collaborate with peers; the icon  serves as a marker for collaborative activities. Mini-lessons also encourage student participation via interactive whiteboard activities. The interactive whiteboard activities challenge students to complete tasks designed to help them identify and use common English language conventions. Students might be asked to the whiteboard to drag a correct answer from a word box into a blank, to click a blank to reveal an answer, or to use the pen tool to correct a sentence fragment. Facsimiles of the whiteboard activities appear with answers in each lesson of the *Skill Practice Teaching Guide* at point of use. All whiteboard activities are also available on the CCC Learning Hub to print and project, or to use as paper-and-pencil activities.*

Using the *Student Skill Practice Book*

Three optional student practice pages are provided in the *Student Skill Practice Book* for each lesson. Activities are scaffolded. For example, the first page of a lesson might involve a simple task, such as identifying a language element; the second page might invite students to choose which language element works best in a specific context; and the third page might call for more sophisticated tasks, such as proofreading a written work for accuracy. All three pages offer a brief writing prompt to give the students an opportunity to use the language skill in original writing.

The third page of each set of practice pages for each lesson can be scored to evaluate student progress and inform instruction. The scores can be added to the “Skill Practice Student Record” sheet and the “Skill Practice Class Record” sheet to record individual and class results. For students who need additional support, this page is also available as an interactive

*Drag-and-drop activities become fill-in-the-blank activities; click-to-reveal activities become activities in which you write a label above a picture, word, or phrase, or cross out a word and write the correction above it.

whiteboard activity for reteaching. For more information about using the practice pages in the *Student Skill Practice Book* to evaluate student progress, see “Skill Practice Assessment” found in Appendix B.

Assessing Language Skills

Three diagnostic proofreading and editing tasks in Appendix C of this guide offer the opportunity to assess students’ development and mastery of the language standards.

Student copies of the proofreading and editing tasks appear in the back of the *Student Skill Practice Book* on page 103. In Appendix C of this guide, you will find instructions for conducting, scoring, and analyzing the assessment, along with annotated versions of the tasks that serve as scoring keys. The scoring keys also list standard(s) addressed by each item.

You may wish to administer a diagnostic proofreading and editing task at the beginning, middle, and end of the year. Appendix C includes two cumulative report forms per task—one for recording individual student results and one for recording class results—that allow you to track progress and to identify specific skills requiring additional review, reteaching, and practice. These forms are also available on the CCC Learning Hub (ccclearninghub.org), and they can be accessed through the CCC ClassView™ assessment app (classview.org).

Skill Practice Mini-lessons

READ

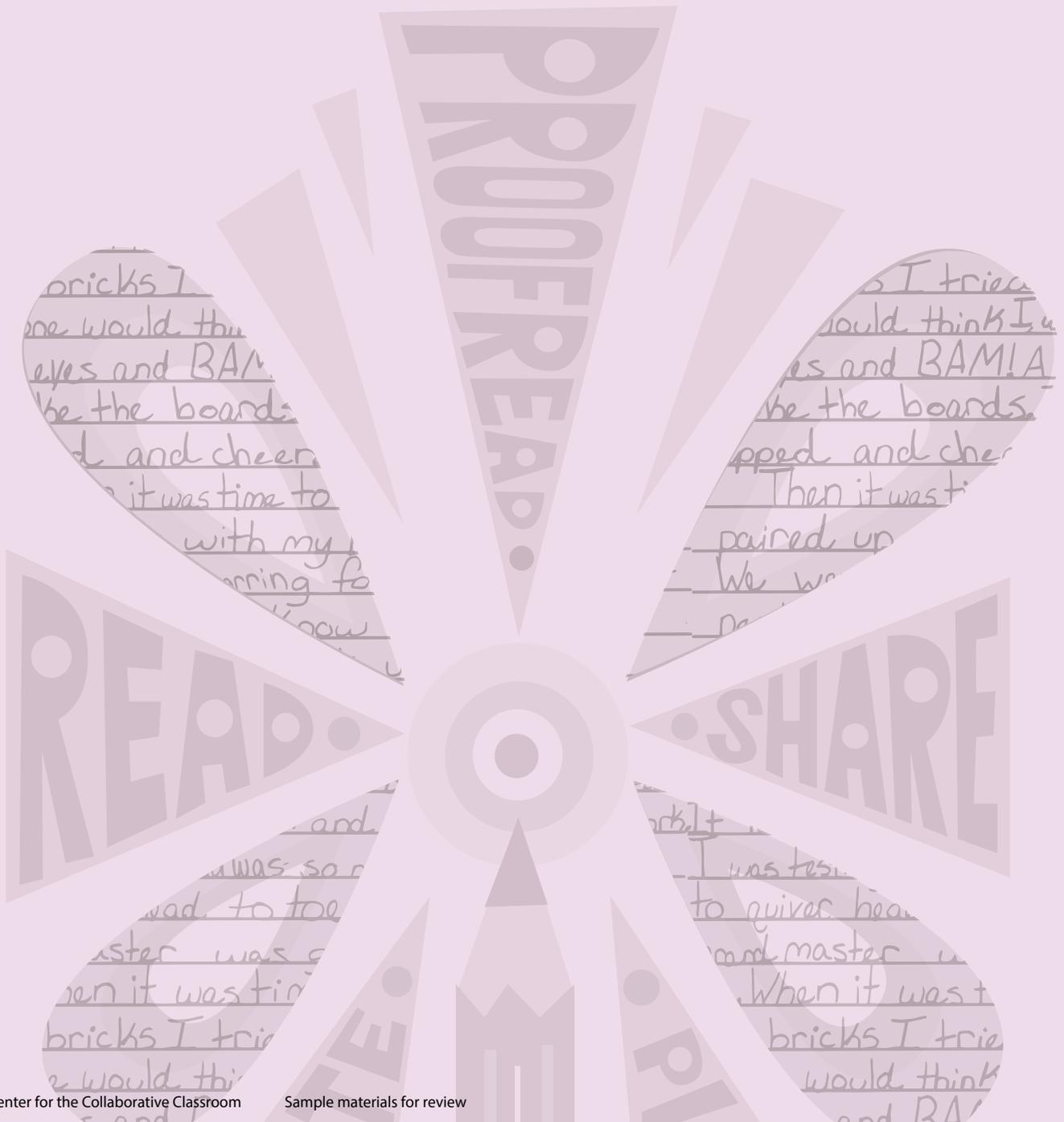
SHARE

WRITE



PLAN

Sentences



Lesson 1

Complete Sentences

Student Skill Practice Book

- Pages 1–3



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- “Complete Sentences” activity (WA1)
- “Complete Sentences” activity (WA2)
- “Complete Sentences” activity (WA3)
- (Optional reteaching) “Complete Sentences” activity (WA4)
- (Optional reteaching) “Complete Sentences” activity (WA5)

Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)*

Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)*

INTRODUCTION

1. Explain to the students that a **sentence** is a group of words that tells a complete thought. A sentence begins with a capital letter and ends with a punctuation mark. Point out that every sentence has two main parts: a **subject** that tells whom or what the sentence is about, and a **predicate** that tells what the subject does or is.
2. Display the “Complete Sentences” activity (🎯 WA1). Read the first sentence aloud and ask:

Q Which words tell whom or what the sentence is about—The cold Arctic or lies in the most northern part of the world? (The cold Arctic)

Q Which words tell what the subject does or is? (lies in the most northern part of the world)

Draw one line under *The cold Arctic* and two lines under *lies in the most northern part of the world*. Then tell the students that *The cold Arctic* is the subject of the sentence—it tells whom or what the sentence is about. Explain that *lies in the most northern part of the world* is the predicate—it tells what the Arctic does or is.

*Use these assessments to check students’ application and assess their more information, see Appendix C.

1. The cold Arctic lies in the most northern part of the world.
2. The Arctic Ocean covers a large part of this treeless region.
3. The water in the ocean is thick ice during most of the year.
4. People live in this very cold climate.
5. A few animals survive.

3. Repeat the process for sentences 2–5.
4. Point to the subject, *The cold Arctic*, in sentence 1. Ask the students which word tells exactly what the sentence is about. (*Arctic*) Draw a box around *Arctic* and explain that the most important word in a subject is called the **simple subject**. The **complete subject** includes all of the words that tell whom or what the sentence is about.
5. Then point to the predicate in sentence 1, *lies in the most northern part of the world*. Ask the students which word tells what the Arctic does. (*lies*) Draw a box around *lies* and explain that the most important word in the predicate is called the **simple predicate**, and that the simple predicate is a verb. Then explain that the **complete predicate** includes all of the words that tell what the subject does or is.
6. Invite volunteers to the whiteboard to read each remaining sentence aloud, and identify the simple subject and the simple predicate. Then guide the students to draw a box around each one.

Teacher Note

Use sentence 2 to point out that the simple subject may be more than one word when it is the name of something. Use sentence 4 to point out that sometimes the complete subject and the simple subject are the same. Use sentence 5 to point out that the complete predicate and the simple predicate can also be the same. Note that each sentence begins with a capital letter and ends with a punctuation mark.

7. Display the next “Complete Sentences” activity (🗨️ WA2). Explain that a sentence may have a **compound subject**—two or more simple subjects that have the same predicate. Point out that the simple subjects in a compound subject can be joined by the **conjunction**, or connecting word, *and* or *or*. Read the first sentence aloud and ask:

Q Which two words tell whom or what the sentence is about? (Bears, wolves)

Underline each simple subject, and circle the conjunction *and*.

WA2

1. Bears and wolves live in the Arctic.
2. Many seals and foxes also make their homes in this region.
3. The animals adapt to their environment and survive the cold.
4. For protection the fox's dark summer coat turns white and blends in with the snow.
5. Foxes hunt small mammals or capture birds for food.
6. Many Arctic animals depend on the ice for survival and are at risk from climate change.

8. Repeat the process for sentence 2.
9. Read sentence 3 aloud. Explain that a sentence may have a **compound predicate**—two or more simple predicates that are joined by the conjunction *and* or *or*. Ask:

Q Which two words tell what the animals do? (adapt; survive)

Underline each simple predicate and circle the conjunction *and*.

10. Repeat the process for sentences 4–6.

GUIDED PRACTICE

11. Display the next “Complete Sentences” activity (🗨️ WA3). Tell the students that they are going to identify complete and simple subjects and predicates, as well as compound subjects and predicates.

WA3

1. Reindeer, also known as caribou, live in the Arctic.
2. A reindeer's coat has two layers of fur and keeps the animal warm.
3. These animals travel in groups for safety and run really fast.
4. The creatures eat grass or munch on leaves in summer.
5. Bears and wolves hunt reindeer.

12. Read the first sentence aloud and ask:

Q *What is the complete subject of the sentence? (Reindeer, also known as caribou) What is the simple subject of the sentence? (Reindeer)*

Q *What is the complete predicate? (live in the Arctic) What is the simple predicate? (live)*

Invite a volunteer to underline the complete subject and circle the simple subject or subjects. Then ask the student to draw two lines under the complete predicate and circle the verb or verbs.

13. Repeat the process for sentences 2–5.



14. Have the students work in pairs to write a paragraph, using complete sentences. Ask them to include at least one sentence with a compound subject and one with a compound predicate.

Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write about a favorite animal.

ELL Note

In Spanish and some Asian languages, such as Chinese and Japanese, sentences do not always have a subject. Therefore, students from these language backgrounds may need additional practice with complete sentences.

Optional Practice

Have the students complete pages 1–3 in their *Student Skill Practice Books*, independently or in pairs, to practice writing complete sentences. Note that page 3 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 3 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

Lesson 2

Compound Sentences

Prerequisite Lesson

- Lesson 1, “Complete Sentences”

Student Skill Practice Book

- Pages 4–6



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- “Compound Sentences” activity (WA6)
- “Compound Sentences” activity (WA7)
- (Optional reteaching) “Compound Sentences” activity (WA8)
- (Optional reteaching) “Compound Sentences” activity (WA9)

Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)*

Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)*

INTRODUCTION

1. Tell the students that today they will learn how to connect simple sentences. Explain that a **simple sentence** contains a subject and a predicate, and expresses a complete thought.
2. Display the “Compound Sentences” activity (📄 WA6). Ask the students to listen carefully as you read sentences 1–4, which are all simple sentences. Then read the sentences aloud and ask:

Q *What did you notice about how these sentences sounded as I read them?*

If necessary, point out that the sentences are all short, which makes them sound choppy. Explain that to make these simple sentences longer and more interesting, we can use the word *and* to join pairs of sentences together. Write the word *and*. Then cross out the capital *S* in *She* and replace it with a lowercase *s*. Replace the period after *School* with a comma, and read the new sentence aloud: *Davida goes to Boxwood School, and she is in Mr. Rosetti’s sixth-grade class*. Point out that the ideas in the joined sentences relate to each other: they both tell about Davida and her school.

*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

Explain that when we join two simple sentences with related information we use a special kind of conjunction, or connecting word, called a **coordinating conjunction**. Point to the coordinating conjunctions *and*, *but*, *or*, and *so* in the word box. Remind the students that they used two of these conjunctions, *and* and *or*, to form compound subjects and compound predicates. Explain that when we use a coordinating conjunction to connect simple sentences with related information or ideas, we form what is called a **compound sentence**. Point to the comma in the sentence and explain that we put a comma before a coordinating conjunction in a compound sentence.

WA6

and but or so

(1) Davida goes to Boxwood School, and (2) ^SShe is in Mr. Rosetti's sixth-grade class. (3) Davida loves school, and (4) ^SShe gets good grades in all subjects. (5) This year the school started a tutoring program. (6) Sixth graders can help younger students with reading, or (7) ^TThey can help them with math. (8) Davida likes math, but (9) ^SShe would rather help someone with reading. (10) Davida wants others to love reading as much as she does, so (11) ^SShe signs up to help a third-grader improve her reading skills.

3. Have the students silently read sentences 3 and 4. Ask:

Q *How can we use the coordinating conjunction and to make these two simple sentences a compound sentence?*

Q *How are the ideas in the two simple sentences related?*

Have a volunteer go to the whiteboard and write *and* in the blank, replace the period with a comma before the conjunction, cross out the capital *S* in *She*, and replace it with a lowercase *s*. As needed, explain that both sentences tell about the kind of student Davida is. Read the new compound sentence aloud.

Teacher Note

If necessary remind the students to always change the capital at the beginning of the second sentence to a lowercase letter.

4. Read sentence 5 aloud. Tell the students that using different types of sentences with different lengths adds variety to their writing and makes it more interesting. Since the paragraph now has two compound sentences at the beginning, you will leave sentence 5 as a simple sentence.
5. Read sentences 6 and 7 aloud. Explain that these sentences show a choice between two school subjects—reading and math. Explain that instead of the coordinating conjunction *and*, we use another conjunction—*or*—to join two sentences that show a choice.

Write *or* in the blank, replace the period after the first sentence with a comma, replace the *T* in *They* with a *t*, and read the new compound sentence aloud.

6. Read sentences 8 and 9 aloud. Explain that these sentences show a contrast or difference between the subjects that Davida likes. Explain that to join sentences that show a contrast or difference, we use a third coordinating conjunction—*but*.

Write *but* in the blank, replace the period with a comma, replace the *S* in *She* with an *s*, and read the new compound sentence aloud.

7. Read sentences 10 and 11 aloud. Explain that these sentences show a cause-and-effect relationship: Davida signed up to help a struggling third-grader because Davida loves reading. Explain that to join sentences that show that one event is the result of another, we use a fourth coordinating conjunction—*so*.

Write *so* in the blank, replace the period with a comma, replace the *S* in *She* with an *s*, and read the new compound sentence aloud.

Teacher Note

You might want to tell the students that an easy way to check whether the coordinating conjunction *so* correctly joins two sentences is to substitute *so* with *for that reason* and see if the two sentences make sense together.

GUIDED PRACTICE

8. Display the “Compound Sentences” activity (WA7). Explain that the students will now practice using the coordinating conjunctions *and*, *but*, *or*, and *so* to combine simple sentences to make compound sentences. Review that *and* shows similarities between ideas, *but* shows a contrast or a difference, *or* shows a choice, and *so* shows a cause-and-effect relationship.



9. Read sentence pair 1 aloud. Then ask the students to discuss these questions in pairs:

Q Which coordinating conjunction can you use to combine these simple sentences into a compound sentence? Why would you use this conjunction?

As a class, have the students discuss which conjunction they would use and why. Then have a volunteer write the coordinating conjunction in the blank and place the comma where it belongs. Also have the student cross out the capital letter that begins the

second sentence and replace it with a lowercase letter. Then ask the volunteer to read the compound sentence aloud.

WA7

and but or so

1. Davida finally met Bea, and ^S she introduced herself to the little girl.
2. Davida could start the lesson right away, or ^S she could get to know Bea a little first.
3. Davida decided to chat for a short while, so Bea would feel more comfortable.
4. Bea felt a little shy, but ^S she was happy to be getting some help.

10. Repeat the process with the remaining sentence pairs.



11. Have the students work in pairs to write a paragraph, using both simple and compound sentences. Encourage the students to use as many of the four coordinating conjunctions as possible.

Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write about helping a younger child learn to do something.

Optional Practice

Have the students complete pages 4–6 in their *Student Skill Practice Books*, independently or in pairs, to practice writing compound sentences. Note that page 6 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 6 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

Teacher Note

You might have the students write brief explanations of how each of the four coordinating conjunctions connects ideas in the Proofreading Notes section of their *Student Writing Handbooks*.

Lesson 3

Dependent and Independent Clauses

Prerequisite Lessons

- Lesson 1, “Complete Sentences”
- Lesson 2, “Compound Sentences”

Student Skill Practice Book

- Pages 7–9



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- “Dependent and Independent Clauses” activity (WA10)
- “Dependent and Independent Clauses” activity (WA11)
- (Optional reteaching) “Dependent and Independent Clauses” activity (WA12)
- (Optional reteaching) “Dependent and Independent Clauses” activity (WA13)

Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)*

Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)*

INTRODUCTION

1. Remind the students that they have learned about two kinds of sentences: simple sentences and compound sentences. Review that a simple sentence tells a complete thought and can stand on its own, and that a compound sentence is formed by joining two simple sentences using the coordinating conjunctions *and*, *or*, *but*, or *so*. Also explain that today the students will learn how to combine a simple sentence with a group of words that does not tell a complete thought to form a type of sentence called a **complex sentence**.

*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

2. Display the “Dependent and Independent Clauses” activity (📄 WA10). Point to and read the complete sentence aloud: *I am not lonely*. Ask:

Q *Is this a complete sentence? Why or why not? (Yes. It tells a complete thought.)*

Point to and read aloud: *Although I have no brothers or sisters*. Ask:

Q *Is this a complete sentence? Why or why not? (No. It does not tell a complete thought.)*

Explain that each group of words is called a *clause*. Each has a subject and a predicate; however, one can stand alone and one cannot. Have a volunteer reread the clause *I am not lonely*. Point out that this is called an **independent clause** because it can stand on its own. Have another volunteer reread: *Although I have no brothers or sisters*. Explain that this clause is called a **dependent clause** because it cannot stand on its own. It needs, or depends on, an independent clause to express a complete thought.

WA10

although because if since unless when

1. I am not lonely. Although I have no brothers or sisters.
I am not lonely although I have no brothers or sisters.
2. I invite friends to my house when I want to play with others.
3. If I had brothers and sisters, I would not get all of my parents' attention.
4. Since my grandpa moved in, the two of us spend time together.
5. I don't have to share my room unless my cousins come to visit.
6. Because I have my own room, I can put posters everywhere.

3. On the line, write the sentence: *I am not lonely although I have no brothers or sisters*. Explain that you have joined the independent clause with the dependent clause to form a type of sentence called a *complex sentence*. Guide the students to see that the ideas in this complex sentence relate to each other and tell about the same child. Draw one line under the independent clause; draw two lines under the dependent clause.
4. Point to the words in the word box: *although, because, if, since, unless, when*. Explain that these words are a special kind of conjunction called a **subordinating conjunction**. They connect an independent clause and a dependent clause. Circle the conjunction *although* in the sentence you wrote. Point out that the subordinating conjunction comes at the beginning of a dependent clause.

Teacher Note

Explain that the subordinating conjunction reveals how the parts of a complex sentence are related: *although* shows contrast; *if* and *unless* show a condition (they tell that one event must happen before another can take place); *when* and *since* show time; and *because* signals a cause, or reason why something happens.

5. Read sentences 2 and 3 aloud. Draw one line under each independent clause and two lines under each dependent clause. Ask:

Q *What's different about these two sentences?*

Give the students time to think. Then invite a few volunteers to respond.

Students might say:

"Sentence 3 starts with the conjunction, and sentence 2 doesn't."

"So in sentence 3, the dependent clause comes first, and in sentence 2 the independent clause comes first."

Circle the subordinating conjunction in sentence 3. Then ask:

Q *How is the punctuation different in the two sentences? (Sentence 3 has a comma after the first clause, but sentence 2 doesn't.)*

Invite volunteers to respond. Point out that when the dependent clause comes at the beginning of the sentence, a comma separates the dependent clause from the independent clause. When the dependent clause comes at the end of the sentence, no comma is needed.

6. Explain that changing the placement of the dependent clause adds variety to our writing and makes it more interesting.
7. Continue to identify the clauses and the subordinating conjunctions in the remaining sentences. Underline the independent clauses once and the dependent clauses twice, and circle the conjunctions. Have volunteers explain in each case why there is or is not a comma.

Teacher Note

You may wish to explain that the order of dependent and independent clauses can be reversed without changing the meaning of the sentence. Use the first sentence as an example.

GUIDED PRACTICE

8. Display the next “Dependent and Independent Clauses” activity (🎧 WA11). Tell the students that you will read a paragraph containing complex sentences that are missing a subordinating conjunction. Explain that you will work together to choose the conjunction that best combines the dependent and independent clauses.

WA11

Although	because	If	since
unless	when	,	,

I like being the oldest kid in my family because I get to stay up later than my sisters. I will be the first one to drive when we are all older. I'll have to drive my sisters around sometimes unless other people give them rides. Although my kid sisters sometimes bother me , _____ I like teaching them. I have learned patience since I started helping them with homework. If my sisters would just leave me alone now and then , _____ I would have more time to myself.

9. Point to and read aloud: *I like being the oldest kid in my family and I get to stay up later than my sisters.* Ask:

Q *How are the two clauses related? (One is a reason, or cause, for the other. The second clause tells the reason why the narrator likes being the oldest.)*

Q *Which subordinating conjunction can we use to join the clauses? (because)*

Drag and drop the conjunction into the blank. Ask the students why a comma is not needed in this complex sentence. (Because the dependent clause comes after the independent clause.)

10. Continue guiding the students through the paragraph, reading the sentences aloud and helping the students to choose the correct subordinating conjunction for each complex sentence. Invite volunteers to come to the whiteboard to drag and drop the correct conjunction into each blank. For sentences 4 and 6, have the students drag and drop a comma into the space after the dependent clause. Once all of the conjunctions and commas have been placed, read the completed paragraph aloud.



11. Have the students work in pairs to write a paragraph, using simple and complex sentences.

Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write about having or not having brothers or sisters.

Optional Practice

Have the students complete pages 7–9 in their *Student Skill Practice Books*, independently or in pairs, to practice writing complex sentences. Note that page 9 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 9 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

ELL Note

In some Asian languages such as Cantonese, Vietnamese, and Korean, a second subordinating conjunction is added to introduce the independent clause, for example: “Because I am the oldest child, **so** I have the most chores to do.” Students with these language backgrounds may require more practice forming complex sentences.

Lesson 4

Combining Sentences

Prerequisite Lessons

- Lesson 1, “Complete Sentences”
- Lesson 2, “Compound Sentences”
- Lesson 3, “Dependent and Independent Clauses”

Student Skill Practice Book

- Pages 10–12



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- “Combining Sentences” activity (WA14)
- “Combining Sentences” activity (WA15)
- “Combining Sentences” activity (WA16)
- (Optional reteaching) “Combining Sentences” activity (WA17)
- (Optional reteaching) “Combining Sentences” activity (WA18)

Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)*

Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)*

INTRODUCTION

1. Tell the students that in this lesson they will learn how to combine related sentences to form sentences with compound subjects and compound predicates. Remind the students that a compound subject has two or more subjects joined by the conjunction *and* or *or*; a compound predicate has two or more verbs joined by the conjunction *and* or *or*. Explain that knowing how to combine sentences will help them write smooth sentences that vary in style and length.
2. Display the first “Combining Sentences” activity (🎧 WA14). Read the two sentences in item 1 aloud and ask:

Q *What do you notice about these sentences?*

*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

Students might say:

"The sentences are short and sound choppy."

"I agree with Ramona. Also, the predicate *goes to the movies* is used in both sentences, so the sentences sound odd and repetitive."

As necessary, point out that two or more short sentences in a row can sound choppy. Explain that we can combine two sentences with the same predicate by linking the subjects. Ask:

Q *What is the subject of each sentence? (Carlton; Eva)*

Q *What word can we use to combine the two subjects to form a compound subject? (and)*

Click the blank to reveal the combined sentence with the compound subject, *Carlton and Eva*. Draw the students' attention to the verb, and explain that the singular form of the verb *goes* must now change to the plural form in order to agree in number with the compound subject *Carlton and Eva*.

WA14

1. Carlton goes to the movies. Eva goes to the movies.

Carlton and Eva go to the movies.

2. The huge screen is new. The excellent sound system is new.

The huge screen and excellent sound system are new.

3. The two friends meet. The two friends take the bus to the theater.

The two friends meet and take the bus to the theater.

4. They could buy two small snacks. They could share one big snack.

They could buy two small snacks or share one big snack.

5. Carlton might buy water. He might decide to save the money instead.

Carlton might buy water or decide to save the money instead.

3. Repeat the process for the sentences in item 2, pointing out that the singular form of the verb *is* changes to the plural form *are* to agree with the compound subject *screen and sound system*.

4. Read the sentences in item 3 aloud and ask:

Q *What do you notice about the subject of each sentence? (The subject is the same in both sentences.)*

Tell the students that we can combine related sentences with the same subject by combining the predicates. Ask:

Q *What is the predicate of each sentence? (meet; take the bus to the theater)*

Q *What word can we use to combine the two predicates to form a compound predicate? (and)*

Click the blank to reveal the sentence with the compound predicate. Read it aloud, pointing out the two verbs, *meet* and *take*, in the compound predicate.

- Repeat the process for the remaining items, pointing out the conjunction *or* in items 4 and 5. Also point out that, in the combined sentences for both items 4 and 5, the two main verbs share one helping verb.

Teacher Note

If necessary, remind the students that the conjunction *and* connects ideas that are similar while the conjunction *or* shows choice.

- After completing the items, point out that there is often more than one way to combine two sentences. For example, we might combine the two sentences in item 3 by creating a complex sentence: *After the friends meet, they take the bus to the theater.* If the students repeat *the friends* in the independent clause, point out that they should replace it with *they* to avoid repetition. Then ask:

Q *How can we combine the sentences in item 4 to form a compound sentence? (by adding a comma and the conjunction *or* after snacks)*

- Display the next “Combining Sentences” activity (📄 WA15). Read the two sentences in item 1 aloud. Explain that we can also combine sentences when one sentence identifies or describes someone or something mentioned in another sentence. Ask:

Q *What does Carlton always talk about? (Superman) What does the second sentence tell you about Superman? (He is Carlton’s favorite superhero.)*

Tell the students that we can move the phrase *his favorite superhero* after *Superman* at the end of the first sentence.

Click the blank to reveal the combined sentence and read it aloud. Point to *his favorite superhero* and explain that a phrase that identifies or tells more about someone or something is called an **appositive**. It follows the noun it identifies. Ask:

Q *Which punctuation mark do we use when we add the appositive? (comma)*

Point out that commas are used to set off the appositive from the rest of the sentence.

1. Carlton always talks about Superman. Superman is his favorite superhero.

Carlton always talks about Superman, his favorite superhero.

2. Superman was born on an imaginary planet. The planet is called Krypton.

Superman was born on an imaginary planet, Krypton.

3. Mr. and Mrs. Kent adopted him on Earth. They were a very nice couple.

Mr. and Mrs. Kent, a very nice couple, adopted him on Earth.

4. The boy lived with them for many years. He came to be known as Clark Kent.

The boy, Clark Kent, lived with them for many years.

8. Repeat the process for the remaining sentences. Ask:

Q *How does using appositives improve your writing? (Using appositives helps create smoother and more interesting sentences.)*

GUIDED PRACTICE

9. Tell the students that next they will practice combining sentences by forming sentences with compound subjects, compound predicates, or appositives.

10. Display the next “Combining Sentences” activity (📄 WA16). Read item 1 aloud, and tell the students that they can combine the two sentences by changing the second sentence into an appositive.



Have the students work in pairs to discuss how to combine the sentences. Call on a volunteer to provide the response. Write the appositive in the blank and read the combined sentence aloud. Ask:

Q *What punctuation do we need to add? (commas to set off the appositive from the rest of the sentence)*

Invite a volunteer to the whiteboard to add the commas, using the pen tool.

1. Clark Kent was always in search of a good story. He was a news reporter for the *Daily Planet*.

Clark Kent, a news reporter for the *Daily Planet*, was always in search of a good story.

2. To become Superman, Kent put on a special blue bodysuit. Kent wore a red cape.

To become Superman, Kent put on a special blue bodysuit and wore a red cape.

3. Carlton liked the movie *Superman Returns*. His friend Alonzo liked the movie, too.

Carlton and his friend Alonzo liked the movie *Superman Returns*.

4. The boys might see *Superman: Unbound* later. *Superman: Unbound* is an animated film.

The boys might see *Superman: Unbound* , an animated film, later.

11. Repeat the process for the remaining items, guiding the students to combine the sentences in the following ways:

- Item 2: Form a compound predicate with *and*.
- Item 3: Form a compound subject with *and*.
- Item 4: Form an appositive set off by commas.

Teacher Note

You might wish to have the students combine the sentences in item 3 by forming a compound sentence. Invite volunteers to explain which combined sentence they prefer and why.



12. Have the students work in pairs to write a paragraph, using both short and long sentences. Have them include sentences with compound subjects, compound predicates, and appositives.

Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write about a favorite movie or superhero.

Optional Practice

Have the students complete pages 10–12 in their *Student Skill Practice Books*, independently or in pairs, to practice combining sentences. Note that page 12 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 12 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

Lesson 5

Sentence Fragments and Run-on Sentences

Prerequisite Lessons

- Lesson 1, “Complete Sentences”
- Lesson 2, “Compound Sentences”
- Lesson 3, “Dependent and Independent Clauses”

Student Skill Practice Book

- Pages 13–15



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- “Sentence Fragments and Run-on Sentences” activity (WA19)
- “Sentence Fragments and Run-on Sentences” activity (WA20)
- “Sentence Fragments and Run-on Sentences” activity (WA21)
- (Optional reteaching) “Sentence Fragments and Run-on Sentences” activity (WA22)
- (Optional reteaching) “Sentence Fragments and Run-on Sentences” activity (WA23)

Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)*

Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)*

INTRODUCTION

1. Tell the students that they will learn how to correct **sentence fragments**, sentences that are incomplete because they are missing a subject, a predicate, or both. They also will practice recognizing and correcting **run-on sentences**, two or more complete sentences joined together without correct punctuation or a conjunction. Explain that writing sentences correctly makes ideas clear and easy to follow.
2. Display the “Sentence Fragments and Run-on Sentences” activity (📄 WA19). Read the first two items aloud: Ask:

Q *Which group of words is a complete sentence? (the first one) Which is not a complete sentence? (the second one) Why not?*

*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

If necessary, explain that *The view from the top* is not a complete sentence because it is missing a predicate—we don't know what the view from the top is like. Remind the students that a complete sentence has a subject that tells whom or what the sentence is about and a predicate that tells what the subject does or is. Ask:

Q *What predicate could we add to The view from the top to make it express a complete thought?*

Invite a few volunteers to respond. Click the blank to reveal the complete sentence. Read it aloud, pointing to the subject and the predicate.

WA19

People like tall buildings. The view from the top.

The view from the top is fantastic.

1. A bridge designer, Gustave Eiffel.
A bridge designer, Gustave Eiffel, built the Eiffel Tower in Paris, France, in 1889.
2. Stands over 1,000 feet (over 300 meters) tall.
This tall building stands over 1,000 feet (over 300 meters) tall.
3. For about forty years.
For about forty years, the Eiffel Tower was the tallest structure in the world.

3. Direct the students' attention to item 1. Explain that a group of words that is punctuated like a sentence but does not have both a subject and predicate is called a *sentence fragment*. Read item 1 aloud and ask:

Q *Is this a sentence or a sentence fragment? Why?*

Invite a few volunteers to respond. If necessary, explain that this group of words is a sentence fragment. It is missing a predicate—we do not know what Gustave Eiffel did. Click the blank to reveal the complete sentence.

4. Repeat the process for the remaining sentences, and point out that item 3 is missing both a subject and a predicate. Remind the students that changing sentence fragments into complete sentences makes their writing clearer and easier to understand.

5. Display the next "Sentence Fragments and Run-on Sentences" activity (WA20). Read the first run-on sentence aloud. Ask:

Q *What do you notice about this sentence?*

Students might say:

"The sentence is really long."

"I agree with Jared. Also, it includes more than one idea. So, it seems more like two sentences than one."

As necessary, point out that this is a run-on sentence: two sentences run together with no punctuation. Ask:

Q *How can we correct this sentence?*

Give the students a few minutes to think, and invite a few volunteers to respond. Then explain that one way to show where one thought ends and the other begins in a run-on sentence is to separate it into two sentences. Add a period after *tower* and capitalize *workers* to correct the run-on.

WA20

1. Eiffel used iron and steel to build the tower. ^Wworkers put together over 18,000 pieces of iron.
2. People can take an elevator to the top, ^{or} they can walk up 674 steps to the second level.
3. Visitors stand on decks, ^{and} they look out at the beautiful city of Paris.
4. Gustave Eiffel was nicknamed "magician of iron" ^{because} he miraculously built the tower quickly and on schedule.
5. ^{Although m} Many other buildings today stand taller than the Eiffel Tower, ^{this} monument is still special.

When marking the whiteboard for the students, do not use carets to insert punctuation. They are shown here for reference only.

6. Explain that another way to correct a run-on sentence is to use a coordinating conjunction, such as *and*, *or*, *but*, or *so*, to join the two thoughts into one sentence. Read run-on sentence 2 aloud, and invite a volunteer to tell which conjunction sounds best. (*or*) Add the conjunction *or* after *top* to connect the two related ideas. Ask the students what else they need to complete the sentence. (a comma before the conjunction *or*)

7. Reread the sentence aloud and ask:

Q *What kind of sentence is this? (compound)*

Q *What does the conjunction tell you? (There are choices.)*

Repeat the process with sentence 3. If necessary, explain that *and* tells that the ideas in the two sentences are similar; they both relate to the same event.

8. Explain that another way to correct a run-on sentence is to use a subordinating conjunction, such as *because* or *although*, to connect the two thoughts into one sentence. Read item 4 aloud, and ask students which subordinating conjunction sounds better. Write *because* after *iron* to connect the two related ideas. Have one or two volunteers identify the dependent and independent clauses in the complex sentence and tell whether a comma is needed before the conjunction *because*. (No.)
9. Repeat the process with sentence 5, adding the subordinating conjunction *Although* before *Many* and changing the capital *M* to a lowercase *m*. Invite a volunteer to tell whether a comma is needed after the dependent clause. (Yes.)
10. After all the run-ons have been corrected, reread the sentences aloud. Ask:
 - Q *Why is it good to know different ways to correct a run-on sentence? (Correcting run-ons in different ways adds variety to the writing.)*
 - Q *How does writing sentences correctly improve the writing?*

Students might say:

"Writing sentences correctly makes them easier for readers to understand."

"I agree with Tyler. Using the correct conjunctions can also help clarify ideas."

Teacher Note

If the students are having difficulty determining where to split sentences, suggest that they read the writing aloud and listen to where their voices naturally pause.

GUIDED PRACTICE

11. Display the next "Sentence Fragments and Run-on Sentences" activity (📄 WA21). Tell the students that together you will read a passage with sentence fragments and run-on sentences, and determine how to correct them.
12. Read the passage aloud. Then ask, pausing after each question for one or two volunteers to respond:
 - Q *What do you notice about this passage? (The ideas are hard to follow. The passage has sentence fragments and run-on sentences.)*
 - Q *Which is the first sentence fragment? What is one way we can fix it?*

Invite a volunteer to the whiteboard to use the pen to add the predicate *visited Paris* from the chart. Then ask:

- Q *Which is the first run-on sentence? What is one way we can fix it?*

After a minute or two, have a volunteer use the pen to correct the run-on. (Accept either of the following: dividing the run-on into two simple sentences or adding a comma and a conjunction from the chart to create a compound sentence.)

Subject	Predicate	Conjunctions
she	visited Paris	and but When

Last summer my Aunt Cena ^{visited Paris}. One day my aunt went to see
 the Eiffel Tower ^{and} she was amazed by it. My aunt decided to walk
 up the stairs to the second level ^{but} she took the elevator after
 climbing about 350 steps. ^{she} Still loved the monument. ^{When s} She got to
 the top of the tower, she looked out at Paris in amazement. Aunt
 Cena didn't want to leave ^{and} she just stood there snapping photo
 after photo. She e-mailed me all 20 of them ^{but} they all looked alike!

13. Continue guiding the students through the sentence fragments and run-on sentences, reading them aloud and helping volunteers correct them. After the fragments and run-ons have all been corrected, reread the passage aloud. Ask:

Q *How is the writing different now that the sentence fragments and run-ons have been corrected? (The meaning is much clearer.)*



14. Have the students work in pairs to write a paragraph, using a variety of sentence types. Ask the students to check their work to ensure that all the sentences are written correctly.

Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write about an amazing building they have seen or read about.

Optional Practice

Have the students complete pages 13–15 in their *Student Skill Practice Books*, independently or in pairs, to practice correcting sentence fragments and run-on sentences. Note that page 15 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 15 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

Teacher Note

You might have the students write an example of one way they corrected a sentence fragment and one way they corrected a run-on sentence in the Proofreading Notes section of their *Student Writing Handbooks*.

ELL Note

In some Asian languages, such as Cantonese and Vietnamese, a subject pronoun is omitted in a subordinate clause, for example: "If want to be healthy, you should eat your vegetables." Students with these language backgrounds may need more help when using subordinating conjunctions to correct run-on sentences.

Lesson 6

Review

Prerequisite Lessons

- Lesson 1, “Complete Sentences”
- Lesson 2, “Compound Sentences”
- Lesson 3, “Dependent and Independent Clauses”
- Lesson 4, “Combining Sentences”
- Lesson 5, “Sentence Fragments and Run-on Sentences”

Student Skill Practice Book

- Pages 16–18



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- “Review” activity (WA24)
- “Review” activity (WA25)
- “Review” activity (WA26)
- “Review” activity (WA27)

REVIEW

1. Explain to the students that they are going to review what they have learned about sentences in Lessons 1–5. Remind the students that they have learned how to:
 - Recognize a complete sentence
 - Distinguish a dependent from an independent clause
 - Form compound sentences and complex sentences
 - Combine sentences using compound subjects, compound predicates, and appositives
 - Correct run-on sentences and sentence fragments
2. Display the first “Review” activity (🎯 WA24). Read aloud the definitions of a sentence, a subject, and a predicate. Invite a volunteer to the whiteboard to draw one line under the complete subject and two lines under the complete predicate. Ask:
 - Q *What is the most important word in the complete subject called? (the simple subject)*
 - Q *What is the most important word in the complete predicate called? (the simple predicate)*Invite one or two volunteers to the whiteboard to circle the simple subject and the simple predicate in the first sample sentence. (*anteater*; *has*)

A **sentence** is a group of words that expresses a complete thought. It includes both a subject and a predicate.

- The **subject** tells whom or what the sentence is about. The **predicate** tells what the subject does or is.

The giant anteater has a long nose and a bushy tail.

- A **compound subject** is made up of two or more subjects that have the same predicate and are joined by the **conjunction**, or connecting word, *and* or *or*.

Ants and termites fear this odd-looking creature.

- A **compound predicate** is made up of two or more predicates that have the same subject and are joined by the **conjunction**, or connecting word, *and* or *or*.

A hungry anteater flicks its tongue into an anthill and eats the ants.

3. Remind the students that they have also learned about compound subjects and compound predicates. Have volunteers read the definition of each one aloud and draw a line under the compound subject in the second sample sentence and two lines under the compound predicate in the third sample sentence. Ask:

Q *What are the two simple subjects in the compound subject? (ants; termites)*

Q *What are the two simple predicates in the compound predicate? (flicks; eats)*

4. Display the next “Review” activity (WA25). Read aloud the definition of a compound sentence, as well as the two sample sentences. Invite a few volunteers to the whiteboard to draw one line under each simple sentence, and then circle the comma and the conjunction. Discuss how the conjunctions *and*, *but*, *or*, and *so* differ in meaning. Then ask:

Q *When would you use the conjunction and? When would you use the conjunction but?*

Invite a few volunteers to respond. If necessary, explain that *and* is used to join two sentences with similar ideas, while *but* joins contrasting ideas.

A **compound sentence** is made up of two related sentences joined by a comma and a coordinating conjunction, such as *and*, *or*, *but*, or *so*.

Today is my sister's birthday, and I made her an unusual cake.

My sister loves chocolate cake, but I made her a papier-mâché one instead.

A **complex sentence** is made up of an **independent clause**, or a sentence that can stand by itself, and a **dependent clause**, which has a subject and a verb but cannot stand by itself. The dependent clause begins with a subordinating conjunction, such as *although*, *while*, or *because*.

Although it wasn't real, the cake was very special.

My sister really loved it because I had painted a horse on top.

5. Next read the definition for a complex sentence aloud. Check for understanding of the difference between an independent and a dependent clause by asking:

Q *Is a simple sentence a dependent or an independent clause? Why?*

Give the students a few moments to think, and invite a few volunteers to respond. If necessary, remind them that a simple sentence is an independent clause; it is a complete thought that can stand on its own.

6. Read the two sample sentences aloud. Then invite one or two volunteers to the whiteboard to draw one line under the independent clause and two lines under the dependent clause in each sentence. Circle the subordinating conjunction in each dependent clause, and remind the students that this conjunction signals the start of the dependent clause. Ask:

Q *What happens when the dependent clause comes first in a sentence? (You need to put a comma at the end of the dependent clause.)*

Circle the comma after the word *real*.

7. Display the third “Review” activity (WA26). Read the sentence at the top of the page aloud, and discuss students’ experiences combining sentences to improve their writing. Remind the students that combining short, related sentences makes the writing sound less choppy.

To combine sentences, you can use a compound subject, a compound predicate, or an appositive.

- Combine two sentences with the same predicate but different subjects by forming a **compound subject**.

Federico ~~helps on the farm~~, ^{and} Angela helps on the farm.

- Combine two sentences with the same subject but different predicates by forming a **compound predicate**.

Federico's family grows olives, ~~Federico's family~~ ^{and} makes olive oil.

- Combine two sentences by creating an **appositive**, a word or phrase that tells more about someone or something.

Angelini Olive Grove ^{is} the family farm, ~~Angelini Olive Grove~~ was started about eighty years ago.

When marking the whiteboard for the students, do not use carets to insert punctuation. They are shown here for reference only.

- Read aloud each rule and then the sample sentence pair that follows. Ask:

Q *How could you combine these two sentences to make one sentence that is less repetitive?*

Invite a few volunteers to use the pen to edit and combine each sentence pair. Ask the students to identify the compound predicate, the compound subject, and the appositive in each new sentence.

- Display the last “Review” activity (WA27). Remind the students that fragments and run-on sentences can make their writing unclear and hard for the reader to understand.

- Read aloud the definition of sentence fragments and the sample items that follow. Ask:

Q *What needs to be added to each fragment to make a complete sentence? (predicate; subject; subject and predicate)*

Give the students time to think, and invite a few volunteers to respond. Then click each fragment to reveal possible corrections.

- Read aloud the definition of run-on sentences and the sample item that follows. Ask the students to come up with ways to fix the run-on sentence. Then click the sample sentence to reveal one possible way to correct it. Invite a volunteer to explain why each correction was made.

Sentence fragments are incomplete sentences. They do not express complete thoughts. You can correct sentence fragments by adding a subject, a predicate, or both.

These small, bitter fruits look like grapes.

The best olives are filled with rich oil.

An olive turns from green to purple-black.

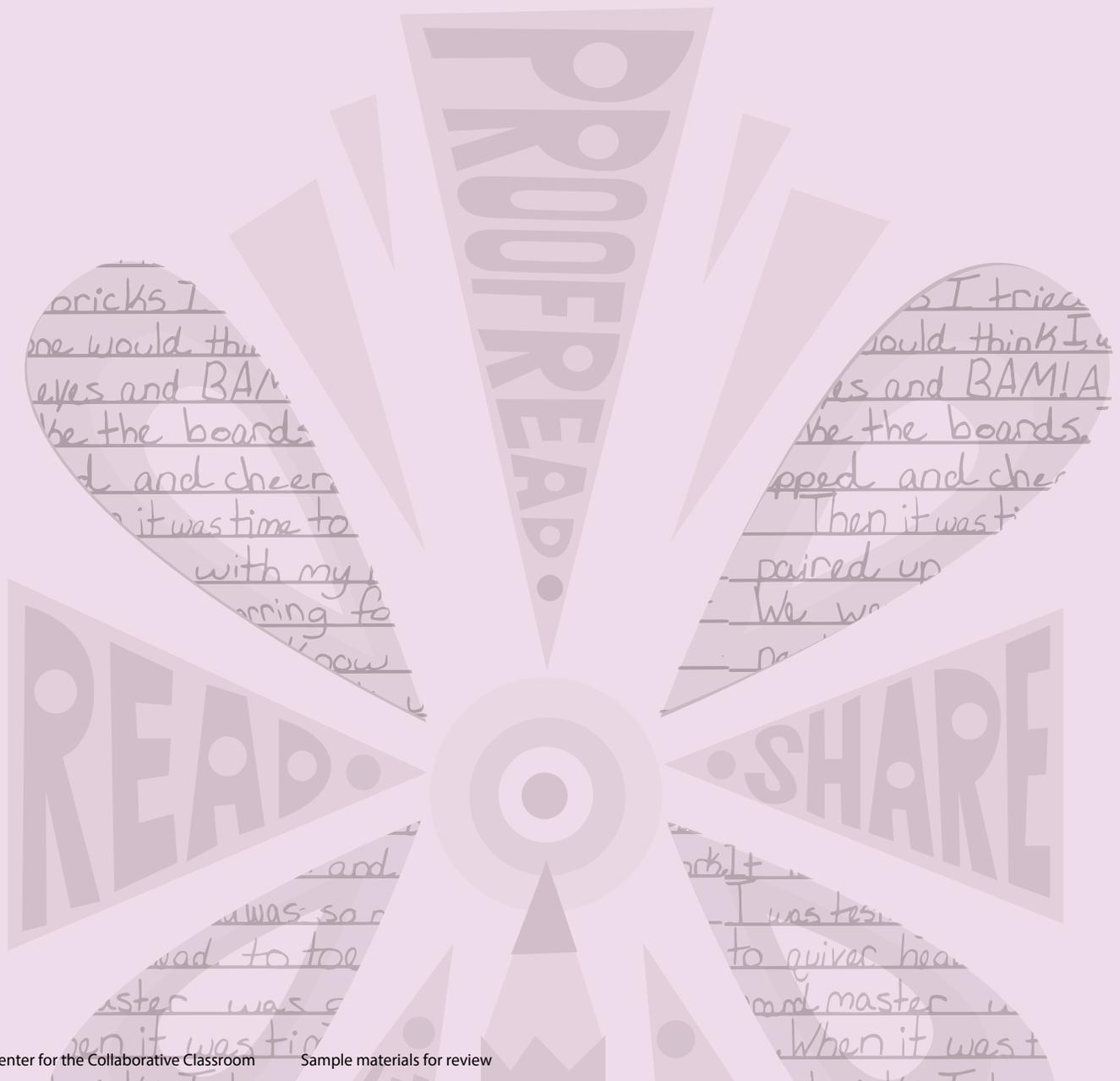
Run-on sentences are two or more sentences that run together. You can correct run-on sentences by separating the sentences, or by combining them with a conjunction and the proper punctuation.

An olive tree can live longer than two thousand years. Its bark becomes twisted as it gets older.

Optional Practice

Have the students complete pages 16–18 in their *Student Skill Practice Books*, independently or in pairs, to practice using sentences correctly in their writing.

Nouns and Pronouns



Student Skill Practice Book

- Pages 19–21



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- “Nouns and Possessive Nouns” activity (WA1)
- “Nouns and Possessive Nouns” activity (WA2)
- “Nouns and Possessive Nouns” activity (WA3)
- (Optional reteaching) “Nouns and Possessive Nouns” activity (WA4)
- (Optional reteaching) “Nouns and Possessive Nouns” activity (WA5)

Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)*

Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)*

INTRODUCTION

1. Tell the students that in this lesson they will learn about nouns. Explain that a **noun** is a word that names a person, a place, an animal, a thing, or an idea. A **singular noun** names one person, place, animal, thing, or idea, and a **plural noun** names more than one.
2. Display the “Nouns and Possessive Nouns” activity (📄 WA1). Read the first sentence aloud and ask:

Q Does the underlined noun name a person, a place, an animal, a thing, or an idea? (person) Is it singular or plural? (singular)

If necessary, point out that *teacher* names one person and is, therefore, a singular noun. Ask:

Q What word can we use to complete the second sentence? (teachers) How do we form the plural of teacher?

Give the students time to think, and invite one or two volunteers to respond. Write the plural noun *teachers* on the line and point out that most nouns form their plural by

*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

adding -s. Invite a volunteer to read the sentence aloud. If necessary, explain that we need the plural form of *teacher* since the writer is talking about “more than one.” Ask:

Q Which word in the sentence gives you a clue that we are talking about more than one teacher? (Some)

Tell the students to pay attention to the other words in a sentence to help them figure out whether the singular or plural form of a noun is needed.

WA1

1. My teacher knows a lot about ancient Egypt.
Some teachers from our town have visited Egypt.
2. In my class, I learned that Egypt is in Africa.
I enjoy all of my history classes.
3. Egypt is an interesting country.
I want to learn about as many countries as I can.
4. Mr. Kahn talked about the life of King Tut.
Egyptian kings had fascinating lives.
5. King Tut was a child when he became king.
Children are not often kings.
6. One animal that Egyptians ate is the antelope, which is similar to a deer.
Deer live in many parts of the world.

3. Repeat the process for the remaining sentences, explaining the following rules for forming plural nouns:
 - Sentence 2: Add *-es* to a noun that ends with *s*, *ss*, *x*, *sh*, or *ch*.
 - Sentence 3: To form the plural of a noun that ends with a consonant + *y*, change the *y* to *i* and add *-es*.
 - Sentence 4: To form the plural of a noun that ends with *f* or *fe*, replace the *f* or *fe* with *-ves*.
 - Sentence 5: Some nouns form their plural by changing their spelling. These are called **irregular nouns**.
 - Sentence 6: Some nouns have the same spelling in their singular and plural form.

Teacher Note

If you wish to provide practice forming the plural of words ending with *f* or *fe*, demonstrate forming these plurals: *scarf/scarves*, *shelf/shelves*, *calf/calves*. If you wish to provide practice forming irregular plural nouns, demonstrate forming these plurals: *mouse/mice*, *goose/geese*, *woman/women*, *man/men*, *foot/feet*.

Teacher Note

After completing the activity, invite the students to identify the common and proper nouns in the sentences. If necessary, remind the students that a common noun names any person, place, animal, thing, or idea; it does not begin with a capital letter. A proper noun names a particular person, place, or thing; all proper nouns begin with a capital letter, and each important word in the proper noun is capitalized.

4. Display the next “Nouns and Possessive Nouns” activity (WA2). Read the three phrases in the box aloud and point out the underlined words. Point out that these nouns show ownership, or what belongs to a person, place, or thing. Then ask:

Q *What belongs to the king? (a crown) What belongs to the queens? (dresses) What belongs to the children? (toys)*

Explain that each phrase is a short way of saying “the _____ that belong/belongs to the _____.” (*crown/king; dresses/queens; toys/children*) Ask:

Q *What is similar in each of these possessive nouns? What is different?*

As needed, point out that each possessive noun ends with an apostrophe; however, sometimes the apostrophe is placed before the *s* and sometimes it is placed after it. Use the examples to explain how to form both singular and plural possessive nouns:

- Add an apostrophe and *-s* to a singular noun, such as *king*.
- Add just an apostrophe to a plural noun ending with *s*, such as *queens*.
- Add an apostrophe and *-s* to a plural noun that does not end in *s*, such as *children*.

the king's crown: *the crown that belongs to the king*
the queens' dresses: *the dresses that belong to the queens*
the children's toys: *the toys that belong to the children*

1. A team of scientists found King Tut's tomb and mummy in 1922.
2. The scientists' discovery amazed the world.
3. The mummy's face was covered with a gold mask.
4. The king's death at age nineteen has been a mystery.
5. People's curiosity about the death of the “boy king” grew.
6. Today some researchers' reports show that Tut may have died of natural causes.

5. Read the first sentence below the box aloud and ask:

Q *How can we make Tut a possessive noun?*

WA2

Invite a volunteer to respond. Then add an apostrophe and -s to form the possessive noun *Tut's*. Read the completed sentence aloud and invite a volunteer to explain why adding 's is correct. (*Tut* is a singular noun.)

6. Invite volunteers to the whiteboard to complete the remaining sentences. After all of the possessive nouns have been formed, ask:

Q *Why is it important to know how to use possessive nouns correctly?*

Students might say:

"Possessive nouns are a great way to show who owns something."

"I agree with Allie. You can show who owns something in just a few words."

"If you don't write possessive nouns correctly, your reader could get confused."

GUIDED PRACTICE



7. Display the next "Nouns and Possessive Nouns" activity (WA3). Have the students work in pairs to read the passage and discuss which answer choices should be used to complete the sentences.

(Bess's) Bess') class saw an exhibit of treasures from the tomb of King Tut. The (tombs, tomb's) contents included gold statues and his crown. The students learned that scientists have found almost 600 (mummies) mummys in Egypt. Often (thiefs, thieves) robbed tombs to get the treasures. Imagine the (student's, students') delight at seeing these amazing objects. The class also saw a painting of ancient Egyptians who were hunting (fish) fishes). Some kids wanted to take photos in the dim room, but camera (flashes, flashes) were not allowed.

WA3

8. Read the first sentence aloud. Ask:

Q *Which form of the noun Bess should we use here? Why?*

Invite a volunteer to use the pen to circle the answer and explain why it is correct.

Then have one or two volunteers identify words or phrases in the first sentence that help to determine which noun to use.

9. Continue working through the passage, reading each sentence aloud and having a volunteer circle the correct answer and explain why it is correct.



10. Have the students work in pairs to write a paragraph that includes singular and plural nouns, as well as singular and plural possessive nouns. Encourage the students to include at least one proper noun.

Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write about an amazing object they have read about or have seen in person or on TV.

Optional Practice

Have the students complete pages 19–21 in their *Student Skill Practice Books*, independently or in pairs, to practice using singular, plural, and possessive nouns. Note that page 21 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 21 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

Teacher Note

You might have the students write the rules for forming plural nouns and possessive nouns along with examples in the Proofreading Notes section of their *Student Writing Handbooks*.

ELL Note

In Chinese, Vietnamese, Korean, and other Asian languages, there is no plural form for nouns. In these Asian languages and also in Spanish, there is no plural form after a number, for example: “The boy has three dog.” Therefore, students from these language backgrounds may need additional practice with plural nouns.

ELL Note

In Spanish, Haitian Creole, and Vietnamese, there are no possessive noun forms. Possession is shown through use of phrases such as “the penny of the boy.” In Haitian Creole and Vietnamese, the noun’s owner follows the object, for example: “bike the girl” instead of “the girl’s bike.” Therefore, students from these language backgrounds may need additional practice with possessive nouns.

Lesson 8

Subject and Object Pronouns

Prerequisite Lessons

- Lesson 1, “Complete Sentences”
- Lesson 7, “Nouns and Possessive Nouns”

Student Skill Practice Book

- Pages 22–24



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- “Subject and Object Pronouns” activity (WA6)
- “Subject and Object Pronouns” activity (WA7)
- “Subject and Object Pronouns” activity (WA8)
- (Optional reteaching) “Subject and Object Pronouns” activity (WA9)
- (Optional reteaching) “Subject and Object Pronouns” activity (WA10)

Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)*

Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)*

INTRODUCTION

1. Tell the students that in this lesson they will practice identifying and using pronouns correctly. Remind the students that **pronouns** are words that take the place of nouns. Tell them that using pronouns in the right combination with nouns can help them write smooth, clear sentences that tell who is doing what without being repetitious.
2. Display the first “Subject and Object Pronouns” activity (🎯 WA6). Read the list of subject pronouns aloud and explain that a **subject pronoun** can take the place of the subject of a sentence.

*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

Subject Pronouns: I You He She It We They

1. Ruby loves pizza. **She** is making a chicken-and-pineapple pizza.
2. Lukas is making a veggie pizza. **He** is using peppers, onions, and olives.
3. Campbell and I like plain pizza. **We** just add extra sauce.
4. The crust is made of wheat dough. **It** will get crispy in the oven.
5. The pizzas are ready to bake. **They** will take about 20 minutes to cook.

3. Read sentence pair 1 aloud. Have the students identify the subject in each one. (*Ruby*) Ask:

Q *What do you notice about how these sentences sound together?*

If necessary, point out that repeating *Ruby* makes the sentences sound choppy and unnatural. Tell the students that replacing the subject of the second sentence with a pronoun will make the sentences flow more naturally. Ask them which pronoun they think should replace *Ruby* in the second sentence. Have one or two volunteers respond, and then click *Ruby* to reveal the pronoun *She*. Elicit that when you replace a subject that is “one female,” you use the pronoun *she*.

4. Repeat the process for the remaining sentence pairs, eliciting that:
 - *He* is used to refer to one male.
 - *We* is used to refer to the speaker plus one or more people.
 - *It* is used to refer to one thing.
 - *They* is used to refer to more than one thing or person.

Read the revised sentences aloud and guide the students to notice how replacing the second subject with a pronoun makes the writing sound better.

5. Display the second “Subject and Object Pronouns” activity (🔊 WA7). Read the list of **object pronouns** aloud and explain that an object pronoun can take the place of a noun that receives the action of a verb. An object pronoun can also follow a preposition such as *on*, *to*, *of*, *at*, or *for*.

Object Pronouns: me you him her it us them

1. Mrs. Bellini checks the pizzas. She carefully removes **them** from the oven.
2. Mrs. Bellini cuts each pizza. She slices **it** into four pieces.
3. Ruby gives plates to Lukas, Campbell, and me. She also gives **us** plenty of napkins.
4. Lukas offers Ruby a slice of veggie pizza. He hands **her** a slice.
5. Ruby thanks Lukas. She gives **him** a slice of pizza, too.

6. Ask a volunteer to read sentence pair 1 aloud. Point out that, in these sentences, *the pizzas* is the object of, or receives the action of, the verbs *checks* and *removes*. Then ask:

Q *What can we do to avoid repeating the pizzas in the second sentence? (Replace the pizzas with an object pronoun.)*

Click *the pizzas* in the second sentence to reveal the pronoun *them* and explain that the pronoun *them* is used to replace an object that is “more than one thing or person.”

7. Have a volunteer read sentence pair 2 aloud. Then ask the students which pronoun they think should replace *each pizza* in the second sentence. After giving the students a few moments to respond, remind them that the word *each* in front of *pizza* makes this a singular noun. Then click *each pizza* to reveal the pronoun *it*. Elicit that when you replace an object that is “one thing,” you use the pronoun *it*.
8. Repeat the process for the rest of the sentences, eliciting that:
 - *Us* is used to refer to the speaker plus one or more people.
 - *Her* is used to refer to one female.
 - *Him* is used to refer to one male.

Teacher Note

For the pronouns *I*, *you*, and *me*, write the following sentences on the board: *I share with you. You share with me.* Then use these sentences to explain that:

- The pronoun *I* is used only when you are talking about yourself as a subject, while *me* is used only as an object or after a preposition.
- The pronoun *you* can be used as both a subject and an object, and it can take the place of either a singular or a plural noun.

GUIDED PRACTICE

9. Display the third “Subject and Object Pronouns” activity (WA8). Explain to the students that they will read a passage that is missing some pronouns and will work together to fill in the blanks.

I	he	she	it	We	they
You	me	him	her	us	them

Campbell and I share a pizza. We both agree that there is just the right amount of sauce on it. Campbell takes a big bite.

“Owww! It’s hot,” he cries and drops the pizza on Ruby’s lap.

“Oh no! You have made a mess,” she shouts at him.

“These are my favorite jeans, and now they have tomato sauce all over them!”

Lukas jumps up to help her but knocks over my water glass.

So now I am all wet! Mrs. Bellini gives me a towel.

Who knew pizza could cause so much trouble for all of us?

WA8

10. Read aloud the words in the word box. Then read the first two sentences aloud. Ask:

Q *Who is sharing a pizza? (Campbell and I) Is Campbell and I a subject or an object? (subject)*

Q *Could we insert Campbell and I at the beginning of the second sentence? (Yes.) Should we? Why or why not? (No. The sentence would sound choppy and repetitive. A pronoun would sound better.)*

Q *Which pronoun from the word box would you use to replace Campbell and I? (We)*

Drag and drop *We* into the blank at the beginning of the second sentence. Then have a volunteer read the completed sentence aloud.

11. Continue working through the story. Once all of the pronouns have been correctly placed, have a volunteer read the completed passage aloud.



12. Have the students work in pairs to write a paragraph using at least six pronouns, including three subject and three object pronouns.

Teacher Note

If the students have difficulty thinking of a topic, suggest that they write about having a fun meal together. It can be a true or made-up story.

Optional Practice

Have the students complete pages 22–24 in their *Student Skill Practice Books*, independently or in pairs, to practice using subject and object pronouns. Note that page 24 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 24 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

ELL Note

In Vietnamese and some other Southeast Asian languages, there is no gender distinction between third-person singular pronouns. Therefore, students from these language backgrounds may need additional practice with singular pronouns.

Lesson 9

Possessive Pronouns

Prerequisite Lessons

- Lesson 7, “Nouns and Possessive Nouns”
- Lesson 8, “Subject and Object Pronouns”

Student Skill Practice Book

- Pages 25–27



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- “Possessive Pronouns” activity (WA11)
- “Possessive Pronouns” activity (WA12)
- “Possessive Pronouns” activity (WA13)
- (Optional reteaching) “Possessive Pronouns” activity (WA14)
- (Optional reteaching) “Possessive Pronouns” activity (WA15)

Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)*

Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)*

INTRODUCTION

1. Tell the students that in this lesson they will learn more about pronouns, or words that take the place of nouns.
2. Display the “Possessive Pronouns” activity (🎯 WA11). Read the pronouns in the word box aloud, and explain that **possessive pronouns** show possession, or ownership. Remind the students that they already know how to form and use possessive nouns.
3. Read the first sentence pair aloud, and have a volunteer point out the possessive noun. (*Raoul’s*) Ask:

Q *Which words show what belongs to Raoul?* (parents and sister)

Explain that one of the possessive pronouns in the word box can take the place of the possessive noun *Raoul’s*. Then ask:

Q *Which possessive pronoun can take the place of Raoul’s?* (His)

*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

Click *Raoul's* to reveal *His*. Then reread the two sentences aloud. Point out that the word *his* shows that “one male owns something.” Also point out that the pronoun shows ownership but does not have an apostrophe.

WA11

my your His Her Its our Their

1. Raoul visited the Arizona desert. **His** parents and sister went, too.
2. Raoul's sister, Lara, loves the desert. **Her** favorite animal is the bobcat.
3. She thinks the bobcat is beautiful. **Its** fur is soft and spotted.
4. The kids' parents studied the desert. **Their** parents are scientists.
5. They said, “Kids, let's get ready for **our** hike up the ridge.”

4. Repeat the process for the remaining sentences. Explain that:
 - *Her* shows that one female owns something.
 - *Its* shows that one thing owns something.
 - *Their* shows that more than one person, place, or thing owns something.
 - *Our* shows that the speaker and one or more people own something.

Explain that:

- The pronoun *my* shows that something belongs to the speaker. (*I like my photos of the desert plants.*)
 - The pronoun *your* refers to something that belongs to one or more people that you are addressing. (*I like your photos.*)
5. After the sentences have been completed, have a volunteer read them aloud. Point to the phrases: *His parents*, *Her favorite animal*, *Its fur*, *Their parents*, *our hike*. Explain that each of the possessive pronouns was placed before a noun to show ownership of that noun. If necessary, also point out that an adjective, or describing word, may come before the noun, as in *Her favorite animal*, in which case the possessive pronoun comes before the adjective.

Teacher Note

A possessive pronoun takes the place of a possessive noun to show ownership: **Ben's coat/his coat**; **Sara's bike/her bike**. When a pronoun is used before a noun, as in these examples, it also may be called a *possessive adjective*. The terms *possessive pronoun* and *possessive adjective* are both correct for words such as *his* and *her*. The second edition of the *Being a Writer* program uses the term *possessive pronoun*.

6. Display the next “Possessive Pronouns” activity (🎧 WA12) and explain that some possessive pronouns stand alone—they are not followed by a noun. Point to the possessive pronouns in the word box. Then read the first sentence pair aloud. Tell the students that a possessive pronoun can be used to replace the possessive noun *Raoul’s*. Ask:

Q Which possessive pronoun can we use to replace *Raoul’s*?

Give the students time to think, and invite a volunteer to respond. Then click *Raoul’s* to reveal *his*. Remind the students that a possessive pronoun must agree in number and gender with the noun it replaces. When you replace a possessive noun such as *Raoul’s* that is “one male’s,” you use the possessive pronoun *his*.

mine his hers ours yours theirs

1. Raoul puts on his backpack. The blue backpack is **his**.
2. Lara puts on her backpack. The green backpack is **hers**.
3. Lara puts on her red-striped hat. She says, “This cool hat is **mine** .”
4. She hands Raoul a white baseball cap. Lara says, “This hat is **yours** .”

WA12

7. Repeat the process with the remaining sentences. Help the students articulate when to use each possessive pronoun:
- Use *hers* to replace “one female’s.”
 - Use *mine* to refer to something that belongs to you, the person who is speaking.
 - Use *yours* to refer to something that belongs to one or more people you are addressing.

Teacher Note

You might want to write the following sentences on the board: *These backpacks are ours. Those backpacks are theirs.* Then explain that:

- The pronoun *ours* refers to something that belongs to the speaker and someone else.
 - The pronoun *theirs* refers to something that belongs to more than one person.
8. After all of the sentences have been completed, invite a volunteer to read them aloud. Ask:

Q Why is it important to know how to use possessive pronouns correctly?

Students might say:

"Possessive pronouns show what belongs to a person, place, or thing, and you can use them instead of repeating the same noun."

"I agree with Kevin. You have to use them correctly when you speak or write, or someone else could get really confused."

GUIDED PRACTICE



9. Display the next "Possessive Pronouns" activity (🗣️ WA13). Explain to the students that they are going to practice using possessive pronouns. Have the students work in pairs to read the passage and discuss which answer choices should be used to complete the sentences.

WA13

Use before a noun: my your his her its our their

Stands alone: mine yours his hers ours theirs

As they began the walk, Raoul's mom said, "Raoul, would you carry our map?" Raoul led his family down the trail. They saw tall cactus plants on their walk. Dad explained that the height of a cactus is a hint about its age. He said to Raoul, "That tall plant on your right is about 100 years old." The group saw lizards sitting in the sun. As the group observed a big brown lizard, the wind blew off Raoul's hat.

Another hiker caught it and asked Dad, "Is this yours?"

Lara pointed to Raoul and said, "No. It's his."

10. Read the first sentence aloud and ask the students which possessive pronoun they could use in the blank. Invite a volunteer to the whiteboard to drag and drop *our* into the blank and then read the sentence aloud. Ask the students why this pronoun is the correct choice.
11. Repeat the process with the remaining sentences. After all the pronouns have been placed, invite a volunteer to read the story aloud.

Teacher Note

If necessary, help the students choose the correct pronoun by asking: "Does the pronoun come before a noun or does the pronoun stand alone?" Point out that *his* is in both groups; it can both come before a noun and stand alone.



12. Have the students work in pairs to write a paragraph using at least four possessive pronouns.

Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write about a favorite outdoor activity.

Optional Practice

Have the students complete pages 25–27 in their *Student Skill Practice Books*, independently or in pairs, to practice using possessive pronouns. Note that page 27 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 27 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

Teacher Note

To help the students use possessive pronouns correctly, you might have them make a chart similar to this one in the Proofreading Notes section of their *Student Writing Handbooks*. Have the students underline the pronouns that can stand alone.

Singular	Plural
my, <u>mine</u>	our, <u>ours</u>
your, <u>yours</u>	your, <u>yours</u>
her, <u>hers</u> , <u>his</u> , its	their, <u>theirs</u>

ELL Note

In Spanish the article *the* is sometimes used instead of some possessive pronouns that precede a noun, for example: “The boy lost **the** hat.” Students with this language background may need additional practice with possessive pronouns.

Lesson 10

Noun-Pronoun Agreement

Prerequisite Lessons

- Lesson 1, “Complete Sentences”
- Lesson 7, “Nouns and Possessive Nouns”
- Lesson 8, “Subject and Object Pronouns”
- Lesson 9, “Possessive Pronouns”

Student Skill Practice Book

- Pages 28–30

ELPS 5.D.ii

Lesson 10

(all, beginning on page 49 through page 52)



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- “Noun-Pronoun Agreement” activity (WA16)
- “Noun-Pronoun Agreement” activity (WA17)
- (Optional reteaching) “Noun-Pronoun Agreement” activity (WA18)
- (Optional reteaching) “Noun-Pronoun Agreement” activity (WA19)

Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)*

Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)*

INTRODUCTION

1. Remind the students that they already know how to use subject, object, and possessive pronouns to replace nouns. Tell the students that in this lesson they will learn more about making sure that a pronoun **agrees** with, or matches, the noun that it replaces in a sentence.
2. Display the first “Noun-Pronoun Agreement” activity (📄 WA16). Use the chart to review subject, object, and possessive pronouns. Remind the students that:
 - Singular pronouns take the place of singular nouns, and plural pronouns take the place of plural nouns.
 - The pronouns *he*, *she*, *him*, *her*, and *his* also show gender, or whether the person who is referred to is male or female.

*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

Invite volunteers to identify the two pronouns that show neither number nor gender. (*you, your*)

ELL Note

In many languages, including Chinese, Haitian Creole, Hmong, Korean, and Vietnamese, there is no distinction between subject and object pronouns. In Vietnamese, there is also no distinction between subject and possessive pronouns. You may want to create a chart like the one shown in WA16 to post in your classroom for students from these language backgrounds.

WA16

	Singular	Plural
Subject Pronouns	I, you, he, she, it	we, you, they
Object Pronouns	me, you, him, her, it	us, you, them
Possessive Pronouns	my, your, his, her, its	our, their

1. When Sara got home from school, she could not find her coat.
(antecedent: Sara; subject pronoun: she; possessive pronoun: her)
2. Two boys found Sara's coat on the bus. They gave the coat to the bus driver.
(antecedent: boys; subject pronoun: They)
3. The bus driver brought the coat to school and put it in the Lost-and-Found box.
(antecedent: the coat; object pronoun: it)
4. Sara saw Colin and Nigel at school the next day and thanked them.
(antecedent: Colin and Nigel; object pronoun: them)

3. Read the sentence in item 1 aloud and have the students identify the two pronouns in it. (*she; her*) Ask:

Q *Is she a subject or an object pronoun? (subject) Is her a subject pronoun or a possessive pronoun? (possessive)*

Click *she* and *her* to reveal the labels *subject pronoun* and *possessive pronoun*. Then ask:

Q *Are she and her singular or plural? (singular) Are they male, female, or neither? (female)*

Have the students locate the noun in the sentence that matches *she* and *her* in number and gender. (*Sara*) Click *Sara* to reveal the label *antecedent* and explain that an **antecedent** is the noun that a pronoun replaces or refers back to. A pronoun must always **agree in number** and **gender** with its antecedent.

4. Read the pair of sentences in item 2 aloud. Have the students identify the pronoun in the second sentence and tell what kind of pronoun it is. (*They*; subject pronoun) Click *They* to confirm the answer. Then explain that a pronoun's antecedent may be in the

same sentence or in a previous one. Help the students find the antecedent of *They* in the first sentence. (*boys*) Click *boys* to confirm, and then elicit that *They* and *boys* are both plural. Point out that plural pronouns are the same for both males and females, so there is no need to match the gender of the antecedent.

- Repeat the process for item 3, having volunteers identify pronouns and their antecedents as you click to confirm their responses. For item 4, point out that the nouns *Colin* and *Nigel* are singular, but together they form a compound object. Explain that a **compound object**, like a compound subject, is made up of two or more parts joined by a conjunction. When the conjunction is *and*, the compound object is considered plural; so the pronoun that replaces it is plural, too (*them*).

GUIDED PRACTICE

- Display the next “Noun-Pronoun Agreement” activity (🗨️ WA17). Explain to the students that they will read a paragraph that is missing some pronouns and that you will work together to choose the pronouns that correctly match the nouns they are replacing or referring to.

WA17

He	She	it	You	they	him
them	his	her	your	their	

The students were always leaving their belongings on the bus. Mr. Huang, the bus driver, was always finding them. It was his job to bring the items to the Lost-and-Found box. He frequently told the students, “ You need to keep better track of your things!” But they didn’t listen.

The Lost-and-Found box was full of interesting items. Sara found her coat under three sweaters and five socks. She also saw a cap that belonged to her little brother. Ty would be thrilled when Sara returned it to him.

- Read the first sentence aloud and help the students identify the missing pronoun. (*their*) Ask:

Q *Why is this the correct pronoun? (The antecedent of their is students; their is a possessive pronoun that refers to the students’ belongings.)*

Invite a volunteer to the whiteboard to drag and drop *their* into the blank and then read the sentence aloud.

8. Continue guiding the students through the paragraph, reading the sentences aloud and having volunteers drag and drop pronouns into the blanks and explain their choices. After all the pronouns have been placed, invite a volunteer to read the paragraph aloud.



9. Have the students work in pairs to write a paragraph, using a subject, object, and possessive pronoun.

Teacher Note

If the students have difficulty thinking of a topic, suggest that they write about losing or finding something.

Optional Practice

Have the students complete pages 28–30 in their *Student Skill Practice Books*, independently or in pairs, to practice noun-pronoun agreement. Note that page 30 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 30 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

Prerequisite Lessons

- Lesson 7, “Nouns and Possessive Nouns”
- Lesson 8, “Subject and Object Pronouns”
- Lesson 9, “Possessive Pronouns”
- Lesson 10, “Noun-Pronoun Agreement”

Student Skill Practice Book

- Pages 31–33



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- “Review” activity (WA20)
- “Review” activity (WA21)
- “Review” activity (WA22)
- “Review” activity (WA23)

REVIEW

1. Explain to the students that they are going to review what they have learned about nouns and pronouns in Lessons 7–10. Remind the students that they have learned how to:
 - Recognize and use singular, plural, and possessive nouns
 - Recognize and use subject, object, and possessive pronouns
 - Choose a pronoun that agrees with its antecedent, or the noun it is replacing or referring back to
2. Display the first “Review” activity (WA20). Read the definition of a noun aloud and guide the students to distinguish between a singular and a plural noun. Have volunteers point to an item in the classroom, such as a pencil, and then supply the singular and plural forms, for example: *one pencil/two pencils*.

A **noun** is a word that names a person, a place, an animal, a thing, or an idea. A noun can be singular or plural.

- Add -s to form the plural of most nouns: **nickels**_____, **dimes**_____.
- Add -es to nouns that end with s, ss, x, sh, ch: **dress**es_____, **boxes**_____, **wish**es_____, **lunch**es_____.
- Change the y to an i and add -es to a noun that ends with a consonant + y: **penny**ies_____, **spy**ies_____.
- Replace the f or fe with -ves for nouns that end with f or fe: **scarf**ves_____, **wife**ves_____.
- Change the spelling to form the plural of some irregular nouns: **child**ren_____, **teeth** ee_____.
- Keep the same spelling for some irregular plurals: **sheep**, **deer**.

3. Invite volunteers to read aloud each of the six possible ways to form plural nouns. For all but the last, have them say and spell the plural form of the words. Write their responses on the lines, pointing out the changes in spellings. Then invite volunteers to read aloud the words whose singular and plural forms are the same. Ask them to think of other nouns whose plural form does not change, for example: *fish*, *bison*, *jeans*, and *scissors*.
4. Display the next “Review” activity (🗨 WA21). Read the definition of a possessive noun aloud. Have volunteers say and spell the singular possessive form of the noun and the plural possessive form. Click each blank to reveal the correct possessive form, pointing out whether the apostrophe comes before the s or after it.

A **possessive noun** shows ownership.

- Add 's to make a singular noun possessive: **a baby's toy**.
- Add an apostrophe after the s for plurals that end with s: **the babies' bottles**.
- Add 's for plurals that do not end with s: **the children's notebooks**.



5. Have the students work in pairs, with each student naming a favorite possession. Then have them work together to write a phrase for each object, using a possessive noun to show ownership, for example: *Kati's football* or *Ari's dinosaur bone*. Repeat the process, providing a plural noun so that the students in each pair may form a plural possessive noun, for example: *the girls' bikes* or *the children's teddy bears*.

6. Display the next “Review” activity (WA22). Remind the students that a pronoun takes the place of a noun. Read aloud the definition of a subject pronoun and the sample sentences below it. Ask:

Q *What is the subject of the first sentence? (Lil and Drew) What pronoun can we use to replace the subject? (They)*

Q *What is the subject of the second sentence? (Lil) What pronoun can we use to replace the subject? (She)*

Click the underlined subject in each sentence to confirm the students’ responses. If necessary, point out that *Lil and Drew* is a compound subject, so we use the subject pronoun *They* that stands for “more than one.” Lil represents “one female,” so we use the pronoun *She*. Ask the students why it is important to use subject pronouns correctly. (They make the writing clearer and less repetitive.)

WA22

A **subject pronoun** replaces a noun that is the subject of a sentence. It tells whom or what the sentence is about.

They wash cars to earn money. **She** gets a new bike.

An **object pronoun** replaces a noun that receives the action of the verb. It can also follow a word such as *with, to, at, for, below, or from*.

Lil rides **it** everywhere. Lil waves to **him**.

A **possessive pronoun** shows ownership.

Lil is proud of **her** new bike.

Drew tells Lil, “Your bike is much faster than **mine**.”

7. Read aloud the definition of an object pronoun and the sample sentences that follow. Guide the students to identify the objects in the sample sentences. (*the bike; Drew*) Have one or two volunteers choose the object pronoun that best replaces each noun. (*it; him*) Click the underlined object in each sample sentence to confirm the students’ responses.

Teacher Note

Point out that in the second sentence, the object pronoun *him* follows the preposition *to*.

If necessary, review how the subject pronouns *I, you, he, and it* and the object pronouns *me, you, her, us, and them* are used, for example: *I* is used when talking about yourself as a subject while *me* is used as an object or after a preposition.

8. Invite a volunteer to read aloud the definition of a possessive pronoun. Remind the students that some possessive pronouns, such as *my*, *your*, *her*, and *our*, come before a noun. Read the first sample sentence aloud and ask:

Q Which possessive pronoun would we use to replace Lil's? (her) Why? (Her shows that one female owns something.)

Click *Lil's* to confirm the students' responses. Point out that the possessive pronoun *Your* in the next sentence also comes before a noun. Then remind the students that some possessive pronouns, such as *mine*, *yours*, and *ours*, stand alone. Ask:

Q Which possessive pronoun would we use to replace my bike? (mine) Why? (Mine is used to refer to something that belongs to the speaker.)

Click *my bike* to confirm the students' responses.

9. Display the next "Review" activity (WA23). Invite a volunteer to read aloud the first explanation of noun-pronoun agreement. Read the sample sentences aloud and ask:

Q Which pronoun could you use to replace parrots? (them) Why? (Parrots is a plural noun, so we use a plural pronoun.) Is them a subject, object, or possessive pronoun? (object pronoun)

Confirm the students' responses by clicking the blank.

10. Have a volunteer read the second explanation aloud and ask:

Q Which pronoun could you use to replace Cal? (he) Why? (He is used to refer to one male.) Is he a subject, object, or possessive pronoun? (subject pronoun)

As needed, review that gender indicates whether a word refers to a male or female. Confirm the students' responses by clicking the blank.

The noun that a pronoun replaces or refers back to is called the **antecedent**. A pronoun and its antecedent must **agree**, or match, in **number**. Singular pronouns replace singular nouns. Plural pronouns replace plural nouns.

Cal has two parrots. The boy loves to teach words to them.

A pronoun and its antecedent must also agree in **gender**.

Cal teaches the parrots one new sentence a week. Today he taught the birds to say, "That's yucky!"

WA23

Optional Practice

Have the students complete pages 31–33 in their *Student Skill Practice Books*, independently or in pairs, to practice using nouns and pronouns correctly.

Verbs



Lesson 12

Verbs

Prerequisite Lesson

- Lesson 1, “Complete Sentences”

Student Skill Practice Book

- Pages 34–36



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- “Verbs” activity (WA1)
- “Verbs” activity (WA2)
- “Verbs” activity (WA3)
- (Optional reteaching) “Verbs” activity (WA4)
- (Optional reteaching) “Verbs” activity (WA5)

Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)*

Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)*

INTRODUCTION

1. Tell the students that in this lesson they will practice using verbs and simple verb tenses. Explain that verbs not only make the action in writing come alive; they also help clarify the order of events.
2. Display the first “Verbs” activity (WA1). Read the definition of action verbs aloud. Then read the first sentence aloud and have the students identify the verb. (*wears*) Check the students’ responses by clicking *wears* to reveal the label *action verb*.

*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

Action verbs tell what someone or something does.

My grandmother **action verb** wears eyeglasses.

She **helping verb** can **main verb** read better with glasses.

Linking verbs connect a subject to words that tell what the subject is or is like.

Grandma's glasses **linking verb** are ovals with red frames.

The glasses **linking verb** look good on her.

Glasses **helping verb** can **main verb** be very stylish.

3. Read the second sentence aloud. Tell the students that an action verb can have two parts—a helping verb and a main verb. The **main verb** describes the action, while the **helping verb** adds meaning about the time or possibility of the action. Ask:

Q Which word shows action in this sentence? (read)

Q Which word is the helping verb? (can)

Invite volunteers to respond. Then confirm their responses by clicking *can* and *read* to reveal the labels *helping verb* and *main verb*.

4. Read the definition of linking verbs aloud. Then read the first sentence aloud and have the students identify the linking verb. (*are*) Confirm the response by clicking *are* to reveal the label *linking verb*.

Teacher Note

Point out to the students that *are* is a form of the irregular verb *be*. Explain that:

- *Are* is used when the subject is plural (as in *glasses*) or the pronoun *they, we, or you*.
- *Is* is used when the subject is singular or the pronoun *he, she, or it*.
- *Am* is used when the subject is *I*.

5. Read the next sentence aloud and have the students identify the verb. (*look*) Ask:

Q Are the glasses actually “looking” at something? (No.) What kind of verb is *look* in this sentence? (*linking verb*)

Confirm the response by clicking *look* to reveal the label *linking verb*. Point out that the verbs *look, feel, smell, sound, and grow* can all be action or linking verbs.

Teacher Note

Use the following sentences to introduce two other common linking verbs, *become* and *seem*:

- Our eyesight often **becomes** weaker as we age.
- Distant and close-up objects **seem** blurry.

6. Read the last sentence aloud. Tell the students that linking verbs, like action verbs, can have two parts. Have the students identify the helping and main verbs in the sentence. (*can*; *be*) Click *can* and *be* to reveal the labels *helping verb* and *main verb*.
7. Display the next “Verbs” activity (🎧 WA2) and tell the students that verbs can be used to tell when the action in a sentence takes place. Read the names of the three tenses aloud. Ask:

Q Which tense would you use if you wanted to write about something that is happening right now or happens regularly? (*present*) Something that happened yesterday? (*past*) Something that is going to happen tomorrow? (*future*)

WA2

Simple Verb Tenses: present past future

Grandma **present tense** likes her new glasses. I **past tense** picked them out for her last week after the dog **past tense** carried away her old glasses and **past tense** dropped them down the stairs. The frames **past tense** broke and the lenses **past tense** fell out. Grandma **past tense** was so upset! From now on, she **future tense** will hide her glasses from the dog.

8. Ask the students to read the passage silently, paying attention to the verbs. Then return to the first sentence and read it aloud. Have the students identify the verb and its tense. (*likes*; *present*) Confirm the answer by clicking *likes* to reveal the label *present tense*.
9. Read the second sentence aloud and have the students identify the three verbs in it. (*picked*; *carried*; *dropped*) Ask:

Q When is the action in this sentence taking place? (*last week*; *in the past*)

Click *picked*, *carried*, and *dropped* to reveal the label *past tense* over each one. Point out that the past tense of many verbs is formed by adding *-ed*. Then use *carried* and *dropped* to remind the students that:

- If a word ends with a consonant + *y*, the *y* is changed to *i* before adding *-ed*.
- If a word ends with a consonant after a short vowel, the consonant is doubled before adding *-ed*.

10. Explain that not all past-tense verbs end with *-ed*. Many verbs have irregular past-tense forms. Read the next two sentences aloud. Invite a few volunteers to find the irregular verbs and to identify their present-tense forms. (*broke, break; fell, fall; was, is*) Confirm the answers by clicking the verbs. Then point out that *was* is a past-tense form of the verb *be* and is used with a singular subject; *were* is used when the subject is plural or the pronoun is *you*.

 **ELL Note**

Irregular past-tense verbs may present a particular challenge for English Language Learners. You may wish to create and post additional past-tense forms for reference:

Present	Past
see	saw
write	wrote
begin	began
become	became
find	found
tell	told
give	gave
feel	felt

11. Read the last sentence aloud and have the students identify the future-tense verb. (*will hide*) Click *will hide* to reveal the label *future tense*. Elicit that the simple future tense of most verbs is formed by adding *will* before the present-tense form of the verb.

 **ELL Note**

In Chinese, Hmong, and Vietnamese, there are no tense inflections. Verb tense is usually indicated through the context of the sentence, or by adding some expression of time.

GUIDED PRACTICE

12. Display the third “Verbs” activity ( WA3). Explain to the students that they will read the passage and circle the form of the verb that correctly completes each sentence.

Only a few years ago, Grandma's eyes (are, ^{LV} were) as sharp as a fox's. She (^{AV} recognized, will recognize) people from far away. But last year her eyes (^{LV} became, become) weaker. These days she (used, ^{AV} uses) her glasses for everything. She (^{HV AV} can see, saw) only shapes without them. But she (^{AV} hears, heard) really well. Her doctor says that her eyes (^{HV LV} grew, will grow) weaker in time. She (^{HV AV} lose, may lose) some hearing, too. Still, I (^{HV AV} will love, loved) her forever.

13. Have a volunteer read the first sentence of the passage aloud. Ask:

Q *When is the action taking place in this sentence? (a few years ago)*

Q *Which form of the verb should we circle? (were)*

Repeat the process with the rest of the passage.

14. After all the verbs have been circled correctly, have a volunteer read the completed passage aloud. Then work with the students to identify the action verbs, linking verbs, and helping verbs. Write *AV*, *LV*, or *HV* above each verb accordingly.
15. Have the students work in pairs to write a paragraph, using at least one past-tense, one present-tense, and one future-tense verb.



Teacher Note

If the students have difficulty thinking of a topic, suggest that they write about something that has changed about both of them over time, such as age, height, or hairstyle.

Optional Practice

Have the students complete pages 34–36 in their *Student Skill Practice Books*, independently or in pairs, to practice using verbs. Note that page 36 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 36 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

Lesson 13

Perfect Verb Tenses

Prerequisite Lesson

- Lesson 12, “Verbs”

ELPS 5.D.iii

Lesson 13

(all, beginning on page 63 through page 66)

Student Skill Practice Book

- Pages 37–39



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- “Perfect Verb Tenses” activity (WA6)
- “Perfect Verb Tenses” activity (WA7)
- “Perfect Verb Tenses” activity (WA8)
- (Optional reteaching) “Perfect Verb Tenses” activity (WA9)
- (Optional reteaching) “Perfect Verb Tenses” activity (WA10)

Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)*

Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)*

INTRODUCTION

1. Tell the students that in this lesson they will learn about a verb tense called the *perfect tense*. Explain that writers use the **perfect tense** when they want to show that one action has started or has been completed before another action in the past, present, or future.
2. Display the first “Perfect Verb Tenses” activity (WA6). Read the first pair of sentences aloud. Have the students identify the verb in the first sentence and its tense. (*plays*; present) Circle the word *plays*. Then reread the second sentence and ask:

Q *Has the action in the second sentence taken place before or after the action in the first sentence? (before) How can you tell?*

Give the students a moment to think, and invite one or two volunteers to respond. If necessary, point out the context clue *since the second grade* and that the main verb ends with *-ed*, which shows past tense. Circle *played*.

*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

3. Have the students identify the helping verb in the second sentence. (*has*) Underline *has* and tell the students that using *has* or *have* with the past-participle form of a verb shows that the action started in the past and has finished or may still be happening. This is called the **present-perfect tense**.

Teacher Note

Explain that the past participle of a regular verb is the same as its simple past-tense form (the present-tense form + *-ed*). The past participle of an irregular verb is either the same as its simple past-tense form (for example, *catch/caught/has caught*) or another form altogether (for example, *throw/threw/has thrown*).

WA6

1. Isaiah plays a lot of soccer. He has played soccer since the second grade.
2. Isaiah's parents watch every game. They have watched all ten games this year.
3. The Tigers usually win. They have won six of the last seven games.
4. Isaiah gives soccer lessons to me. He has given me some good tips.

4. Repeat the process with the next pair of sentences. This time underline the subjects in both sentences and remind the students that *have* is used when the subject is the pronoun *I*, *you*, *we*, or *they*.
5. Read sentence pair 3 aloud, and have the students identify the verbs and their tenses in both sentences. (*win*, present; *have won*, present-perfect) Circle *win* and *won* and underline *have*. Then ask:

Q *What is the past participle of win? (won)*

Repeat the process for sentence pair 4, eliciting that *given* is the past participle of *give(s)*. Then ask the students to name the simple past-tense forms of *win* and *give*. (*won*; *gave*)

6. Display the next “Perfect Verb Tenses” activity (WA7). Read the first sentence pair aloud. Have the students identify the verb and its tense in the first sentence. (*kicked*; past) Circle the word *kicked*. Then reread the second sentence and ask:

Q *Did the action in the second sentence take place before or after the action in the first sentence? (before)*

Have a volunteer identify the helping verb in the second sentence. (*had*) Underline *had* and explain that using *had* with the past participle of a verb shows that the action was completed before another action in the past. This is called the **past-perfect tense**.

WA7

Isaiah kicked two goals in Saturday's game. He had kicked one goal in the game last week.

Most likely, our team will go to Finals again this year. By the end of today, the Tigers will have won more games than all the other teams together.

7. Read the second pair of sentences aloud. Have one or two volunteers identify the verb and its tense in the first sentence. (*will go*; future) Underline *will* and circle *go*.

Q *Will the action in the second sentence take place before or after the action in the first sentence? (before)*

Then reread the second sentence, and underline *will have*. Explain that using *will have* with the past participle of a verb shows that the action has started or has been completed before another action in the future. This is called the **future-perfect tense**. Circle the past participle *won*.

ELL Note

The perfect tenses may present a particular challenge for English Language Learners. You may wish to create and post this chart for reference:

Present Tense	Simple Past Tense	Perfect Tenses (<i>has, have, had, or will have</i> + _____)
see	saw	seen
write	wrote	written
begin	began	begun
make	made	made
find	found	found
show	showed	shown
take	took	taken
come	came	come

GUIDED PRACTICE

8. Display the third “Perfect Verb Tenses” activity ( WA8). Tell the students that next they will read a passage and work together to choose the correct perfect-tense form of each verb shown in parentheses.

have lost had lost will have lost

1. The Tigers beat the Cobras in the Finals last year. The Tigers

_____ had lost _____ to the Cobras the year before.
(lose)

has led had led will have led

2. This year Isaiah is the team captain. He _____ has led _____ the Tigers to
(lead)
many victories already.

have been had been will have been

3. If the Tigers win in the Finals, they will be League Champions. All of

Isaiah's hard work _____ will have been _____ worth it.
(be)

9. Read the first sentence pair aloud and the three verb choices above it. If necessary, point out that *beat* (rather than *beated*) is the past-tense form of the verb *beat*. Then ask:

Q Which perfect tense—present-, past-, or future-perfect—should we use to complete the second sentence? (past-perfect) Why? (The action of beating the Cobras took place in the past, and the action of losing took place even before that.)

Drag and drop *had lost* into the blank. Repeat the process for the remaining sentences.



10. Have the students work in pairs to write a paragraph, using at least four perfect-tense verbs. They can be any combination of verbs in the present-, past-, or future-perfect tense.

Teacher Note

If the students have difficulty thinking of a topic, suggest that they write about learning a new sport.

Optional Practice

Have the students complete pages 37–39 in their *Student Skill Practice Books*, independently or in pairs, to practice using perfect verb tenses. Note that page 39 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 39 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

Lesson 14

Progressive Verb Tenses

Prerequisite Lesson

- Lesson 12, “Verbs”

Student Skill Practice Book

- Pages 40–42



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- “Progressive Verb Tenses” activity (WA11)
- “Progressive Verb Tenses” activity (WA12)
- (Optional reteaching) “Progressive Verb Tenses” activity (WA13)
- (Optional reteaching) “Progressive Verb Tenses” activity (WA14)

Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)*

Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)*

INTRODUCTION

1. Tell the students that in this lesson they will learn how to use progressive verb tenses. Explain that writers use the progressive tense when they want to show an action progressing, or continuing, over a period of time.
2. Display the first “Progressive Verb Tenses” activity (WA11). Read the sentences in the first paragraph. Then ask:
 - Q Which sentence describes an action that is going on right now? (the first one) How can you tell? (the phrase Right now; the verb are)
 - Q Which sentence describes an action that was happening in the past? (the second one) How can you tell? (the phrase A minute ago; the verb were)
 - Q Which sentence describes an action that will be happening in the future? (the third one) How can you tell? (the phrase Five hours from now; the verb will be)

*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

Right now we **present-progressive** are walking through the gate at Epic Island Amusement Park. A minute ago we **past-progressive** were waiting in a long line outside the gate. Five hours from now, we **future-progressive** will be going home tired but happy.

Earlier this week my friend and I **past-progressive** were talking about Epic Island. She **past-progressive** was looking at the park's website. She said, "The park **present-progressive** is advertising a special deal right now. People **present-progressive** are getting tickets for half-price!"

3. Point out that the verb in each sentence has two parts—a main verb ending with *-ing* and a helping verb that is a form of the verb *be*. Explain that:
- The first sentence shows action going on at the present time, so it is in the **present-progressive tense**. The verb consists of a present-tense form of *be* plus a main verb ending in *-ing*. (Click *are walking* to reveal the label *present-progressive*.)
 - The second sentence shows action going on in the past, so it is in the **past-progressive tense**. The verb consists of a past-tense form of *be* plus a main verb ending in *-ing*. (Click *were waiting* to reveal the label *past-progressive*.)
 - The third sentence shows action that will be going on in the future, so it is in the **future-progressive tense**. The verb consists of the future-tense form of *be* plus a main verb ending with *-ing*. (Click *will be going* to reveal the label *future-progressive*.)

Teacher Note

If necessary, review the rules for forming the past, present, and future tenses of the verb *be*.

- To form the present tense, use *is* when the subject is singular or the pronoun is *he*, *she*, or *it*. Use *are* when the subject is plural or the pronoun *we*, *you*, or *they*. Use *am* when the subject is *I*.
- To form the past tense, use *was* when the subject is singular or the pronoun *I*, *he*, *she*, or *it*. Use *were* when the subject is plural or the pronoun *we*, *you*, or *they*.
- To form the future tense, use the helping verb *will* with *be*, no matter what the subject is.

4. Read the next paragraph aloud, one sentence at a time. Ask the students to identify each verb and to say whether it is in the progressive tense. If so, have the students say which type—past, present, or future. Confirm the answer by clicking the verb to reveal the label *past-progressive*, *present-progressive*, or *future-progressive*.

Point out that the future-progressive tense has two helping verbs, *will* and *be*. Also, review that a helping verb and a main verb are sometimes separated by one or more other words, as in the case of a question, for example: *Are you going there today?*

ELL Note

In many Asian languages, including Chinese, Hmong, Korean, and Vietnamese, the subject and verb are not inverted when forming a question. Students with these language backgrounds may need help understanding that, in English, a question is usually formed by switching the order of the subject and verb.

GUIDED PRACTICE

5. Display the second “Perfect Verb Tenses” activity ( WA12). Tell the students that they will read a passage containing several progressive-tense verbs. Explain that the helping verbs are missing, and that the class will work together to choose the correct form of *be* to complete each sentence.

WA12

am is is are was were will be

When we arrived at Epic Island, the wind was blowing.
We were worrying then that it might rain. But now the sun
 is shining, and we are getting warm. I am
drinking lemonade to stay cool, and my friend is eating a
frozen banana. We don’t want to eat or drink too much, though,
because soon we will be going on a ride called the Spinning
Wheel of Horror.

6. Read the first sentence aloud. Then ask:

Q *Which form of be should we put before blowing? (was) Why? (The subject of the action—wind—is singular, and the action is happening in the past.)*

Drag and drop *was* into the blank and have the students read the completed sentence aloud.

7. Continue working through the story, inviting volunteers to drag and drop the correct form of *be* into each blank and read the completed sentence aloud. After all of the helping verbs have been placed correctly, read the completed story aloud.

Teacher Note

You might want to use the verbs *shining* and *getting* to point out the rules for adding *-ing* to a verb:

- When a verb ends with silent *e*, drop the *e* before adding *-ing*.
- When a verb ends with a consonant after a short vowel sound, double the consonant before adding *-ing*.



8. Have the students work in pairs to write a paragraph, using at least three progressive-tense verbs. They can be any combination of verbs in the present-progressive, past-progressive, or future-progressive tense.

Teacher Note

If the students have difficulty thinking of a topic, suggest that they write about going someplace new or exciting with a friend.

Optional Practice

Have the students complete pages 40–42 in their *Student Skill Practice Books*, independently or in pairs, to practice using progressive verb tenses. Note that page 42 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 42 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

Lesson 15

Shifts in Verb Tense

Prerequisite Lessons

- Lesson 12, “Verbs”
- Lesson 13, “Perfect Verb Tenses”
- Lesson 14, “Progressive Verb Tenses”

ELPS 5.D.iii

Lesson 15
(all, beginning on page 71
through page 74)

Student Skill Practice Book

- Pages 43–45



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- “Shifts in Verb Tense” activity (WA15)
- “Shifts in Verb Tense” activity (WA16)
- “Shifts in Verb Tense” activity (WA17)
- (Optional reteaching) “Shifts in Verb Tense” activity (WA18)
- (Optional reteaching) “Shifts in Verb Tense” activity (WA19)

Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)*

Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)*

INTRODUCTION

1. Tell the students that in this lesson they will learn how to avoid incorrect shifts in verb tenses. Explain that when writing a passage, it is important to use the same verb tense throughout the passage unless there is a clear reason to change it. Good writers move back and forth in time only when it makes sense.
2. Display the first “Shifts in Verb Tense” activity (📄 WA15). Read the first paragraph aloud, and have the students identify all of the verbs. (*was, visited, talked, told, heard*) Underline each verb. Then ask:

Q *When does all of the action in this paragraph take place? (around the same time in the past) How can you tell? (The verbs are all in the past tense.)*

*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

Explain that when writing about something happening at a certain point in time—whether it is in the past, the present, or the future—it is important to keep all the verbs in the same tense.

WA15

Tuesday was Career Day at school. A dentist, a computer programmer, and a chef visited my class. They talked about their favorite parts of their jobs. They also told us about the challenges. We heard some great stories.

I ^{liked}~~like~~ Safety Day even more. A police officer spoke to us about the importance of the “buddy system.” Then a firefighter demonstrated the use of a fire extinguisher. He ^{aimed}~~aims~~ the nozzle at a “fire” made of orange paper. Then he ^{sprayed}~~sprays~~ the fire extinguisher, and white foam went everywhere!

3. Read the second paragraph aloud, and have a few volunteers identify all the verbs. (*like, spoke, demonstrated, aims, sprays, went*) Underline each verb. Ask:

Q *When is the action in this paragraph happening?*

Invite a volunteer to respond. Then point out that it’s hard to tell when the action is taking place because the verbs keep changing between past and present tense. Ask:

Q *What would fix this paragraph? (changing all the present-tense verbs to past-tense verbs, or vice-versa)*

4. Ask the students to assume that Career Day already happened. Then invite volunteers to the whiteboard to cross out each present-tense verb and write the past-tense verb above it. When all of the present-tense verbs have been changed, have a volunteer read the corrected paragraph aloud.
5. Display the second “Shifts in Verb Tense” activity (🌀 WA16). Read the paragraph aloud and point out that sometimes the tense does have to change in the middle of a paragraph. Tell the students that if they are writing about different actions that take place at different times, it is not only OK but also necessary to shift between tenses.

At school right now, we are learning about jobs in science.

A biologist and an engineer spoke to our class yesterday.

They told us that, in the future, the world will need a lot more scientists.

6. Have volunteers underline the verb(s) in each sentence. (*are learning, spoke, told, will need*) Then ask:

Q *Why did the writer put the second sentence in the past tense when the first sentence is in the present? (The action in the first sentence is continuing in the present, while the action in the second sentence has already passed.)*

Q *Why did the writer switch from the past to the future tense in the third sentence? (While the scientists were speaking in the past, they were talking about an action that hasn't happened yet.)*

GUIDED PRACTICE

7. Display the third “Shifts in Verb Tense” activity (🎧 WA17). Tell the students that they will read a passage and decide together which verbs should change to make the tenses correct.

Justin’s mom works at a TV station. Last week she **came** to our class. She explained to us that she operates the TV camera. I **had** a question for her, so I raised my hand. I **asked** her if she likes her job. She **said** it is fun but challenging.

8. Have the students read the passage to themselves. Then ask:

Q *When does the event in this passage take place—the past, present, or future? (the past) How do you know? (The writer says Last week.)*

Then read the first sentence aloud and point out the present-tense verb *works*. Ask:

Q *Why is this verb in the present tense if the story takes place in the past?*

Students might say:

“The writer starts by telling who the story is about and what she does for work. The sentence is not telling about something that happened.”

“I agree with Karena. Justin’s mom works at the station currently, not just in the past.”

9. Read the next sentence aloud and have one or two volunteers identify the verb and its tense. (*comes*; present) Ask:

Q *Is this verb in the correct tense? (No.) How should it be changed, and why? (It should be changed to the past tense, came, because the writer is telling about something that happened last week.)*

Confirm the answer by clicking *comes* to change it to *came*.

10. Read the next sentence aloud and have one or two volunteers identify the two verbs in it and their tenses. (*explained*, past; *operates*, present) Lead the students to understand that both verbs are correct because the action of explaining took place in the past, but the action of operating is still true in the present.
11. Use a similar process for the next two sentences, but elicit that the present-tense verbs *have* and *ask* should be changed to *had* and *asked*, while *likes* can stay in the present tense. Then repeat the process for the last sentence, eliciting that the future-tense verb (*will say*) should be changed to the past tense (*said*).
12. Once all of the verbs are correct, invite a volunteer to read the new passage aloud.
-  13. Have the students work in pairs to write a paragraph about an event that takes place in the past, present, or future. The paragraph should contain at least three verbs.

Teacher Note

If the students have difficulty thinking of a topic, suggest that they write about something special that happened or will happen at school.

Optional Practice

Have the students complete pages 43–45 in their *Student Skill Practice Books*, independently or in pairs, to practice using verb tenses appropriately. Note that page 45 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 45 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

Lesson 16

Subject-Verb Agreement

Prerequisite Lessons

- Lesson 7, “Nouns and Possessive Nouns”
- Lesson 8, “Subject and Object Pronouns”
- Lesson 12, “Verbs”
- Lesson 13, “Perfect Verb Tenses”
- Lesson 14, “Progressive Verb Tenses”

Student Skill Practice Book

- Pages 46–48

ELPS 5.D.i

Lesson 16

(all, beginning on page 75 through page 78)



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- “Subject-Verb Agreement” activity (WA20)
- “Subject-Verb Agreement” activity (WA21)
- (Optional reteaching) “Subject-Verb Agreement” activity (WA22)
- (Optional reteaching) “Subject-Verb Agreement” activity (WA23)

Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)*

Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)*

INTRODUCTION

1. Tell the students that in this lesson they will learn how to make subjects and verbs match, or agree in number.
2. Display the first “Subject-Verb Agreement” activity (🗨️ WA20). Read the first two sample sentences in the box aloud. Have volunteers identify the simple subject and verb in each one. (*trumpet/is; Trombones/are*) Then have them tell which subject is singular and which is plural. (*trumpet* is singular; *Trombones* is plural.) Point out that each verb changes to agree with, or match, its subject in number. As forms of the verb *be*, the word *is* is used when the subject is singular, while *are* is used when the subject is plural.

*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

A trumpet is a brass instrument. Trombones are brass instruments, too.

A trumpet makes a high sound. Trombones make a lower sound.

Trumpets and trombones are good instruments for jazz bands.

They produce sound when a player blows into the mouthpiece.

1. My **brother and sister play** in a high-school jazz band.
2. My **brother** performs a solo at every concert.
3. **Each player** in the band **practices** daily.

3. Repeat the procedure with the second pair of sample sentences. After volunteers have identified the simple subject and verb in each one, ask them to describe what happens to the verb, depending on whether the subject is singular or plural. (When the subject is singular, the verb has an *s* at the end. When the subject is plural, the verb does not have an *s*.) Review the rules for adding *-s* or *-es* to a verb:
 - Add *-s* or *-es* to the verb if the subject is a singular noun or the pronoun *he*, *she*, or *it*.
 - Do not add *-s* or *-es* to a verb when the subject is a plural noun or the pronoun *I*, *you*, *we*, or *they*.
4. Finally, read the last two sample sentences aloud. Remind the students that a sentence can have a compound subject, a subject made up of two or more parts joined by the conjunction *and* or *or*. Have a volunteer identify the compound subject in the fifth sample sentence. (*Trumpets and trombones*)

Explain that when the conjunction in a compound subject is *and*, the subject is considered plural, even if each noun or pronoun in it is singular.

Teacher Note

You might wish to explain that, if a compound subject includes the conjunction *or*, the verb must agree with the last item in the subject. For example, in the sentence "The trombone players or the drummer begins," we use the verb *begins* to agree with the last item in the compound subject, *drummer*, which is a singular noun.

5. Finally, point out the subject pronoun *They* and the verb *produce* in the last sentence. Ask:
 - Q *Why is this the correct form of the verb? (Because the subject pronoun They is plural, we do not add -s or -es to the verb.)*
6. Invite a volunteer to read sentence 1 aloud and to identify the simple subject and verb. (*brother; plays*) Ask:
 - Q *Is brother singular or plural? (singular)*

Then click *brother*, changing it to *brother and sister*, and ask:

Q *What do you think needs to happen to the verb plays now? (The s should be dropped.) Why? (Brother and sister is a compound subject with the conjunction and, which makes it plural, so the verb does not need an ending.)*

Click *plays*, changing it to *play*, to confirm the answer.

7. Invite a volunteer to read sentence 2 aloud and to identify the simple subject and verb. (*sister; performs*) Then click *sister*, changing it to *brother*, and ask:

Q *What do you think needs to happen to the verb performs? (nothing) Why? (Brother is also a singular noun, so the verb does not change.)*

8. Invite a volunteer to read sentence 3 aloud and to identify the complete subject. (*All the boys and girls*) Then click *All the boys and girls*, changing it to *Each player*, and ask:

Q *What do you think needs to happen to the verb practice now? (It must change to practices to agree with the singular subject, Each player.)*

Click *practice*, changing it to *practices*.

GUIDED PRACTICE

9. Display the second “Subject-Verb Agreement” activity (🗨️ WA21). Tell the students that they will read each sentence and decide which verb form is correct to make the subject and verb agree.

WA21

1. My aunt Marie (is, are) a good trumpet player.
2. My uncle Wyland (takes, take) trombone lessons.
3. Aunt Marie and Uncle Wyland (has, have) joined a marching band.
4. My aunt, my uncle, and the drummer (practices, practice) on the weekends.
5. The tuba player sometimes (joins, join) them.
6. The marching band (has, have) 25 people in it.
7. Every parade (attracts, attract) a huge crowd.
8. Teenagers (is, are) allowed to try out for the band.

10. Read sentence 1 aloud. Ask:

Q *What is the complete subject of this sentence? (My aunt Marie)*

Q *Is the subject singular or plural? (singular)*

Q *Which verb form should we use to correctly complete the sentence? (is)*

Circle *is* and have a volunteer read the sentence aloud.

11. Repeat the process with the rest of the sentences.



12. Have the students work in pairs to write a paragraph using at least two sentences with compound subjects.

Teacher Note

If the students have difficulty thinking of a topic, suggest that they write a paragraph comparing different musical instruments.

Optional Practice

Have the students complete pages 46–48 in their *Student Skill Practice Books*, independently or in pairs, to practice using correct subject-verb agreement. Note that page 48 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 48 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

ELL Note

In Chinese, Korean, Hmong, Vietnamese, and Haitian Creole, verbs have the same form regardless of whether the subject is singular or plural. Students from these language backgrounds, therefore, will likely need additional support and practice with subject-verb agreement.

Prerequisite Lessons

- Lesson 12, “Verbs”
- Lesson 13, “Perfect Verb Tenses”
- Lesson 14, “Progressive Verb Tenses”
- Lesson 15, “Shifts in Verb Tense”
- Lesson 16, “Subject-Verb Agreement”

Student Skill Practice Book

- Pages 49–51



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- “Review” activity (WA24)
- “Review” activity (WA25)
- “Review” activity (WA26)

REVIEW

1. Explain to the students that they are going to review what they have learned about verbs in Lessons 12–16. Remind the students that they have learned how to:
 - Identify and use action, linking, main, and helping verbs
 - Identify and form simple, perfect, and progressive verb tenses
 - Shift correctly from one tense to another
 - Make subjects and verbs agree in number
2. Display the first “Review” activity (🎧 WA24) and read aloud the definition of an action verb and a linking verb. Then invite a volunteer to read the first two sample sentences aloud and to identify the verb in each one. (*lives; are*) Ask:

Q Which is an action verb and which is a linking verb? (action: *lives*; linking: *are*)

Check the answers by clicking *lives* and *are* to reveal the labels *action verb* and *linking verb*. Then read the rule for subject-verb agreement aloud, and invite volunteers to explain why there is an *s* at the end of *lives*. (Because *lives* agrees with the singular subject, *My cousin Ryan*.) Then have them explain why *are* is the correct form of *be* to use in the second sentence. (*Anchorage and Fairbanks* is a compound subject with the conjunction *and*, so it is plural and requires a plural form of *be*.)

Invite a few volunteers to tell which form of *be* is used when the subject of a sentence is:

- Singular (*is*)
- The pronoun *we*, *they*, or *you* (*are*)
- The pronoun *I* (*am*)

Teacher Note

You may want to review other common linking verbs, such as *look*, *feel*, *become*, and *seem*.

WA24

An **action verb** tells what someone or something does. A **linking verb** connects the subject to words that tell what the subject is or is like.

- Action and linking verbs must **agree in number** with their subjects.

My cousin Ryan **action verb** lives in Alaska.

Anchorage and Fairbanks **linking verb** are the largest cities in Alaska.

- Action and linking verbs can have **main verbs** and **helping verbs**.

I **helping verb** may **main verb** visit Ryan next summer. Alaska **helping verb** can **main verb** be beautiful in the summer.

3. Read aloud the statement about main and helping verbs. Then have volunteers identify the helping and main verb in each sentence. (*may*, *visit*; *can*, *be*) Click *may*, *visit*, *can*, and *be* to confirm the answers.
4. Display the next “Review” activity (🔊 WA25). Read the definition of the simple present tense aloud. Then ask the students to read the sample sentences silently, paying attention to the verbs. After giving the students time to read, underline the complete subject in each sentence, and circle the verb. Then ask:
 - Q *Why does the verb performs in the second sentence end with s, but not the verb pull in the first sentence? (The subject in the first sentence, dogs such as huskies and malamutes, is plural. The subject in the second sentence, A husky, is singular.)*
 - Q *Why is is the correct form of be in the third sentence? (Because the subject in the third sentence, A malamute, is singular.)*

Teacher Note

You may want to review the spelling rules for adding -s or -es to a verb:

- Add -s to most verbs ending with a consonant, a silent e, or a vowel + y.
- Add -es to verbs ending with zz, ss, sh, ch, or x.
- Change y to i before adding -es to verbs ending with a consonant + y.

The **simple present tense** tells about something happening now or regularly.

In Alaska dogs such as huskies and malamutes pull sleds across the snow.

A husky performs as well as a sled dog. A malamute is a good sled dog, too.

The **simple past tense** tells about something that has already happened. Some past-tense verbs are formed with *-ed*, but others are irregular.

Ryan's aunt competed in the Iditarod dogsled race last year.

Alaskans first held this race in 1973. Dick Wilmarth and his dogs won that year.

The simple **future tense** tells about something that is going to happen.

Ryan's aunt will race again next year. She and her dogs will train hard.

5. Read the definition of the simple past tense aloud. Then ask a volunteer to read the sample sentences aloud. Circle each verb and invite other volunteers to identify the present-tense form of each one. (*competed/compete; held/hold; won/win*)
6. Have the students read the definition and sample sentences for future-tense verbs. Circle the verb in each sentence. (*will race; will train*) Elicit that the future tense is formed by using the helping verb *will* before the main verb.
7. Display the last “Review” activity (🎧 WA26). Read the explanation of the perfect tense aloud. Ask the students to read the sample sentences silently and to notice the verbs. Then ask:

Q Which verb shows the present-perfect tense? (has been) Past-perfect? (had been)
Future-perfect? (will have been)

Check the answers by clicking the verbs. Then have the students summarize how each perfect tense is formed:

- The present-perfect is formed with the helping verb *have* or *has* and the past participle of the main verb. *Have* is used when the subject is plural or the pronoun *I* or *you*. *Has* is used when the subject is singular.
- The past-perfect is formed with the helping verb *had* and the past participle of the main verb.
- The future-perfect is formed with the helping verbs *will have* and the past participle of the main verb.

The **perfect tense** shows that one action has started or has been completed before another action in the past, present, or future.

Alaska **present-perfect** has been a state since 1959. Until that year the state **past-perfect** had been a U.S. Territory. In 2019 Alaska **future-perfect** will have been a state for 60 years.

The **progressive tense** shows an action continuing in the past, present, or future.

I **present-progressive** am writing a report about Alaska. Last night I **past-progressive** was gathering information about the climate. Tonight I **future-progressive** will be researching the cultures and traditions.

8. Read the explanation of the progressive tense aloud. Have the students read the sample sentences silently. Then ask:

Q Which verb shows the present-progressive tense? (am writing) Past-progressive? (was gathering) Future-progressive? (will be researching)

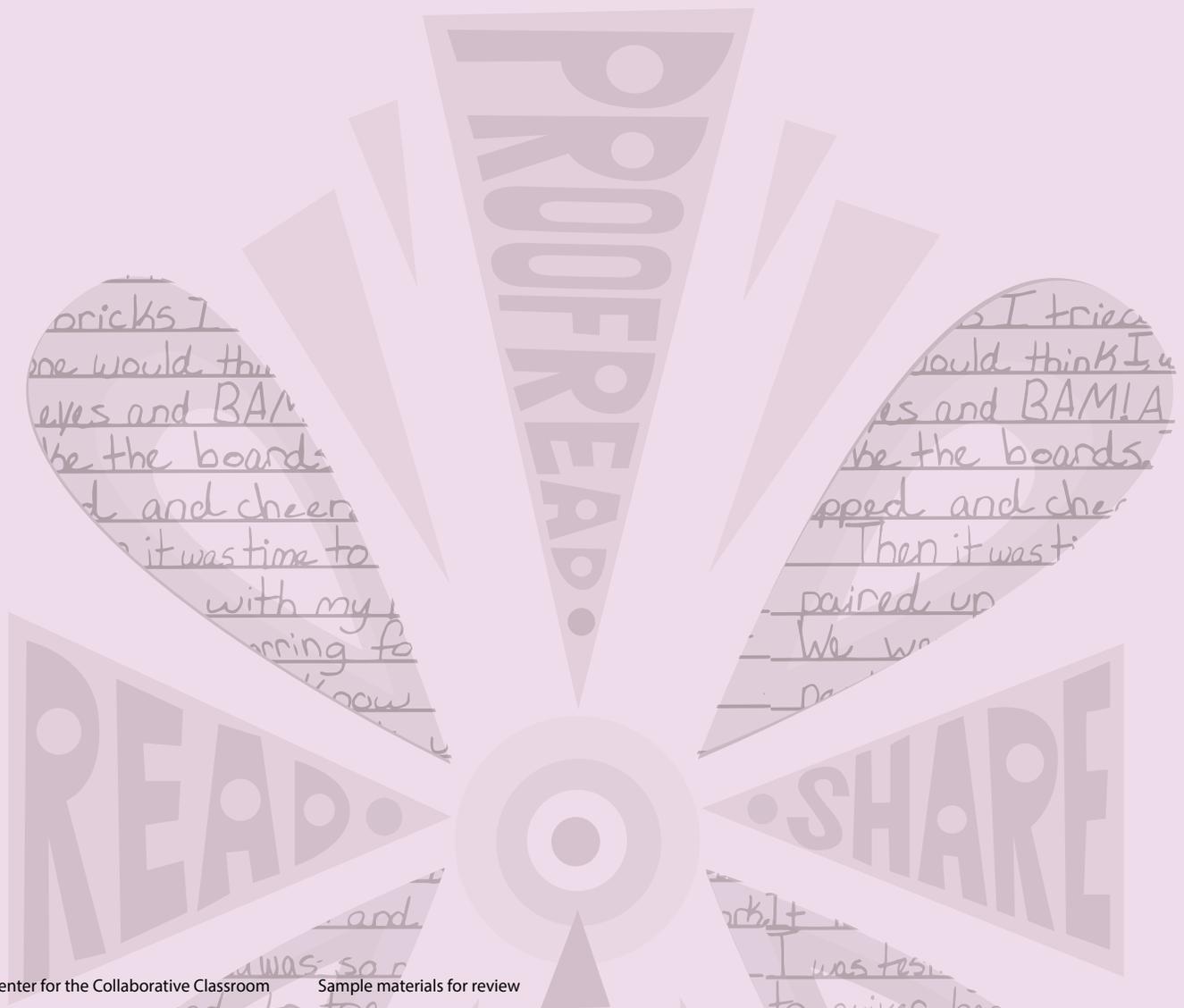
Check the answers by clicking the verbs. Then have the students summarize how each progressive tense is formed:

- The present-progressive is formed with the present-tense form of *be*. (*am, is, or are*)
 - The past-progressive is formed with the past-tense form of *be*. (*was or were*)
 - The future-progressive is formed with the future-tense form of *be*. (*will be*)
 - In the past- and present-progressive tenses, the form of *be* must always agree with its subject.
9. Read aloud the sample sentences for both the perfect and the progressive tenses. Point out that in each paragraph, the writer correctly shifts between the past, present, and future. Explain that, in this case, the shifts are OK because the writer is describing different points in time. But when you write about events taking place around the same time, remember not to switch tenses.

Optional Practice

Have the students complete pages 49–51 in their *Student Skill Practice Books*, independently or in pairs, to practice using verbs correctly.

Modifiers and Other Parts of Speech



Lesson 18

Adjectives

Prerequisite Lessons

- Lesson 7, “Nouns and Possessive Nouns”
- Lesson 8, “Subject and Object Pronouns”

Student Skill Practice Book

- Pages 52–54



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- “Adjectives” activity (WA1)
- “Adjectives” activity (WA2)
- “Adjectives” activity (WA3)
- (Optional reteaching) “Adjectives” activity (WA4)
- (Optional reteaching) “Adjectives” activity (WA5)

Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)*

Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)*

INTRODUCTION

1. Tell the students that in this lesson they will practice identifying and using different types of adjectives. Remind the students that **adjectives** are words that describe nouns or pronouns. Explain that good writers use adjectives to add important details—to make sure that readers get the whole picture.
2. Display the first “Adjectives” activity (WA1) and have the students read the words in the word box. Tell the students that adjectives often describe how something looks, sounds, smells, feels, or tastes. An adjective can also tell how much of something there is. Adjectives such as *three* tell exactly how many. Adjectives such as *some* and *many* just tell about a general amount.

*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

look	sound	smell	feel	taste	amount
------	-------	-------	------	-------	--------

1. A large black cat strolled across the street. look
2. The cat's fur was smooth and silky. feel
3. The cat found a stinky garbage can. smell
4. Someone had thrown out a delicious chicken wing. taste
5. A loud, deep growl suddenly startled the cat. sound
6. Two dogs with some drool on their chins appeared. amount

3. Read the first sentence aloud and point out the adjectives *large* and *black*. Have the students identify the subject they are describing. (*cat*) Ask:

Q *What do large and black describe—how the cat looks? sounds? feels? how many cats there are? (how it looks)*

Drag and drop *look* into the blank after sentence 1. Point out that an adjective that describes how something looks may tell about its color, shape, size, or some other trait you can see.

4. Use a similar process for sentence 2. (*Smooth* and *silky* describe how it feels to the touch.)

ELL Note

In Spanish, Hmong, and Vietnamese, an adjective immediately follows, rather than precedes, the noun it describes. Use sentences 1 and 2 to explain that, in English, the adjective usually comes before the word it describes or after a linking verb.

5. Repeat the process for sentences 3–5. For sentence 6, point out that both *two* and *some* describe an amount, but *two* tells an exact number while *some* describes a general amount. Invite a few volunteers to name other adjectives that tell general amounts, such as *few*, *several*, and *all*.

Teacher Note

Explain that when you list two (or more) adjectives in a row before a noun, you usually put a comma between the adjectives—unless the adjective before the noun is a color, as in sentence 1, or unless one of the adjectives is a number, such as “three big cats.”

6. Display the second “Adjectives” activity (WA2) and explain that some adjectives describe things by making a comparison. Read the definition of comparative adjectives aloud. Ask the students to read the sample sentence and to identify what two things are being compared. (a cat and dog) Explain that the comparative form of most adjectives is formed by adding *-er*. The word *than* usually appears after the adjective. (Remind the students, if necessary, that, when a word ends with a consonant + *y*, the *y* is changed to *i* before *-er* is added.)

Then read aloud the definition of superlative adjectives and the sample sentence. Ask the students what the cat is being compared to in this sentence. (all the pets in the neighborhood) Explain that the superlative form of most adjectives is formed by adding *-est*.

WA2

Comparative adjectives compare one person, place, animal, or thing to another.

The cat was friendlier than the dog.

Superlative adjectives compare one thing to two or more others.

The cat was the friendliest pet in the neighborhood.

Adjective	Comparative Form	Superlative Form
smart	smarter	smartest
dangerous	more dangerous	most dangerous
	less dangerous	least dangerous
good	better	best
bad	worse	worst

7. Direct the students’ attention to the first row of the chart, and circle the endings that were added to *smart* to create its comparative and superlative forms. Then call attention to the second row of the chart, and explain that some words would be too hard to say if you added *-er* or *-est*, either because they are too long or because they already have an ending such as *-ous* or *-ful*. Have volunteers identify how the comparative and superlative forms of *dangerous* were created. (comparative: *more/less* was placed before the word; superlative: *most/least* was placed before the word) Circle *more*, *less*, *most*, and *least*.
8. Direct the students’ attention to the last two rows of the chart and explain that the adjectives *good* and *bad* are exceptions; they change in completely different ways. Have the students read the comparative and superlative form of each adjective. Then invite volunteers to use each word in a sentence.

GUIDED PRACTICE

9. Display the third “Adjectives” activity (C WA3). Explain to the students that they will work together to complete the story by choosing the correct adjectives from the word box.

more comfortable	bright	tiniest	black
most important	worried	juicy	faster
fishy	several		

The dogs stared at the cat with _____ bright _____
_____ black _____ eyes. Their coats smelled _____ fishy _____,
and their fur was matted in _____ several _____ places. They thought
they were the most important animals in the world. But the cat
wasn't _____ worried _____. She knew she was _____ faster _____
than they were. She was also more comfortable in tight places.
She picked up the _____ juicy _____ chicken wing and darted into
the _____ tiniest _____ hole she could find.

WA3

10. Read the words in the word box aloud. Then read the first sentence of the story aloud. Point out that the word *eyes* has two blanks before it, so the students must find the two adjectives that could describe eyes. (*bright*; *black*) Ask:

Q Which word would you put first, *bright* or *black*? (*bright*) Why? (*Because the order of adjectives is usually amount, size, opinion, shape, and color, so black would go last.*)

Q Do we need to put a comma between *bright* and *black*? (*No.*) Why? (*Because black is a color, and you don't put a comma between a color word and the adjective before it.*)

Drag and drop *bright* and *black* into each blank. Have the students read the completed sentence aloud.



11. Have the students work in pairs to choose adjectives from the word box to complete the rest of the story. Tell them to use context clues to help them select the correct adjectives. Then invite volunteers to share their answers, and drag and drop the adjectives into the blanks. After all of the words have been placed, invite a volunteer to read the completed story aloud.

Teacher Note

For the sentences containing *faster* and *more comfortable*, point out that, even though the cat is being compared to more than one dog, the comparative form is used rather than the superlative because the two dogs together represent one point of comparison.



12. Have the students work in pairs to write a paragraph using at least five adjectives, including one comparative and one superlative adjective.

Teacher Note

If the students have difficulty thinking of a topic, suggest that they write a brief comparison of two kinds of animals, such as cats and dogs.

Optional Practice

Have the students complete pages 52–54 in their *Student Skill Practice Books*, independently or in pairs, to practice using adjectives. Note that page 54 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 54 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

Lesson 19

Adverbs

Prerequisite Lessons

- Lesson 12, “Verbs”
- Lesson 18, “Adjectives”

Student Skill Practice Book

- Pages 55–57



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- “Adverbs” activity (WA6)
- “Adverbs” activity (WA7)
- “Adverbs” activity (WA8)
- (Optional reteaching) “Adverbs” activity (WA9)
- (Optional reteaching) “Adverbs” activity (WA10)

Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)*

Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)*

INTRODUCTION

1. Tell the students that in this lesson they will learn how to use **adverbs**, or words that describe verbs and adjectives, to make their writing stronger. Explain that adverbs provide more details about an action. An adverb can tell *how*, *when*, or *where* something happens.
2. Display the first “Adverbs” activity (🎯 WA6). Read the first sentence aloud and have volunteers identify the two verbs in it. (*applauded*; *rose*) Click *applauded* and *rose* to reveal the label *verb* over each one. Then ask:

Q Which word describes how the audience applauded? (*excitedly*) Which word describes how the curtain rose? (*slowly*)

Click *excitedly* and *slowly*, revealing the label *adverb*. Point out that many adverbs that describe *how* end with *ly*. Also point out that an adverb can come either before or after the verb it describes.

*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

1. The audience **verb** applauded **adverb** excitedly as the curtain **adverb** slowly **verb** rose.
2. The star of the play **adjective** quickly **verb** appeared **adverb** onstage.
3. The actor seemed **adverb** somewhat **adjective** nervous, and his face was **adverb** slightly **adjective** red.

3. Read the second sentence aloud and have a volunteer identify the verb in it. (*appeared*) Click *appeared* to confirm the answer. Then explain that there are two adverbs in this sentence. Ask:

Q Which word in this sentence tells when the star appeared? (*quickly*)

Q Which word tells where he appeared? (*onstage*)

Click *quickly* and *onstage* to reveal the label *adverb* over each one. Point out that many adverbs that explain *where* or *when* do not end with *ly*.

Teacher Note

Post a chart of other adverbs that describe *how*, *where*, or *when*, such as:

How	Where	When
quietly	outside	yesterday
cheerfully	ahead	suddenly
nervously	around	later
boldly	far	next

4. Read sentence 3 aloud. Explain that adverbs that describe adjectives usually tell *how much* or *to what extent*. Identify the two adjectives in the sentence. (*nervous*; *red*) Click *nervous* and *red* to reveal the label *adjective*. Then ask:

Q Which words tell how nervous and how red?

Invite a few volunteers to respond. Then click *somewhat* and *slightly* to reveal that these words are adverbs. You may want to provide additional examples of adverbs that could be placed in front of *nervous* or *red*, such as *very*, *always*, *too*, *surprisingly*, *never*, and *extremely*.

5. Display the next “Adverbs” activity (WA7), and tell the students that some adverbs compare actions. Read aloud the definition of comparative adverbs and the sample sentence. Have a volunteer identify what action is being compared in the sentence. (how close or far away the brothers are sitting from the stage) Explain that the comparative form of most adverbs is formed by adding *-er*. The word *than* usually appears after the adverb.

Then read aloud the definition of superlative adverbs and the sample sentence. Have a volunteer identify what action is being compared in this sentence. (how close or far away all the boys are sitting from the stage) Explain that the superlative form of most adverbs is formed by adding *-est*.

WA7

Comparative adverbs compare one action to another.

My brother sat closer to the stage than I did.

Superlative adverbs compare one action to two or more others.

Our friend Connor sat the closest of all.

Adverb	Comparative Form	Superlative Form
fast	faster	fastest
often	more often	most often
	less often	least often
well	better	best
badly	worse	worst

- Direct the students' attention to the first row of the chart, and circle the endings that were added to *fast* to create its comparative and superlative forms. Then call attention to the second row of the chart. Explain that some words would be too hard to say if you added *-er* or *-est*. Have volunteers identify how the comparative and superlative forms of *often* were created. (comparative: *more* and *less* were placed before the word; superlative: *most* and *least* were placed before the word) Circle *more*, *less*, *most*, and *least*.
- Direct the students' attention to the last two rows of the chart. Explain that the adverbs *well* and *badly* are exceptions; they change in completely different ways. Have volunteers read aloud the comparative and superlative form of each adverb as you circle it. Elicit that the adverb *well* changes to *better* and *best*; the adverb *badly* changes to *worse* and *worst*. Then invite volunteers to use each word in a sentence.

GUIDED PRACTICE

- Display the third "Adverbs" activity (WA8). Explain to the students that they will work together to complete the story by choosing the correct adverbs from the word box.

better	extremely	soon	angrily
finally	nervously	open	backstage

The director stood _____ backstage _____, by the dressing room.
 He glanced _____ nervously _____ at his watch. The play would be
 starting _____ soon _____, and no one had seen the star.
 She was _____ extremely _____ late. “Where is she?” he muttered
 _____ angrily _____. “No one can play the evil queen
 _____ better _____ than she can.” The door _____ finally _____
 swung _____ open _____, and Renata strolled in. “I’m so sorry.
 I was in a traffic jam.”

9. Read the words in the word box aloud. Then read the first sentence of the story aloud. Ask:

Q *Where is a dressing room, usually? Which adverb might describe where the director is standing? (backstage)*

Give students a few moments to think, and invite a volunteer to respond. Drag and drop *backstage* into the blank and read the completed sentence aloud.

10. Repeat the process for the rest of the story, helping volunteers use context clues to decide where to put each adverb. After all of the adverbs have been placed, read the completed story aloud. Invite volunteers to tell whether each adverb describes how, when, or where, and whether it makes a comparison.



11. Have the students work in pairs to write a paragraph, using at least four adverbs.

Teacher Note

If the students have difficulty thinking of a topic, suggest that they describe a play or movie they have seen recently.

Optional Practice

Have the students complete pages 55–57 in their *Student Skill Practice Books*, independently or in pairs, to practice using adverbs correctly. Note that page 57 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 57 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

ELL Note

Use sheltering strategies such as pantomime and facial expressions to help English Language Learners understand the meaning of unfamiliar adverbs. For example:

- Pantomime looking at your watch nervously.
- Demonstrate standing close to a table and then moving closer to it.

Lesson 20

Prepositions and Prepositional Phrases

Prerequisite Lessons

- Lesson 7, “Nouns and Possessive Nouns”
- Lesson 8, “Subject and Object Pronouns”
- Lesson 12, “Verbs”
- Lesson 19, “Adverbs”

Student Skill Practice Book

- Pages 58–60



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- “Prepositions and Prepositional Phrases” activity (WA11)
- “Prepositions and Prepositional Phrases” activity (WA12)
- (Optional reteaching) “Prepositions and Prepositional Phrases” activity (WA13)
- (Optional reteaching) “Prepositions and Prepositional Phrases” activity (WA14)

Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)*

Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)*

INTRODUCTION

1. Tell the students that in this lesson they will learn how to add more details to their sentences using prepositional phrases.
2. Display the first “Prepositions and Prepositional Phrases” activity (WA11). Read the first sentence pair aloud. Ask:
 - Q *When did Jason go swimming? (on Saturday) Where did he dive? (into the crowded pool)*

*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

Point out that the words *on Saturday* and *into the crowded pool* give details about when and where the action happened. Explain that these are **prepositional phrases**. Circle *on* and *into* and explain that a prepositional phrase begins with a **preposition**, or a word that shows position, direction, point in time, or another relationship.

Then underline the words *Saturday* and *pool* and explain that these words are the **objects of the prepositions**. They explain when Jason went and where Jason dove. Point out that a prepositional phrase always includes the preposition, the object of the preposition, and any words between them. Have the students identify the words between *into* and *pool*. (*the crowded*)

WA11

1. Jason went swimming on Saturday. He dove into the crowded pool.
2. Two girls were sitting on a pink towel. Jason accidentally splashed the girl on the left.
3. He was sorry about the accident.
4. Jason sat beside her on the edge of the pool and apologized.

3. Read the sentences in item 2 aloud. Ask:

Q *Where were the girls sitting? (on a pink towel) Who did Jason accidentally splash? (the girl on the left)*

Then have the students identify the prepositional phrase in each sentence. (*on a pink towel; on the left*) Circle each preposition, and underline the object of the preposition.

4. Read the sentence in item 3 aloud, pointing out the prepositional phrase. Invite a volunteer to the whiteboard to circle the preposition and underline the object. (*about; accident*)
5. Read the sentence in item 4 aloud. Point out that a sentence can have more than one prepositional phrase. Ask:

Q *How many prepositional phrases does this sentence have? (three—beside her; on the edge; of the pool)*

Circle each preposition and underline the object of the preposition.

GUIDED PRACTICE

6. Display the next “Prepositions and Prepositional Phrases” activity (WA12). Tell the students that you will work with them to complete each sentence with the correct prepositional phrase from the word box. Invite a volunteer to read the phrases in the word box aloud.

off the diving board	at the community pool	in the shallow part
with a whistle	about someone's safety	by 10:00 a.m.

1. Saturdays are always busy days at the community pool.
2. All the chairs are usually filled _____ by 10:00 a.m. _____
3. Little kids splash and play in the shallow part.
4. Children take turns jumping off the diving board.
5. A lifeguard _____ with a whistle _____ carefully watches the swimmers.
6. She blows the whistle if she feels concerned about someone's safety.

7. Read the first incomplete sentence aloud and point out that it is missing an important detail—exactly *where* Saturdays are busy. Ask:

Q Which prepositional phrase gives this information? (at the community pool)

Invite a volunteer to drag and drop the phrase into the blank and to read the completed sentence aloud.

8. Repeat the process for sentences 2–6.
9. Have the students work in pairs to write a paragraph, using three prepositional phrases.



Teacher Note

If the students have difficulty thinking of a topic, suggest that they write a description of a busy pool, park, or playground. The place can be real or imaginary.

Optional Practice

Have the students complete pages 58–60 in their *Student Skill Practice Books*, independently or in pairs, to practice using prepositions and prepositional phrases correctly. Note that page 60 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 60 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

Prerequisite Lessons

- Lesson 1, “Complete Sentences”
- Lesson 2, “Compound Sentences”
- Lesson 3, “Dependent and Independent Clauses”
- Lesson 4, “Combining Sentences”

Student Skill Practice Book

- Pages 61–63

**Online Resources**

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- “Correlative Conjunctions” activity (WA15)
- “Correlative Conjunctions” activity (WA16)
- “Correlative Conjunctions” activity (WA17)
- (Optional reteaching) “Correlative Conjunctions” activity (WA18)
- (Optional reteaching) “Correlative Conjunctions” activity (WA19)

Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)*

Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)*

INTRODUCTION

1. If you have previously taught the prerequisite lessons listed above, remind the students that they have already learned how to use certain conjunctions to combine words, phrases, and clauses. Tell the students that in this lesson they will learn about special pairs of conjunctions, called **correlative conjunctions**, that link words of equal weight in a sentence.
2. Display the first “Correlative Conjunctions” activity (WA15). Read aloud the list of conjunction pairs. Then read the sample sentence aloud and tell the students that, when they want to show a choice between two things, they can use the conjunction pair *either/or*. Ask:

Q *What choice is being shown here? (between cereal and eggs)*

*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

Point out that the conjunction pair *either/or* has been used to form a compound object in this sentence. If necessary, review that an object is the noun or pronoun that receives the action of a verb.

WA15

either/or neither/nor both/and not only/but also

For breakfast I usually eat either cereal or eggs.

1. Today I will eat cereal eggs.
2. Yesterday I ate cereal eggs.
3. I ate oatmeal scrambled eggs.

3. Point to sentence 1 and tell the students that they can use a conjunction pair to show what they are *not* choosing. Invite the students to identify which conjunction pair they would use to show what is *not* being chosen for breakfast. (*neither/nor*) Click the blanks to change them to *neither* and *nor* and have a volunteer read the sentence aloud. Emphasize that it is important to use *nor*—not *or*—with *neither*. Remind the students that the letter *n* at the beginning of each word is a way of adding *not* to *either/or*.
4. Point to sentence 2 and tell the students that they can also use a conjunction pair to show a combination of two things. Click the blanks, changing them to *both* and *and*, and have a volunteer read the sentence aloud.
5. Invite a volunteer to complete sentence 3 by clicking the blanks, changing them to *not only* and *but also*. Have the volunteer read the sentence aloud. Then point out that the conjunction pair *not only/but also* is sometimes used to show an addition—one thing building on or being added to another.
6. Display the next “Correlative Conjunctions” activity (WA16). Explain that the correlative conjunctions *either* and *or* form a compound subject in this sentence. Read the first sentence aloud and ask:

Q *What is the subject of this sentence? (Either Mom or Dad)*

Point out that the first conjunction (*Either*) comes before the first part of the subject (*Mom*), and the second conjunction (*or*) comes before the second part of the subject (*Dad*).

Compound Subject: Either Mom or Dad cooks breakfast for us every day.

Neither Mom nor Dad cooks breakfast for us.

Both Mom and Dad cook breakfast for us.

Not only Mom but also Dad cooks breakfast for us.

Compound Predicate: Mom will either make eggs or cook oatmeal.

Mom will neither make eggs nor cook oatmeal.

Mom will both make eggs and cook oatmeal.

Mom will not only make eggs but also cook oatmeal.

7. Work through the remaining examples, having students identify the conjunction that completes each compound subject. Click each blank to confirm the answers.
8. Read aloud the sample sentence for compound predicates. If necessary, review that a predicate is the part of a sentence that tells what the subject does or is. Then ask:

Q *What is the predicate of this sentence?* (will either make eggs or cook oatmeal)

Point out that, when correlative conjunctions are used in a compound predicate, the first conjunction comes before the first verb, *make*, and the second conjunction comes before the second verb, *cook*.
9. Work through the remaining examples, having volunteers identify the conjunction that completes each compound predicate. Click each blank to confirm the answer, and have the volunteers read the completed sentence aloud. After each sentence has been read, ask whether the conjunction pair shows a choice, a combination, or an addition.

GUIDED PRACTICE

10. Display the third “Correlative Conjunctions” activity (🎧 WA17). Tell the students that they will work together to complete the passage using the conjunctions in the word box.

either	neither	nor	both
and	not only	or	but also

Eating a healthy breakfast is good for both your body
 ___ and ___ your brain. If you skip breakfast, you may ___ not only ___
 feel tired but also have difficulty focusing. You can get protein by
 eating either eggs ___ or ___ plain yogurt. Adding fresh fruit to the
 yogurt will give it ___ both ___ extra flavor and more vitamins.
 Another great food is oatmeal because it is not only filling
 ___ but also ___ good for you. You can ___ either ___ stir in nuts or add
 dried fruit for extra flavor. Just avoid sugary foods because they are
 ___ neither ___ filling ___ nor ___ nutritious.

11. Read the first sentence aloud and have the students identify the correlative conjunction in it. (*both*) Ask:

Q Which conjunction belongs in the blank? Why? (The conjunction *and* belongs in the blank because *and* is used to join two related ideas together, and the word *both* tells us that the two ideas in this sentence are related.)

Invite a volunteer to the whiteboard to drag and drop *and* into the blank and to read the completed sentence aloud. Then ask:

Q Does the phrase both your body and your brain show a choice, a combination, or an addition? (a combination)

12. Continue working through the paragraph, having volunteers choose conjunctions and then drag and drop them into the blanks. After all of the conjunctions have been placed, read the entire passage aloud. Pause after each sentence to have volunteers decide whether the conjunction pair shows a choice, a combination, or an addition.



13. Have the students work in pairs to write a short passage, using at least three of the following conjunction pairs: *either/or*, *neither/nor*, *both/and*, *not only/but also*.

Teacher Note

If the students have difficulty thinking of a topic, suggest that they write about having breakfast.

Optional Practice

Have the students complete pages 61–63 in their *Student Skill Practice Books*, independently or in pairs, to practice using correlative conjunctions correctly. Note that page 63 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 63 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

Lesson 22

Interjections and Punctuation to Show Emotion

Student Skill Practice Book

- Pages 64–66



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- “Interjections and Punctuation to Show Emotion” activity (WA20)
- “Interjections and Punctuation to Show Emotion” activity (WA21)
- (Optional reteaching) “Interjections and Punctuation to Show Emotion” activity (WA22)
- (Optional reteaching) “Interjections and Punctuation to Show Emotion” activity (WA23)

Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)*

Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)*

INTRODUCTION

1. Tell the students that in this lesson they will learn two ways to express strong feelings or emotions in their writing.
2. Explain that good writers choose just the right words and the right punctuation to convey the emotion the writer or character is feeling. Explain that short words such as *wow*, *oops*, *oh*, and *ouch* can be used to express emotions. These words are called **interjections** because they are placed between sentences or at the beginning of a sentence.
3. Display the first “Interjections and Punctuation to Show Emotion” activity (WA20). Read the first paragraph aloud. Then ask:

Q Which of the words in this paragraph are interjections, or short words that express emotions? Which punctuation mark follows each interjection?

Invite a few volunteers to respond. Underline the interjections (*Boy*; *Wow*; *Okay*) and discuss with the students the strength of each emotion and which one seems the

*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

strongest. (*Wow*) Circle the commas at the end of *Boy* and *Okay* and the exclamation point at the end of *Wow*. Discuss how the exclamation point conveys stronger emotion than the comma.

WA20

Boy! I'm tired. My father and I stayed up late watching coverage of the Extreme Games. Wow! You wouldn't believe what we saw! Okay, you might believe it, but it was pretty amazing anyway.

I'm a big skateboarding fan, so I love to see what's new in this sport. Man! What's not new? As a girl, I'm really interested in watching the females compete in a sport that some people think "belongs" to boys. Well, the girls are showing the boys just what can be done when they get on their skateboards.

Look out! These girls can skim, sail, and jump with the best of them!

4. Have volunteers identify each interjection in the second paragraph and the punctuation mark that follows it. Underline each interjection, and circle each exclamation mark or comma. Ask:

Q *How do the interjections and punctuation help convey the emotions expressed by the narrator?*

Students might say:

"The interjection *Man* and the exclamation point that follows it show the writer's strong emotion."

"I agree with Kenji. The interjection *Look out* also ends with an exclamation point and shows excitement."

"The interjection *Well* is not nearly as emotional. It has a comma after it and is part of the sentence that follows."

Help the students use the examples to infer the rules for using a comma or an exclamation point after an interjection. (If the interjection expresses a strong feeling, it is followed by an exclamation point and it is not part of the sentence. If an interjection does not show strong feeling, it is placed at the beginning of a sentence and is followed by a comma.)

GUIDED PRACTICE

5. Display the next “Interjections and Punctuation to Show Emotion” activity (WA21). Explain to the students that they will read a paragraph about bike safety. Tell them that the paragraph uses interjections and punctuation to express certain emotions.

My friend Esteban is big on wearing a helmet when skateboarding. Hey, you would be, too, if you’d experienced Esteban’s close call. One day when he was learning a new trick at the skateboard park, he wiped out, hitting his head on the pavement. Ouch! That could have resulted in a serious injury! Luckily, Esteban was wearing a helmet and other protective gear, so other than a few bruises, he wasn’t seriously hurt. Phew! Would Esteban tell you to wear protective gear while rebounding? Oh yeah! he would!

WA21

6. Read the first two sentences aloud and have the students identify the interjection and the punctuation that follows it. (*Hey*; a comma) Then underline the interjection and circle the comma. Ask:

Q *What emotion do the interjection and the punctuation after it express?*

Give the students a moment to think, and invite one or two volunteers to respond. Guide the students to see that *Hey*, followed by a comma, grabs the reader’s attention and suggests that the speaker is about to say how he or she feels about something.

7. Read the rest of the paragraph aloud. Invite volunteers to the whiteboard to underline the interjections and circle the punctuation. Then have them explain how the interjections and punctuation help express certain emotions.



8. Have the students work in pairs to write a paragraph that expresses emotion about a topic.

Teacher Note

If the students have difficulty thinking of a topic to write about, you might suggest that they write about how something dangerous could be made safer.

Optional Practice

Have the students complete pages 64–66 in their *Student Skill Practice Books*, independently or in pairs, to practice using interjections and punctuation to express emotions. Note that page 66 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 66 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

Teacher Note

You might have the students keep a list of interjections in the Proofreading Notes section of their *Student Writing Handbooks*.

Student Skill Practice Book

- Pages 67–69



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- “Formal and Informal English” activity (WA24)
- “Formal and Informal English” activity (WA25)
- (Optional reteaching) “Formal and Informal English” activity (WA26)
- (Optional reteaching) “Formal and Informal English” activity (WA27)

Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)*

Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)*

INTRODUCTION

1. Tell the students that in this lesson they will explore the differences between formal and informal English. Explain that **formal** English is language they should use when speaking or writing to an adult, or giving a report in school. **Informal** English is language to use with their friends. Slang, contractions, and incomplete sentences all contribute to a less formal way of speaking and writing.
2. Point out that good writers think about the **audience**, the person or people who will read their writing. They also consider the **purpose**, or the reason they are writing, and choose the style that is best for that situation.
3. Display the first “Formal and Informal English” activity (📄 WA24). Read the first paragraph aloud. Then ask:

Q *Does this paragraph sound like something you would write to a friend or something you would write for a more formal school assignment?*

Invite one or two volunteers to respond and ask them to discuss their reasons for their answers. Make sure that they understand that the paragraph presents facts in a straightforward way, without slang or other casual language, so it’s an example of more formal English.

*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

The Arctic fox has a dark coat during summer. Its coat turns white in the winter months. This helps the fox blend in with the snow, so that predators cannot spot it easily.

The Arctic wolf is also white. This helps the wolf when it hunts. Other animals cannot see the wolf coming. It has small ears, a short muzzle, and short legs. These adaptations also help to make the wolf a successful hunter.

The Arctic fox has a buddy named the Arctic wolf. The Arctic wolf is white too. The white fur makes it easy to blend into all that crazy snow and ice. This dude has little ears and short legs. Thanks to this stuff, the wolf is one awesome hunter.

4. Invite volunteers to read the next two paragraphs. Ask:

Q *Which of these paragraphs fits with the language of the first paragraph and why?*

Invite a few volunteers to respond. Have them identify language in the last paragraph that makes it more informal than the first two paragraphs. Underline the slang and colloquial expressions: *buddy*; *all that crazy snow and ice*; *This dude*; *Thanks to this stuff*; *one awesome hunter*. Ask the students to think of more formal ways to rewrite the informal sentences in the last paragraph.

Discuss with the students why it's important that the language you choose fit the audience, or people you are trying to reach. Work with the students to compare the examples of more formal language with the more casual language of the last paragraph.

GUIDED PRACTICE

5. Display the next “Formal and Informal English” activity (🗨️ WA25). Explain to the students that they will read two paragraphs on the same subject, one of which is written in formal English and the other of which is written in informal English.

Harry Houdini (1874–1926) was one of the world’s most daring escape artists. He escaped from prison cells, handcuffs, and metal boxes. His most famous escape was from a locked, water-filled tank.

Houdini’s real name was Ehrich Weisz. When he was a ~~kid~~ ^{child}, he did ~~like, all these~~ card tricks. Then he started escaping from places that were, ~~you know, totally~~ locked up! Those tricks were dangerous, ~~man~~. It was ~~pretty wild~~ ^{amazing} watching him ~~do~~ ^{perform} ~~this stuff. Cool guy!~~ ^{these daring feats. He was probably the greatest escape artist of all time!}

Sample answers are listed above. Answers may vary.

6. Have volunteers take turns reading the two paragraphs aloud. Ask the students to look for words and phrases that indicate a more informal style in one of the paragraphs. Invite a few volunteers to share their responses. Then work with the students to rewrite the second paragraph in more formal language.



7. Have the students work in pairs to write two versions of an informational paragraph, using formal English in one and informal English in the other.

Teacher Note

If the students have difficulty thinking of a topic to write about, you might suggest that they write about a performer they both admire.

Optional Practice

Have the students complete pages 67–69 in their *Student Skill Practice Books*, independently or in pairs, to practice using formal and informal language. Note that page 69 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 69 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

Teacher Note

You might have the students make a list of all the different kinds of writing they can think of and the best style to use for each one. Have them include their list in the Proofreading Notes section of their *Student Writing Handbooks*.

Prerequisite Lessons

- Lesson 18, “Adjectives”
- Lesson 19, “Adverbs”
- Lesson 20, “Prepositions and Prepositional Phrases”
- Lesson 21, “Correlative Conjunctions”
- Lesson 22, “Interjections and Punctuation to Show Emotion”
- Lesson 23, “Formal and Informal English”

Student Skill Practice Book

- Pages 70–72



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- “Review” activity (WA28)
- “Review” activity (WA29)
- “Review” activity (WA30)
- “Review” activity (WA31)

REVIEW

1. Explain to the students that they are going to review what they have learned in Lessons 18–23. Remind the students that they have learned how to use:
 - Adjectives and adverbs to describe and compare
 - Prepositions and prepositional phrases
 - Correlative conjunctions
 - Interjections and punctuation to show emotion
 - Formal and informal English
2. Display the first “Review” activity (🎤 WA28) and read the definition of an adjective aloud. Then read the first sample sentence aloud and have the students identify the adjectives in it. (*five, tiny, white, beautiful*) Invite volunteers to the whiteboard to circle each adjective and to draw an arrow to the word it describes. (*five, tiny, and white to pearls; beautiful and they*)

Read the next two sample sentences aloud and have volunteers identify the adjectives in each one. (*prettier, prettiest; more beautiful, most beautiful*) Circle each adjective as you review the following rules for forming comparative and superlative adjectives:

- To compare one thing to another, add *-er* to the adjective, unless it is a long word or already has an ending such as *-ful* or *-ous*. Then use the word *more* in front of it.
- The word *than* usually follows a comparative adjective.
- To compare more than two things, add *-est* to the adjective, unless it is a long word or already has an ending such as *-ful* or *-ous*. Then use the word *most* in front of it.

Teacher Note

Remind the students that the adjectives *good* and *bad* have special comparative and superlative forms. Invite the students to recall these forms. (*good: better, best; bad: worse, worst*)

WA28

An **adjective** describes a noun or a pronoun. It gives details about *what kind, how many, or how much*. You can also use adjectives to make comparisons.

The bracelet had five tiny white pearls, and they were beautiful.

This bracelet is prettier than that watch, but the ring is the prettiest of all.

The bracelet is more beautiful than the watch, but the ring is the most beautiful.

An **adverb** describes a verb or an adjective by giving details about *how, when, where, how much, or to what extent*. You can also use adverbs to make comparisons.

Amy found a very special ring earlier. It sparkled brilliantly when she held it up.

A ruby shines more brightly than a pearl. A diamond shines the most brightly of all gems.

3. Read the definition of an adverb aloud. Then read the first two sample sentences aloud, and invite volunteers to identify the adverbs and circle them. (*very, earlier, brilliantly, up*) Have the volunteers tell whether each adverb describes *how, when, where, how much, or to what extent*. (*very: to what extent; earlier: when; brilliantly: how; up: where*)

Read the next two sentences aloud and have volunteers identify the adverb in each one. (*more brightly; most brightly*) Circle each adverb as you review the following rules for forming comparative and superlative adverbs:

- To compare one action to another, usually add the word *more* or *less* before the adverb.
- The word *than* usually follows a comparative adverb.
- To compare more than two actions, usually add the word *most* or *least* before the adverb.

Teacher Note

Remind the students that the comparative and superlative forms of some adverbs, such as *soon*, *fast*, and *close*, do not use *more* and *most* (or *less* and *least*); instead they end with *-er* or *-est*. Also remind the students that the adverbs *well* and *badly* have special comparative and superlative forms. Invite the students to name these forms.

well	badly
better	worse
best	worst

4. Display the next “Review” activity (WA29). Read aloud the definitions of a preposition and a prepositional phrase. Then read the first sample sentence aloud and have the students identify the prepositional phrase. (*onto her finger*) Underline the prepositional phrase. Invite a volunteer to circle the preposition (*onto*) and to draw a box around the object of the preposition. (*finger*) Then ask:

Q *What does onto describe—position, direction, point in time, or another relationship? (direction)*

A **preposition** shows position, direction, point in time, or another relationship. A **prepositional phrase** contains the preposition, the object of the preposition, and any words in between.

Amy slid the ring onto her finger.

Amy hid the ring in the drawer of her desk. It would be safe in its hiding place.

WA29

5. Read the second sample sentence aloud and have volunteers identify and underline the three prepositional phrases in it. (*in the drawer; of her desk; in its hiding place*) Have volunteers circle the preposition and draw a box around the object of the preposition.

6. Display the third “Review” activity (🔊 WA30). Read the definition aloud. Then invite a volunteer to read the first sample sentence aloud. Ask:

Q *Do the conjunctions either and or together show a choice or a combination? (choice)*

Q *Do they form the subject, object, or predicate of this sentence? (object)*

Click the blank, changing it to *choice, object*. Repeat the process for the second and third sentences.

Correlative conjunctions show a choice, a combination, or an addition. They can form a compound subject, a compound object, or a compound predicate.

1. Amy had wanted either a ring or a bracelet.

choice, object

2. Both Amy and her cousin loved the ring.

combination, subject

3. The ring not only looked nice but also fit perfectly.

addition, predicate

WA30

7. Use the three sentences to review proper placement of correlative conjunctions:
- In a compound object, put the first conjunction before the first object, and the second conjunction before the second object.
 - In a compound subject, put the first conjunction before the first noun or pronoun, and the second conjunction before the second noun or pronoun.
 - In a compound predicate, put the first conjunction before the first verb, and the second conjunction before the second verb.

8. Display the last “Review” activity (🔊 WA31). Read aloud the rules for using formal and informal English. Then read the two examples aloud. Ask:

Q *Which of these sounds more like what you would write in a research report? (the first one)*

Q *Which of these sounds more like what you would say to a friend? (the second one)*

Write *F* (for *Formal*) in front of the first sentence and *I* (for *Informal*) in front of the second. Ask:

Q *Which words in the first example make it sound more formal? (requires a great deal of)*

Q *Which words in the second example make it sound more informal? (take forever; really cool; It's)*

Underline the formal and informal words in each example. Point out that the second example also includes an incomplete sentence. (*Seriously!*) Underline it.

Use **formal** English when writing or speaking to an adult, or when writing or speaking for a school assignment. Use **informal** English when writing or speaking to your friends.

F Diamonds form underground. The process requires a great deal of heat, pressure, and time.

I Diamonds take forever to form. It's a really cool process. Seriously!

Informal English often includes **interjections**, or short words that express feelings and reactions. An interjection is usually followed by an exclamation point or a comma.

Wow, I can't believe how beautiful that diamond is. Oh no!
I dropped it!

9. Read the paragraph about interjections aloud. Then invite a volunteer to read the sample sentences aloud and to identify the interjections. (*Wow*; *Oh no*) Underline *Wow* and *Oh no*. Ask:

Q *Which of these shows stronger emotion? (Oh no!) How can you tell? (The exclamation point after Oh no shows stronger feeling than the comma after Wow.)*

Circle the comma after *Wow* and the exclamation point after *Oh no*. Invite volunteers to list other interjections they know (for example, *Well*, *Ah*, *Hey*, *Oops*, *Yay*, and *Yikes*) and to try using them in place of *Wow* and *Oh no* in these sentences.

Optional Practice

Have the students complete pages 70–72 in their *Student Skill Practice Books*, independently or in pairs, to practice using modifiers and other parts of speech correctly.

Punctuation



Student Skill Practice Book

- Pages 73–75



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- “Commas in a Series” activity (WA1)
- “Commas in a Series” activity (WA2)
- (Optional reteaching) “Commas in a Series” activity (WA3)
- (Optional reteaching) “Commas in a Series” activity (WA4)

Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)*

Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)*

INTRODUCTION

1. Remind the students that commas can be used to separate words or phrases in a sentence. Explain that in a **series**, or list, of three or more things in a sentence, commas are used to separate the items. Point out that a comma followed by *and* or *or* appears before the last item.
2. Display the first “Commas in a Series” activity (📄 WA1). Read the first two sentences aloud and ask:

Q *Where do you see commas in the second sentence?*

Circle the commas as the students identify them. Then ask:

Q *Which items are separated by those commas?*

Invite one or two volunteers to respond. Then underline the items *in a concert hall*, *in a music studio*, and *on a stage*. Draw a box around the word *or* before the last item and remind the students that the word *and* or *or* usually appears before the last item in a series and that a comma is placed before it.

*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

Why do some people sing in the shower? It's because they imagine themselves in a concert hall, in a music studio, or on a stage. The hard surfaces of a shower create echoes, rumbles, and booms. These can make your voice sound full, deep, and rich.

- Repeat the process for the rest of the paragraph, noting the use of *and* before the last item in each series. Explain that sometimes each item in the series is just one word and sometimes it is a phrase or even a clause.

GUIDED PRACTICE

- Display the next “Commas in a Series” activity (WA2). Have a volunteer read the first sentence aloud. Ask:

Q *What series of items can you find in this sentence? (dreamers, beginners, hopefuls)*

Then ask:

Q *Where should commas be placed to separate the items in this series? (after dreamers and beginners)*

Invite one or two volunteers to respond. Write commas between items in the series.

It isn't only dreamers, beginners, and hopefuls who sing in the shower. The singer Paul Simon likes the echo in his bathroom, so he turns on the faucet, runs the water, and plays his guitar there. Another musician set up speakers, amplifiers, and a recording system in his bathroom. Don't try this at home, though. It's dangerous to use electronic equipment near water.

When marking the whiteboard for the students, do not use carets to insert punctuation. They are shown here for reference only.



5. Repeat the process for the next two sentences in the paragraph. Point out that neither of the last two sentences has a series in it.
6. Discuss with the students the different types of items separated by commas. Help them understand that the items can be different lengths and can be made up of different parts of speech, such as a series of nouns or a series of predicates.
7. Have the students work in pairs to write a paragraph, using items in a series. Have them circle the commas that separate the items and underline the items in each series.

Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write about singing with a group in a special place.

Optional Practice

Have the students complete pages 73–75 in their *Student Skill Practice Books*, independently or in pairs, to practice using commas in a series. Note that page 75 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 75 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

Lesson 26

Commas After Introductory Words and Phrases

Prerequisite Lessons

- Lesson 3, “Dependent and Independent Clauses”

Student Skill Practice Book

- Pages 76–78



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- “Commas After Introductory Words and Phrases” activity (WA5)
- “Commas After Introductory Words and Phrases” activity (WA6)
- (Optional reteaching) “Commas After Introductory Words and Phrases” activity (WA7)
- (Optional reteaching) “Commas After Introductory Words and Phrases” activity (WA8)

Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)*

Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)*

INTRODUCTION

1. Remind the students that commas tell a reader when to pause. For example, a comma is used to separate an introductory clause from the rest of the sentence. Explain that in this lesson the students will learn when to use a comma to separate an introductory word or phrase from the rest of a sentence.
2. Explain that a comma can be used to set off phrases of four or more words that appear at the beginning of a sentence. If the phrase has fewer than four words, a comma is usually not needed.
3. Display the first “Commas After Introductory Words and Phrases” activity (WA5). Read the first sentence aloud, pausing after *school*. Ask:

Q *Which words make up the introductory phrase that should be set off by a comma in this sentence?*

*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

Give the students a few moments to respond. Then point out that the words *On the first day of school* make up the introductory phrase. Add a comma after *school*.

WA5

1. On the first day of school, the teacher assigned me a “new best friend.”
2. At a desk next to mine, my new friend Jeremy smiled at me.
3. By mid-morning I had taken Jeremy all around the school.
4. On our walk through the halls, I introduced Jeremy to my friends.
5. For the next week, Jeremy went everywhere with me.
6. One day we started talking about Japanese cartoons.
7. Surprisingly, we love the same cartoons!
8. In no time at all, Jeremy has become “a true best friend.”

When marking the whiteboard for the students, do not use carets to insert punctuation. They are shown here for reference only.

4. Read the second sentence aloud, pausing after *mine*. Ask:

Q Which words make up the introductory phrase that should be set off by a comma in this sentence?

Give the students time to think, and invite a volunteer to respond. Then read the words *At a desk next to mine* and add a comma after *mine*.

5. Repeat the process for all remaining sentences except sentence 7. For sentence 7, point out that the first word needs to be set off from the rest of the sentence since it applies to the whole sentence. Then add a comma after *Surprisingly*.

GUIDED PRACTICE

6. Display “Commas After Introductory Words and Phrases” activity (WA6). Tell the students that they will read a paragraph that is missing some commas. Explain that you will work together to find introductory words and phrases that need to be set off from the rest of the sentence with a comma.
7. Have a volunteer read the first sentence aloud. Ask:

Q Which words make up the introductory phrase that should be set off from the rest of the sentence with a comma?

Guide the students to see that the words *Most days after school* make up the introductory phrase, and that *Jeremy and I hang out together* forms a complete sentence. Add a comma after *school* and have a volunteer read the entire sentence again, emphasizing the pause at the comma.

WA6

Most days after school, Jeremy and I hang out together.
On Tuesdays and Thursdays, we go to his house. During our
winter break, we watched a lot of Japanese animé, or
animated movies. Jeremy draws his own cartoon pictures,
and they have interesting details. Clearly, he is a very
talented artist. Alongside Jeremy I also draw pictures.
Sometime in the future, both of us would like to create our
own animé movie. In time I know we'll get there!

When marking the whiteboard for the students, do not use carets to insert punctuation. They are shown here for reference only.

8. Continue guiding the students through the paragraph. Have volunteers read the sentences aloud and tell where commas belong as you add them. Note that, in the sixth sentence and in the final sentence, no comma is required because the introductory phrase has fewer than four words.
9. Have the students work in pairs to write a paragraph, using introductory words and phrases. Remind them to add commas as needed to set off introductory words and phrases of four words or more.



Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write about making a new friend at school.

Teacher Note

You may want to use the examples that follow to explain that a comma is sometimes needed after a brief introductory phrase to avoid confusing the reader. Display the examples without the commas, and read them aloud. Then add the commas, and invite volunteers to read them again.

- *After the spring, games will be scheduled for next season.*
- *Inside the garden, roses and other flowers were finally blooming.*

Optional Practice

Have the students complete pages 76–78 in their *Student Skill Practice Books*, independently or in pairs, to practice using commas to set off introductory words and phrases. Note that page 78 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that Activities A and B on page 78 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

Teacher Note

You might have the students write examples of sentences with introductory words and phrases set off by commas in the Proofreading Notes section of their *Student Writing Handbooks*.

Student Skill Practice Book

- Pages 79–81



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- “Commas to Set Off *Yes* and *No*, Tag Questions, and Nouns of Direct Address” activity (WA9)
- “Commas to Set Off *Yes* and *No*, Tag Questions, and Nouns of Direct Address” activity (WA10)
- (Optional reteaching) “Commas to Set Off *Yes* and *No*, Tag Questions, and Nouns of Direct Address” activity (WA11)
- (Optional reteaching) “Commas to Set Off *Yes* and *No*, Tag Questions, and Nouns of Direct Address” activity (WA12)

Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)*

Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)*

INTRODUCTION

- Remind the students that commas tell a reader where to pause. A comma is used to separate the names of items in a list, the greeting from the body of a letter, the name of a city from the name of a state, and more. Explain to the students that in this lesson they will learn other uses of the comma.
- Display the “Commas to Set Off *Yes* and *No*, Tag Questions, and Nouns of Direct Address” activity (WA9). Explain that this is a dialogue between two classmates, Zeke and Alma. Ask the students to listen for the pause in your voice as you read the first item aloud. Then ask:

Q *Where did I pause? (after the boy’s name, Zeke)*

Write in the comma after the name, *Zeke*. Tell the students that *Zeke* is a **noun of direct address**; it names the person who is being spoken to. A comma is used to separate the noun of direct address from the rest of the sentence. Ask:

Q *Why might you want to pause after a noun of direct address?*

*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

Allow the students time to think, and invite one or two volunteers to respond. If necessary, explain that by pausing the speaker can claim the attention of the person being addressed.

WA9

1. “Zeke, did you read that book I loaned you?” asked Alma.
2. “Yes, I finished reading it last night,” replied Zeke.
3. “You didn’t happen to bring it to school today, did you?” Alma asked.
4. “I’m sorry, Alma,” Zeke said, shaking his head. “I forgot it.”
5. Alma replied, “Try to remember it tomorrow, would you?”
6. “Yes, I promise I will,” Zeke answered.

When marking the whiteboard for the students, do not use carets to insert punctuation. They are shown here for reference only.

3. Read item 2 aloud, pausing after *Yes*, and ask:

Q *Based on where I paused, where do you think the comma belongs?*

Invite a volunteer to respond, and write in the comma after *Yes*. Explain that a comma is used to separate the introductory word *yes* or *no* from the rest of the sentence. Explain that usually these words introduce the answer to a question that has been asked.

4. Explain that **tag questions** are questions “tagged” onto or attached to the end of a statement. Then read item 3 aloud, pausing after the word *today*. Ask:

Q *Where should we add a comma in this sentence and why?*

If the students have difficulty identifying where the comma should go, point out that this sentence has two parts: a statement and a question. Then reread the sentence, reflecting the proper intonation for each part. Revisit the question with the students to ensure that they heard the difference in tone and the pause in your voice after the word *today*.

ELL Note

Tag questions can be particularly difficult for English Language Learners. These students may not have a similar construction in their primary language, making the form unfamiliar. Even if the students are familiar with a similar device in their primary language, such as the use of *verdad* (*true?*) in Spanish, they may still struggle with which tag question to use when. For example, they may use the same expression for all tag questions, such as “You are going to the game, isn’t it?” The students will benefit from repeated practice choosing a tag question from a list of questions and using it to complete a sentence frame, such as “You heard what the teacher said, (didn’t you)?”

- Repeat the process with items 4–6.

Teacher Note

In item 4, the noun of address comes after the words *I'm sorry*. Point out that, if a noun of address comes at the end of a sentence, the comma comes before the name.

GUIDED PRACTICE

- Display the “Commas to Set Off *Yes* and *No*, Tag Questions, and Nouns of Direct Address” activity (WA10). Tell the students that they will read more sentences that are missing commas. Explain that you will work together to decide where commas need to be added to set off *yes* or *no* at the beginning of a sentence, a tag question at the end of a sentence, and a noun of direct address.

Zaya called across the schoolyard to her friend, “Ricki, is that you?”

“Yes, it is!” said Ricki as she ran up to her best friend.

“I guess you didn’t recognize me, did you?”

“Your new haircut looks amazing, Ricki!” Zaya exclaimed.

“But don’t you like to keep your hair long?”

“No, I like to keep it short for the summer,” Ricki responded. “It gets so hot and muggy here, doesn’t it?”

When marking the whiteboard for the students, do not use carets to insert punctuation. They are shown here for reference only.

WA10

- Read the first sentence aloud and ask:

Q *Where should we add a comma in this first sentence?*

Guide the students to see that there should be a comma after *Ricki*, which is a noun of direct address. Insert a comma after *Ricki*.

- Continue guiding the students through the rest of the passage, reading the sentences aloud, helping volunteers choose the places where commas are needed, and discussing why commas should go there. After all the commas have been added, read the paragraph aloud and discuss with the students how the commas indicate pauses in the sentences.



9. Have the students work in pairs to write a dialogue, using at least one noun of direct address, one introductory *yes* or *no*, and one tag question.

Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write a conversation between two friends who are discussing a way to change their appearances.

Optional Practice

Have the students complete pages 79–81 in their *Student Skill Practice Books*, independently or in pairs, to practice using commas to set off *yes*, *no*, tag questions, and nouns of direct address. Note that page 81 can be scored, allowing you to assess how well each student understands the lesson skill.

Teacher Note

You might have the students write examples of sentences with commas that set off *yes*, *no*, tag questions, and nouns of direct address in the Proofreading Notes section of their *Student Writing Handbooks*.

Reteaching

For students who need additional instruction, note that Activities A and B on page 81 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

Lesson 28

Commas and Quotation Marks in Dialogue and Direct Quotations

Prerequisite Lesson

- Lesson 3, “Dependent and Independent Clauses”

Student Skill Practice Book

- Pages 82–84



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- “Commas and Quotation Marks in Dialogue and Direct Quotations” activity (WA13)
- “Commas and Quotation Marks in Dialogue and Direct Quotations” activity (WA14)
- (Optional reteaching) “Commas and Quotation Marks in Dialogue and Direct Quotations” activity (WA15)
- (Optional reteaching) “Commas and Quotation Marks in Dialogue and Direct Quotations” activity (WA16)

Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)*

Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)*

INTRODUCTION

1. Explain to the students that when they write a narrative, they may want to include **dialogue**, or a speaker’s exact words. Tell the students that it is important to use commas and quotation marks to clearly show a speaker’s exact words; otherwise, readers may become confused about who is speaking. Tell the students that in this lesson they will learn how to use single and double quotation marks in their writing. Further explain that they will learn an additional use of commas—to set off a speaker’s exact words.
2. Display the “Commas and Quotation Marks in Dialogue and Direct Quotations” activity (WA13). Explain that this passage is a dialogue between a mother and

*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

her daughter. Read the passage aloud, pausing at the commas and emphasizing each speaker's exact words. Then ask:

- Q *What is the first thing Mom says? How do you know? ("Call Mary, our mechanic"; The quotation marks and the words my mom told me indicate that these are Mom's exact words.)*

Mom and I were stranded when our car broke down. Call Mary, our mechanic, my mom told me. Tell me exactly what she says.

I called Mary on the cell phone and said, Hi, Mary. Our car broke down, and we really need your help!

Does anything look unusual under the hood? she asked.

Mary said, Does anything look unusual under the hood?

I told Mom.

Tell her it looks fine. Mom called from the front of the car, but we're in a bit of a hurry.

Mom said, It looks fine, but the wires are a bit furry.

WA13

3. Point out that double quotation marks are used to show the exact words a character is speaking. In the second sentence, circle the double quotation marks around the speaker's words and the comma that sets off the quote from the rest of the sentence. Ask:

- Q *What other punctuation do you notice in addition to the quotation marks? (a comma)*

Explain that a comma is often used to separate the speaker's exact words from the rest of the sentence. If the comma comes after the quotation, it is placed before the ending quotation mark.

4. Reread the third sentence and circle the quotation marks around "Tell me exactly what she says." Point out that these are also Mom's exact words and so they too are set off by quotation marks. Ask:

- Q *What other punctuation do you notice in addition to the quotation marks? (a period)*

Explain that, when the speaker's exact words come at the end of the sentence, they are followed by end punctuation: a period, a question mark, or an exclamation point. Ask:

- Q *What does Mom want her daughter to do?*

Give the students a few moments think. Invite volunteers to restate Mom's command in their own words.

Students might say:

"Mom wants her daughter to call the mechanic."

"I agree with Liang. Mom also wants her daughter to tell her exactly what the mechanic says."

5. Reread the next two paragraphs and circle all punctuation marks that set off speakers' exact words. Explain that the sentences within quotation marks must be punctuated like any other sentence. Guide the students in identifying each punctuation mark, in addition to the quotation marks, and explaining why it is there:
 - Paragraph 2, sentence 1: A comma separates the beginning of the sentence from the speaker's exact words. A comma and a period are used in the direct address. (*Hi, Mary.*)
 - Paragraph 2, sentence 2: A comma is used before the conjunction in a compound sentence. An exclamation point is used at the end of the sentence preceding the end quotation mark. It shows the excitement in the speaker's words.
 - Paragraph 3: A question mark is used at the end of the speaker's exact words preceding the end quotation mark. A period is used at the end of the sentence.

Teacher Note

Explain to the students that, when a quotation that is also a statement comes at the beginning of a sentence, a comma rather than a period is used to set it off from the rest of the sentence. The period then comes at the end of the sentence.

6. Reread the fourth paragraph, and circle the quotation marks. Invite the students to speculate about what the single quotation marks show. Explain that single quotation marks are used to show that the daughter is repeating someone else's words—the words of Mary, the mechanic. The single quotation marks distinguish the mechanic's words from the daughter's words. Point out the question mark, which is part of the quotation from Mary and appears within the single quotation marks.
7. Repeat the process with the rest of the passage, calling attention to the use of double quotation marks, single quotation marks, commas, and end punctuation. Guide volunteers to articulate the purpose of each one.

Teacher Note

Direct the students' attention to the fifth paragraph. Explain that, if a quotation is interrupted by words indicating who is speaking, then quotation marks are used to set off each part of the speaker's words. Point out that the words that identify the speaker are followed by a comma, and the second part of the quote begins with a lowercase letter. Further clarify by explaining that an interrupted quotation is one complete thought and, therefore, one complete sentence.

GUIDED PRACTICE

8. Display the “Commas and Quotation Marks in Dialogue and Direct Quotations” activity (WA14). Tell the students that they will read a continuation of the dialogue started earlier and add single and double quotation marks and commas to set off each speaker’s exact words.

WA14

“You must have hit an animal. You’d better call a tow truck,” Mary suggested.

“Mary said, ‘You’d better put a toad in the trunk,’ I told Mom.

“That sure seems strange,” Mom said, “but Mary’s the expert.” Still looking puzzled, she headed into the woods, looking for a toad.

“Thank goodness for cell phones,” I said to myself.

“Good communication is so important.”

There was silence on the phone. Then Mary asked, “What did you say?”

When marking the whiteboard for the students, do not use carets to insert punctuation. They are shown here for reference only.

9. Invite a volunteer to read the first paragraph aloud. Ask:

Q *What is Mary, the mechanic, saying? Where should we place quotation marks? Where should we place a comma?*

Invite a few volunteers to respond. Add double quotation marks before *You* and then add a comma and double quotation marks after the word *truck*.

10. Read the second paragraph aloud. Then invite volunteers to differentiate between the words spoken by the daughter and the words that quote what the daughter says Mary has said. Add double and single quotation marks as well as the commas that set off each speaker’s words from the words that tell who the speaker is. Review with the students why the single quotation marks are used to set off Mary’s words. (The single quotation marks indicate a quotation within a quotation; they tell what the daughter is saying that Mary told her.)
11. Continue guiding the students through the rest of the dialogue, having volunteers read the sentences and suggest where the quotation marks and commas belong. Confirm their answers by adding the punctuation marks.



12. Have the students work in pairs to write a dialogue, using double and single quotation marks and commas to set off each speaker's exact words.

Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write a dialogue between a father and son trying to solve a problem.

Optional Practice

Have the students complete pages 82–84 in their *Student Skill Practice Books*, independently or in pairs, to practice using commas and double and single quotation marks to set off speakers' exact words in dialogue and direct quotations. Note that page 84 can be scored, allowing you to assess how well each student understands the lesson skill.

Teacher Note

You might have the students write examples of correctly punctuated quotations in the Proofreading Notes section of their *Student Writing Handbooks*.

Reteaching

For students who need additional instruction, note that Activities A and B on page 84 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

ELL Note

In some languages—and even in English in Great Britain—dialogue is set off with single quotation marks rather than double. Explain that in American English, double quotation marks are usually used to set off a speaker's words and single quotation marks are used only when quoted words appear within another quotation. Show the students examples of dialogue in some of the books in the classroom.

Student Skill Practice Book

- Pages 85–87



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- “Punctuating Titles” activity (WA17)
- “Punctuating Titles” activity (WA18)
- (Optional reteaching) “Punctuating Titles” activity (WA19)
- (Optional reteaching) “Punctuating Titles” activity (WA20)

Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)*

Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)*

INTRODUCTION

1. Tell the students that in this lesson they will learn how to correctly punctuate titles of books, magazines, stories, poems, movies, television shows, and song titles. Ask the students to suggest some writing assignments that require them to write titles. (book reports, research reports, literary responses, movie and television reviews) Tell the students that punctuating titles correctly can help their readers understand what they are writing about.
2. Explain to the students that book titles either appear in italic type (when input on a keyboard) or are underlined (when written by hand) to set them off from the text around them. Explain that the titles of television shows, movies, and magazines are also underlined or italicized. Tell the students that shorter works, such as short stories, poems, songs, and magazine articles, are set off with quotation marks.
3. Display the “Punctuating Titles” activity (🎧 WA17). Read the first two sentences aloud. Ask:

Q Which words are the title of a book? (Elephants: Gentle Giants) Which words are the title of a magazine article? (Are We Losing Our Elephants?)

*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

Then ask how each title should be set off from the text around it. Invite volunteers to respond. Confirm the students' responses by clicking each title.

WA17

Ramón and Thuy were researching elephants for a science report. Their first stop was the school library, where they found the book Elephants: Gentle Giants and a magazine article called “Are We Losing Our Elephants?” On the Internet they found a list of books on elephants, including About Those Trunks and The Elephants of Asia. They also found some interesting articles on elephants, such as “African Giants: The Elephants of Kenya” and “Save the Elephants: Poachers in the Congo.” They even found a poem about elephants called “Such Magnificent Majesty.”

4. Read the rest of the paragraph aloud, following the same procedure. If the students have difficulty telling how the titles should be set off, review the rules for punctuating titles and help volunteers use clues in the paragraph to tell what kind of title each one is.

GUIDED PRACTICE

5. Display the “Punctuating Titles” activity (🗨️ WA18). Tell the students that they will read a paragraph with the titles of different types of media that need to be underlined or set off with quotation marks. Explain that they can use context clues from the paragraph to identify each type of title.

WA18

Ms. Lim's class was discussing things they like to listen to or watch. Emerson's group was talking about songs, such as “This Land Is Your Land” and “Waking Up Happy.” Antonio's group was talking about books, such as The Desert Adventure and Kids Know Everything. They were also discussing stories, such as “How Coyote Stole Fire.” Chanelle's group was talking about television shows, such as Kid Talk, and movies, such as Happy Feet and Lost in Space.

When marking the whiteboard for the students, do not use carets to insert punctuation. They are shown here for reference only.

6. Read the first sentence aloud. Then have volunteers take turns reading the sentences aloud and going to the whiteboard to add the necessary title punctuation. Review the rules for setting off titles as necessary to help the students punctuate the titles correctly.



7. Have the students work in pairs to write a paragraph that includes the titles of different types of media.

Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they make a list of their favorite books, songs, television shows, and movies.

Optional Practice

Have the students complete pages 85–87 in their *Student Skill Practice Books*, independently or in pairs, to practice punctuating titles. Note that page 87 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that Activities A and B on page 87 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

Teacher Note

You might have the students write examples of titles in the Proofreading Notes section of their *Student Writing Handbooks*.

Prerequisite Lessons

- Lesson 25, “Commas in a Series”
- Lesson 26, “Commas After Introductory Words and Phrases”
- Lesson 27, “Commas to Set Off *Yes* and *No*, Tag Questions, and Nouns of Direct Address”
- Lesson 28, “Commas and Quotation Marks in Dialogue and Direct Quotations”
- Lesson 29, “Punctuating Titles”

Student Skill Practice Book

- Pages 88–90



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- “Review” activity (WA21)
- “Review” activity (WA22)
- “Review” activity (WA23)
- “Review” activity (WA24)

REVIEW

1. Explain to the students that they are going to review what they have learned about punctuation in Lessons 25–29. Remind the students that they have learned how to use commas to set off:
 - Items in a series
 - Introductory words and phrases
 - *Yes* and *No*, tag questions, and nouns of direct address

They have also learned how to use:

- Commas and quotation marks with dialogue and direct quotations
 - Underlining, italics, and quotation marks to set off titles
2. Display the first “Review” activity (🎤 WA21) and read aloud the rule for using commas in a series.
 3. Have the students read the first sample sentence aloud. Then ask:
 - 🗨 *Which words are items in a series? (Firefighters, police officers, and emergency medical technicians) Where should we place commas in this sentence? (after Firefighters and police officers)*

Commas can be used to separate three or more items in a **series**, or list. A comma followed by *and* or *or* appears before the last item.

Firefighters, police officers, and emergency medical technicians are all trained to save lives.

They are trained to deal with people who have stopped breathing, had a heart attack, or have serious bleeding.

To be a successful emergency worker, you must have strength, courage, and training.

When marking the whiteboard for the students, do not use carets to insert punctuation. They are shown here for reference only.

Confirm the students' responses by adding a comma after each item. Point out the conjunction *and* before the last item in the series and the comma that you added before it.

- Continue the process with the other two sentences. Have volunteers identify the items in each series and indicate where the commas should be placed. Add the commas to confirm their responses.
- Display the next "Review" activity (WA22). Read each rule and sample sentence aloud. Invite volunteers to the whiteboard to insert a comma and underline the word or phrase set off by the comma in each sentence.

A **comma** can be used after an **introductory word or phrase** to separate it from the rest of the sentence. Use a comma after single words that apply to the whole sentence. Use a comma after phrases that have four or more words.

"Clearly, fighting forest fires by smoke jumping is a meaningful job. After two years of smoke jumping, do you still find it exciting?"

A comma is used **after Yes or No** when it appears at the beginning of a sentence.

"Yes, it's very exciting to be a smoke jumper and put out forest fires."

A comma is used to **set off a noun of direct address**.

"Mr. Perez, what made you decide to become a smoke jumper?"

A comma is used **before a tag question** at the end of a sentence.

"Becoming a smoke jumper isn't easy, is it?"

When marking the whiteboard for the students, do not use carets to insert punctuation. They are shown here for reference only.



6. Have the students work in pairs to create their own sample sentences for each rule, using the activity samples as guides.
7. Display the next “Review” activity (WA23). Read aloud the rule at the top of the page and the sample sentence. Ask:

Q *What do you notice about where quotation marks and a comma are placed in this sentence?*

Invite a few volunteers to respond. Allow time for them to express in their own words that the quotation marks are placed at the beginning and end of someone’s exact words and that a comma is placed after the words identifying the speaker; in this case, after the words *Angel asked Ms. Patel*. Then circle the comma and the quotation marks.

WA23

Quotation marks and **commas** are used to set off a speaker’s exact words from the rest of the sentence.

Angel asked Ms. Patel, “When did you decide to become an emergency medical technician?”

If a **quotation is interrupted** by words telling who is speaking, use quotation marks to set off each part of the speaker’s words.

“I’ve wanted to do this work since I was a little girl,” Ms. Patel answered. “My grandfather fell when I was home with him. We called 911, and the EMTs were there in minutes.”

Single quotation marks within **double quotation marks** show that the speaker is repeating someone else’s written or spoken words.

Ms. Patel continued, “I read in a medical journal that ‘a matter of minutes can make all the difference in saving someone’s life.’ That’s when I knew that I wanted to help others by becoming an EMT.”

Teacher Note

If necessary, point out that the rules for punctuating the four kinds of sentences still apply, even though the sentences are direct quotations. If a speaker is asking a question, then a question mark appears at the end of the sentence. If the speaker is speaking with great emotion, then an exclamation point appears at the end of the sentence. The exception is a statement: If a statement appears at the beginning of the sentence, then a comma—rather than a period—follows the statement, preceding the end quotation mark and the words that tell who is speaking.

8. Read aloud the rule for interrupted quotations, as well as the sample sentences. Invite a volunteer to circle the comma and the quotation marks, explaining why there are open and closed quotation marks on either side of the words identifying the speaker.

Teacher Note

In this instance, the words that identify the speaker come after a complete sentence. Therefore, a comma follows the speaker's exact words and a period follows the words that identify the speaker.

Tell the students that, in some interrupted quotations, the words that identify the speaker come in the middle of a sentence. In those instances, a comma follows the identifying words and the second part of the quotation begins with a lowercase letter, for example: "I can see," the patient said, looking at his watch, "that the doctor is late for his appointment!"

9. Read aloud the rule for using single quotation marks within double quotation marks. Have volunteers provide examples of when they would quote another person's words (for example, repeating something you were instructed to do; repeating something you read in a book; quoting a memorable line from a movie, a song, a book, or a poem). Read the sample sentence aloud and point out that the speaker is quoting from a medical journal she has read. Have a volunteer read the words the speaker is quoting, and then circle the double quotation marks and single quotation marks.
10. Display the last "Review" activity (WA24). Remind the students that the titles of different works, such as books, movies, short stories, and songs, are punctuated in special ways to set them off from the others words in a text. Read the rule for book titles aloud and click to highlight each one. Ask:

Q *When would we underline a book title? (when we write it in our own handwriting) When would we set it in italics? (when we input it on a keyboard)*

Book titles should be underlined or put in italics to set them off from other text.

Life Among the Trees

My Year as a Forest Ranger

The titles of magazines, television shows, and movies should also be underlined or set in italics.

Time for Kids (magazine)

Kid Talk (TV show)

Finding Nemo (movie)

Shorter works, such as short stories, poems, songs, and magazine articles, are set off with quotation marks.

"The Dragon Rock" (short story)

"America the Beautiful" (song)

"Caterpillar" (poem)

"A Trip to Yosemite"

(magazine article)

WA24

11. Repeat the process with rest of the rules and examples. Be sure that the students understand which titles are underlined or italicized and which ones are set off with quotation marks.



12. Have the students work in pairs to make a list of the books, television shows, and songs that they enjoy. Ask them to share their titles with the class.

Optional Practice

Have the students complete pages 88–90 in their *Student Skill Practice Books*, independently or in pairs, to practice using punctuation to set off different types of text.

Appendices

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Appendix C, *Grade-level Language Skills Assessment* 194

STUDENT SKILL PRACTICE BOOK CORRECTIONS

Dog at Work

A. Read each sentence. Underline the complete subject and circle the simple subject. If the sentence has a compound subject, circle the two simple subjects.

1. A guide dog can be very helpful to a blind person.
2. Chloe and Henry train guide dogs.
3. These animals learn to take people safely from place to place.
4. People should not pet or talk to a working guide dog.
5. The dogs' trainers and owners take good care of the animals.

B. Write a simple subject from the word box to complete each sentence. Then circle the complete subject. If the subject is a compound subject, write C at the end of the sentence.

dad Dana owner job dog

1. My neighbor Dana uses a guide dog named Ernie. _____
2. Dana and the dog go out each morning. C
3. Ernie's job is to keep Dana safe while walking outside. _____
4. Ernie and his owner know how to work together. C
5. My mom and dad remind me not to bother Ernie while he is working. C

C. Write a paragraph about an amazing animal that you know or have read about. Use complete sentences. Include at least one compound subject.

It's Not Monkey Business

A. Read each sentence. Underline the complete predicate. Circle the simple predicate. If the sentence has a compound predicate, circle both verbs.

- Some monkeys help disabled people with everyday tasks.
- Service monkeys put CDs in a player and turn the pages of a book.
- These amazing animals attend a special school in Boston.
- Trainers raise them and give them food as rewards.
- Most monkeys learn the necessary tasks within two years.

B. Choose a simple predicate from the word box to complete each sentence. Then underline the complete predicate. If the predicate is a compound predicate, write C on the line at the end of the sentence.

understood put watched study

- Ari and I watched a TV program about service monkeys last night.
- Experts study these monkeys and learn all C about them.
- One monkey picked up objects from the floor and put a woman's eyeglasses in place on her nose.
- The two of us really understood the importance C of these monkeys.

C. Write a short passage about something you learned from a book or TV program on nature. Use complete sentences. Include at least one compound predicate.

The Helpful Llama

A. Read the paragraph. Above each underlined word or phrase, write *simple subject*, *compound subject*, *simple predicate*, or *compound predicate*. (5 points)

Llamas belong to the camel family. An average llama simple predicate weighs up to 400 pounds and has soft pads on its feet. compound predicate Sometimes these animals carry tents and other equipment simple predicate for people. compound subject Day hikers and overnight backpackers enjoy being with these helpful creatures. A llama may even help keep simple subject hikers safe from wild animals.

B. What's missing to make each phrase a complete sentence? Write S (for subject) or P (for predicate) on the line. (5 points)

- Need much less water than other animals S
- The llama's soft padded feet and small size P
- The easy-going and calm llama P
- Pull heavy carts and guard the sheep S
- Live about twenty years S

C. Write a paragraph about whether you think a llama would make a good pet. Include five complete sentences, with one compound subject and one compound predicate. (5 points)

Rooting for Recycling

A. Read each sentence. Decide whether it is a simple or a compound sentence. Write *simple* or *compound* on the line. Circle the conjunction in each compound sentence.

1. I see a lot of trash around my school. _____ *simple*
2. We have garbage cans, but they are always overflowing. _____ *compound*
3. I can ignore the problem, or I can do something about it. _____ *compound*
4. I would like to start a recycling program at my school. _____ *simple*
5. I will come up with a plan, and then I will talk to the principal. _____ *compound*

B. Complete each compound sentence by adding a comma and a conjunction. Use each conjunction from the word box one time.

and but or so

1. Tonight I will practice what to say _____ *so* _____ I will be convincing.
 2. I know a lot of reasons to recycle, _____ *but* _____ I want to present some strong information to the principal.
 3. My dad gave me a book about recycling, _____ *and* _____ my sister found some information on the Internet, too.
 4. I can write down my plan for the principal, _____ *or* _____ I could just explain it in detail.
- C. Write a paragraph about a recycling program you participate in or have read about. Use both simple and compound sentences.

4 | Being a Writer™ Student Skill Practice Book

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The Reading Rockets

A. Complete the story by writing *and*, *or*, or *but* in each space. Add commas where needed.

Patrick's friend, Rosie, belonged to a book club called the Reading Rockets, _____ *and* _____ the club wanted more members. Rosie asked Patrick to join. Patrick really liked Rosie, _____ *but* _____ he wasn't sure he'd enjoy a book club. Patrick could just tell her no, _____ *or* _____ he could try going once. He decided to go.

B. Draw a line from each sentence on the left to a sentence on the right. Write the new sentences on the lines, adding commas and conjunctions.

The kids sat in a circle. _____ He decided to tell his friends about it.
 A teacher led the discussion. _____ They started to discuss the book.
 Patrick enjoyed the book club. _____ The kids did almost all of the talking.

1. *The kids sat in a circle, and they started to discuss the book.*
2. *A teacher led the discussion, but the kids did almost all of the talking.*
3. *Patrick enjoyed the book club so he decided to tell his friends about it.*

C. Write a short passage describing a book you would recommend for a book club discussion. Use both simple and compound sentences.

Sentences ■ Lesson 2 | 5

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Moving On

- A. Read the paragraph. Find five mistakes with the compound sentences. Cross out each mistake you find and write the correction above it. Add any missing commas. (5 points)
- Kia loves middle school now, but last summer she worried about starting sixth grade. In fifth grade she had one teacher, but ~~or~~ the next year she would have a different teacher for each class. The school would be really big, ^a and Kia would have to ^{or} move from class to class. She might be late for class, but she might get totally lost. Kia wanted to get over her worries, so she talked to her older sister.
- B. Draw a line from each sentence on the left to a sentence on the right. Write the new sentences on the lines, adding commas and conjunctions. (6 points)
- | | |
|---------------------------|-------------------------------------|
| Kia met lots of new kids. | Other kids helped her get to class. |
| She got lost once. | She thought they were friendly. |
- Kia met lots of new kids, and she thought they were friendly.
 - She got lost once, but other kids helped her get to class.
- C. Write a paragraph about going to middle school. Include two simple sentences and two compound sentences. (4 points)

A Family of Fifty

- A. Read each sentence. Draw a line under the independent clause. Draw two lines under the dependent clause. Circle the subordinating conjunction.
- My family is going to Idaho because we are having a big family reunion.
 - We have not all been together since my brother was born five years ago.
 - Although I know a lot of my cousins, I haven't met the youngest ones yet.
 - My brother Luke doesn't want to go unless his favorite cousin is going.
 - If everyone in the family shows up, fifty people will be attending.
 - When we all get together, we play silly tricks on each other.
- B. Draw a line from each clause on the left to a clause on the right. Circle each subordinating conjunction. Draw a box around each comma that follows a dependent clause.
- | | |
|---------------------------------------|---|
| 1. <u>Although it rained one day,</u> | <u>because five people had birthdays,</u> |
| 2. We had five cakes | everyone exchanged e-mail addresses. |
| 3. <u>When it was time to leave,</u> | <u>if there is a reunion next year.</u> |
| 4. My sister will fly in from Ohio | we still had a great time. |
- C. Write a paragraph about having a good time with family or friends. Use both simple and complex sentences.

Who Needs a Car?

A. Read the passage. Circle the subordinating conjunctions that work best.

Most people drive cars (if/because) they make traveling so easy. (Although/Unless) Gita and her family lived in the city, they didn't use public transportation. Gita's parents drove her to school, and a friend's dad drove her home. (When/Unless) Gita's family decided to use less gas, they looked for other ways to get around. (If/Since) her family made the decision to give up driving, Gita has been walking to school.

B. Choose a subordinating conjunction from the word box to complete each sentence. Write the conjunction on the line. Then circle the dependent clause.

although because if unless when

1. Gita's mom always takes the Linwood bus line to work
because it stops right in front of her office.
 2. Unless there is a traffic jam, the bus ride is fast and easy.
 3. If the family gets through a whole year without driving, they may sell the car.
- C. Write a short passage about something you can do to help protect the environment. Use a mix of simple and complex sentences.

It's a Chore

A. Read the passage. Circle the correct conjunctions. Add commas where they belong. (4 points)

Sal had just turned eleven. (Unless/Although) he was the youngest in the family, he still had chores to do. He usually didn't like doing chores (because/unless) they took time away from working on his rock collection. (Unless/When) his older sister was around, Sal tried to convince her to do his chores.

B. Read the complex sentences. Rewrite them by switching the order of the dependent and independent clauses. Write the sentences on the lines, adding commas and capital letters where they belong. (6 points)

1. His sister agreed when Sal promised to stay out of her room for a month.
When Sal promised to stay out of her room for a month, his sister agreed.
 2. If she has to dry dishes, Sal's sister listens to music to pass the time.
Sal's sister listens to music to pass the time if she has to dry dishes.
 3. She really doesn't mind the chore because she loves music more than anything!
Because she loves music more than anything, she really doesn't mind the chore!
- C. Write a paragraph about ways to make chores fun. Include two simple sentences and three complex sentences. (5 points)

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On the Trail

- A. Read each sentence pair. Circle **S** if the subjects can be combined to form one sentence. Circle **P** if the predicates can be combined.
- Hannah liked to hike. Her brother liked to hike. **(S)** **P**
 - Some park trails were unsafe. Some park trails needed repair. **S** **(P)**
 - The kids wanted to help. The kids volunteered to clean the trails. **S** **(P)**
 - Weeds had to be removed. Rocks had to be removed. **(S)** **P**
- B. Read each sentence pair. Form a compound subject or compound predicate using the conjunction *and* or *or*. Write the compound subject or compound predicate on the line to complete the new sentence.
- Hannah felt good about helping. The other volunteers felt good about helping.
Hannah and the other volunteers felt good about helping.
 - Now the trails look great. The trails are safe.
 Now the trails look great and are safe.
 - The volunteers spent a day outside. They got a lot of exercise.
 The volunteers spent the day outside and got a lot of exercise.
 - Hannah could help again tomorrow. Hannah could take the day off.
 Hannah could help again tomorrow or take the day off.
- C. Write a short passage about a time you helped someone do something. Include one compound subject and one compound predicate.

Pancakes for Pennington

- A. Read the sentences. Write **A** if the sentence has an appositive. Then circle the appositive.
- My town, San Pedro, is having a pancake breakfast. A
 - The breakfast will take place next Sunday morning. _____
 - We are raising money for Pennington, our middle school. A
 - My mom and my brother, Bernie, plan to go. A
 - I am helping to make posters, flyers, and radio ads. _____
- B. Combine each sentence pair to form a sentence with an appositive. Write the appositive on the line to complete the new sentence. Add commas where they belong.
- Noreen is my best friend. Noreen is going to help cook.
 Noreen, my best friend, is going to help cook.
 - Noreen makes great pancakes. Pancakes are my favorite food.
 Noreen makes great pancakes, my favorite food.
 - We expect Ms. Chin to come. Ms. Chin is the mayor.
 We expect Ms. Chin, the mayor, to come.
 - A reporter from *The Daily* might come. *The Daily* is our local paper.
 A reporter from *The Daily*, our local paper, might come.
- C. Write a short passage about your city or town. Include two sentences with appositives.

Run for the Money

- A. Read the paragraph. Underline the compound subjects, compound predicates, and appositives. Above each one, write *compound subject*, *compound predicate*, or *appositive*. (4 points)
- compound subject*
Shomer and Kamela plan to take part in a 10-mile
- race. The race will raise money for charity. Kamela, *appositive*
appositive
a strong athlete, is helping Shomer get in shape. Both *compound predicate*
participants run every day or ride their bikes. The athletic *appositive*
coach, Mr. Travers, helps them train.
- B. Combine each sentence pair to form a sentence with a compound subject, a compound predicate, or an appositive. Use the suggestion in parentheses. (6 points)
- The race attracts a lot of attention. The race is called Jaspers' Jolly Jog. (appositive)
The race, Jaspers' Jolly Jog, attracts a lot of attention.
 - Kamela finishes the race. Shomer finishes the race, too. (compound subject)
Kamela and Shomer finish the race.
 - The runners raise a lot of money. The runners feel proud. (compound predicate)
The runners raise a lot of money and feel proud.
- C. Write a paragraph about something you did that made you feel proud. Include five sentences, with one compound subject, one compound predicate, and one appositive. (5 points)

On Top of the World

- A. Read each group of words. Circle C if the group of words is a complete sentence. Circle F if it is a fragment.
- Have died climbing Mount Everest. C (F)
 - It is the highest mountain in the world. (C) F
 - People know climbing is dangerous. (C) F
 - Take risks and challenge themselves. C (F)
 - Still, thousands of people each year. C (F)
- B. Read each sentence fragment. Circle the words that can be added to form a complete sentence. Write the sentence on the line.
- Made it to the top of Mount Everest in 1975.
(The first woman) Became famous
The first woman made it to the top of Mount Everest in 1975.
 - In 2001, Erik Weihenmayer.
(Climbed this dangerous mountain) On May 25
In 2001, Erik Weihenmayer climbed this dangerous mountain.
 - Was the first blind person to reach the top.
That day (He)
He was the first blind person to reach the top.
- C. Write a short passage about learning to do something difficult, such as playing a sport or giving a speech. Be sure to use complete sentences.

Doing the Impossible

A. Circle **R** if the sentence is a run-on sentence. Circle **C** if the sentence is correct.

- Some people have a strong desire to set world records. **R** **C**
- Ashrita Furman is one of those people he has become famous. **R** **C**
- He has set hundreds of records, and he is not done yet. **R** **C**
- He set his first record in 1979 he did 27,000 jumping jacks. **R** **C**
- Furman is determined this man believes anything is possible. **R** **C**

B. Read the paragraph. Correct each run-on sentence by forming a compound sentence, a complex sentence, or two sentences.

~~Ashrita Furman must be fit. He must also be able to concentrate. In Antarctica he broke the record by traveling the fastest mile on a pogo stick he also raced a yak in Mongolia. Although some people call him crazy, he doesn't care at all. Some people call him crazy he doesn't care at all. Breaking records may sound silly, but it is hard work. I admire Ashrita Furman because he is talented and inspiring.~~

C. Write a short passage about something you do that takes practice and concentration. Be sure to use complete sentences.

Train Your Brain

A. Proofread the passage. Correct the fragments and run-on sentences. (5 points)

My friend Ellen is very curious; ⁵ she is constantly asking

questions. ^{Ellen r} Reads books in search of the answers. My friend knows

about space travel and other serious things, ^{but} she also knows a lot of

fun facts. How does my friend fit all that information in her head?

According to Ellen, we use only about ten percent of our brains, ⁵⁰ there is always room in our heads for more information. Our brains! ^{are really amazing}

B. Correct each fragment or run-on sentence. Write the new sentence or sentences on the line. (5 points)

- I want to try to use more of my brain I am going to read more.
I want to try to use more of my brain, so I am going to read more.
 - Read a book last week about how to become a spy.
I read a book last week about how to become a spy.
 - Today I might learn about caves I might read about flying fish.
Today I might learn about caves, or I might read about flying fish.
 - I don't read as much as Ellen, I am reading more than before.
Although I don't read as much as Ellen, I am reading more than before.
 - Maybe some day!
Maybe some day I will know about all kinds of interesting things!
- C. Write a paragraph about things you are curious about. Include five complete sentences. (5 points)

Whale Sharks

- A. Read the paragraph. Draw a line under the complete subject in each sentence. Circle the simple subject. If the sentence has a compound subject, circle the two simple subjects.

Shauna Jackson's father knows everything about sharks.

Mr. Jackson is a marine biologist. He and his co-worker came to talk to our class about sharks. These two marine experts shared many fascinating facts about whale sharks and other sea creatures. Their presentation and their videos had us on the edge of our seats!

- B. Read the paragraph. Draw a line under the complete predicate in each sentence. Circle the simple predicate. If the sentence has a compound predicate, circle the two simple predicates.

The whale shark is a huge, slow-moving fish. It measures about 40 feet in length and is the largest fish in the world. The whale shark lays eggs the size of footballs. The whale shark's color blends into its surroundings and protects it. These sharks are very rare. Scientists study and learn more about them. Whale sharks are actually quite gentle, according to experts. This fact surprises many people.

- C. Write a paragraph about another sea creature. Use complete sentences and at least one compound subject and one compound predicate.

Do It Yourself

- A. Read the paragraph. Draw a line under each compound sentence and circle the coordinating conjunction. Draw two lines under each complex sentence, and circle the subordinating conjunction.

Mariissa had been asking her dad to redecorate her bedroom for months, so finally she decided to do it herself. She scraped off the old wallpaper behind her bed, and she glued some blank notepaper onto the walls. When she finished doing that, she drew pictures on the notepaper. Next, she started ripping up the carpet, but it was too much for her to handle. Because it was tough work, Mariissa knew she needed some help.

- B. Read each pair of sentences. Use a coordinating or subordinating conjunction to combine the sentences and form a new sentence.

- Mariissa's dad knocked on the door. Mariissa said, "Come in!"
Mariissa's dad knocked on the door, and Mariissa said, "Come in!"
- He saw dust and glue everywhere. He shook his head.
When he saw dust and glue everywhere, he shook his head.
- There was a lot of work to do. Mariissa and her dad worked together.
Because there was a lot of work to do, Mariissa and her dad worked together.

- C. Write a paragraph about a time when doing a project with someone made it easier. Use simple, compound, and complex sentences.

Babylon

A. Read the paragraph. Circle the sentence fragments. Draw a line under the run-on sentences.

(Babylon, a great city of the ancient world) it was built about four thousand years ago and had many magnificent palaces and temples it stood on the banks of the Euphrates River near what is now the town of Al Hillah. (Iraq long ago.) When the king died, people began to leave eventually the beautiful city fell into ruins.

B. Read the paragraph. Correct the sentence fragments and run-on sentences.

Kings in ancient times ruled over separate cities. ^Tthey often tried to bring people from different cities together as one nation/ but this d. ^mDidn't usually work. The king of Babylon, Hammurabi—Made ^{He w}some special laws to try to keep all his people together. ^Wanted to create the Babylonian Empire. The laws were called the Code of Hammurabi, and copies of this code still exist today.

C. Write a passage about an ancient, historical, or imaginary king or queen. Use complete sentences.

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To the Rescue!

A. Read each sentence. Underline the nouns in each sentence. Write S above the noun if it is singular. Write P above the noun if it is plural.

1. There are many times when wild animals need to be rescued. ^P ^S
2. The best way a person can help is to call a rescue center. ^S ^P ^S
3. There, men and women with special skills know what to do. ^P ^P ^P
4. These workers are specially trained to save the lives of very young animals that might need a gentle touch. ^P ^S

B. Circle the noun that correctly completes each sentence. Then write the noun on the line.

1. Animals with injuries can be dangerous. (injury/s/injuries)
2. Untrained adults and children should never touch these animals. (children/childs)
3. Hurt animals are frightened and may use their sharp teeth to bite. (teeth/ tooth/s)
4. Putting boxes over animals that are lying still helps them feel calm. (box/s/ boxes)
5. Helping injured animals is a rewarding activity as long as everyone stays safe! (activity/ activities)

C. Write a short passage explaining why you would or would not like to work with animals. Use singular and plural nouns.

Saving Sea Animals

A. Circle the possessive noun in each sentence. Circle S if the noun is singular possessive or P if it is plural possessive.

1. Lily's job allows her to work with seals and other ocean animals. (S) P
2. Sick or injured sea mammals are found on California's beaches. (S) P
3. Lily and her co-workers save injured animals lives. S (P)
4. Day's work might include feeding animals and giving them medicine. (S) P
5. Lily also answers children's questions. S (P)

B. Circle the possessive noun that correctly completes each sentence. Then write the noun on the line.

1. Sea creatures can be injured by _____ people's trash that has been tossed into the ocean. (people's, peoples)
2. A _____ seal's deep cuts may be caused by a boat or a shark bite. (seals', seal's)
3. A baby _____ animal's recovery at a rescue center may take several weeks. (animal's, animals)
4. Some _____ centers' websites list information about each animal being treated. (center's, centers)
5. A _____ volunteer's help at a rescue center is always appreciated. (volunteer's, volunteers')

C. Write a short passage about a sea animal, such as a sea otter, whale, shark, or seal. Use at least three possessive nouns.

Puppy Love

A. Proofread the passage. Cross out each incorrect form of a singular, plural, or possessive noun. Write the correct form of the noun above it. (5 points)

Guess's dog, Penny, came from the local animal shelter.
shelter's
The shelters' purpose is to care for sick, lost, or abandoned animals. Some peoples take their animals to a shelter when they cannot care for them anymore. Families often come to shelters to adopt dogs or cats.

B. Replace each underlined word or phrase with the correct singular, plural, or possessive noun. Then write the new sentence on the line. (4 points)

1. Guss took several classis on animal training at the shelter.
Guss took several classes on animal training at the shelter.
2. When Guss went to the shelter with his parents, he observed the behavior of the dog.
When Guss went to the shelter with his parents, he observed the dog's behavior.
3. The dog, Penny, looked eagerly at the toys that were on two shelves.
The dog, Penny, looked eagerly at the toys that were on two shelves.
4. Still, she obeyed the command of Guss to sit.
Still, she obeyed Guss's command to sit.

C. Write a paragraph about your pet or about an animal you would like to have for a pet. Include six sentences, and use singular, plural, and possessive nouns. (6 points)

How to Crack an Egg

- A. Read the passage. Circle each pronoun. Above it, write *SP* (for *subject pronoun*) or *OP* (for *object pronoun*).

Uncle Leo tried to teach ^{SP}me how to crack an egg. ^{SP}He said, "First, ^{OP}you must tap the egg against the side of a bowl. Don't tap ^{OP}it too hard, though, or pieces of the shell will get into the yolk. Here, ^{OP}I will show ^{OP}you what to do." Uncle Leo got out two eggs and cracked ^{OP}them perfectly. ^{OP}They slid right into the bowl.

- B. Read the passage. Circle the correct form of each pronoun in parentheses.

My sister and (I) decided to make scrambled eggs.

"First, (we) must crack the eggs," I told (she).

(She) He handed me the egg carton. There were six eggs in (it) them. (I) They took the first one and hit it against

a bowl. The shell broke into tiny pieces. I tried to remove (him), (them), but (they) it were too slippery. The same thing happened with two more eggs.

"(You) She better go get Uncle Leo," I said. "I think we need (he), (him). Maybe he can help (us) it before we run out of eggs."

- C. Write a paragraph about cooking with a friend or a relative. It can be about a real or made-up experience. Use at least three different pronouns.

Stuffed Peppers

- A. Read the passage. Write a pronoun from the word box to complete each sentence. Use each pronoun only once.

I You he she it They We us me them her him

Claudio's class was having a Food Fair. Everyone was supposed to bring a different dish to it. Claudio had no idea what to bring, so he asked his aunt Iris. She said, "You should bring stuffed peppers. Your classmates will love them. I will give you my special recipe. We can even make them together."

Claudio did not like Aunt Iris's stuffed peppers.

They were too spicy. "No thank you," he said to her.

Aunt Iris glared back at him. "Why not?" she asked.

Claudio thought quickly. "Well, you shouldn't share your special recipe with me or anyone else. Mom and I love those peppers. You should only make them for us."

- B. Write about a time when someone offered you something you didn't want. Use at least four different pronouns. Try to use a combination of subject and object pronouns.

Chef Jeff and His Sister Steff

A. Complete each sentence by writing a pronoun that could replace the underlined word or words. (5 points)

1. Chef Jeff filled a big pot with water and put it on the stove.
2. He cut up chunks of vegetables and tossed them in the pot.
3. Jeff knew the soup would take a while to cook, so he left the kitchen.
4. Jeff's sister Steff came by and noticed something funny.
She laughed.
5. "The stove is not on, Jeff," she called to him.

B. Proofread the passage. Cross out each incorrect pronoun and write the correct pronoun above it. (5 points)

Steff was hungry, so she decided to make a snack. She asked Chef Jeff for help. He said, "Sure! We should make some real popcorn in a pot instead of in a bag. Me will cook it on the stove, and this time I promise to turn them on." He both laughed out loud together.

C. What do you think happens to Jeff and Steff next? Write about it, using at least five pronouns. Include both subject and object pronouns. (5 points)

What a Stinger!

A. Read the sentences. Circle the possessive pronouns. (Hint: Two sentences have more than one pronoun.)

1. My friend, Theresa, got a bee sting while hiking.
2. According to her mom, lots of people in our state get stung each year.
3. Sometimes their pets also get stung.
4. If a bee stings your dog, don't panic.
5. Mine got stung last year on its paw and survived with no problems.

B. Read the passage. Circle each possessive pronoun.

The bee will leave its stinger in your dog's skin. My neighbor, Clara, works in an animal hospital. She helped me get the stinger out of Rosco's skin. First, we had to remove the stinger using a pair of tweezers. I couldn't find mine, so we used hers. Then we applied a paste made from baking soda and water to draw the poison out of Rosco's skin. His bravery was amazing! Finally, we put an ice pack over the sting. We stayed with him to make sure he was OK.

C. Write a short passage telling what you know about bees or describing an experience you had with one. Use at least five possessive pronouns.

Hungry Birds

A. Read each sentence. Circle the possessive pronoun that correctly completes it. Then write the pronoun on the line.

1. My family had a picnic in the park to celebrate Memorial Day. (My, Mine)
2. Grammy and Uncle Sid brought our favorite foods. (our, ours)
3. Mine was a turkey and cheese sandwich, with pickles. (Hers, Mine)
4. As we began to eat, we noticed the sound of birds flapping their wings. (its, their)
5. Granny said, "Those birds probably think this food is theirs." (theirs, his)
6. Suddenly, one noisy bluejay made its way to the picnic table. (our, its)
7. "This sandwich is not yours," I yelled out as it headed toward me. (your, yours)
8. Just then another hungry jay landed near Granny and grabbed a slice of apple right off her plate! (her, hers)
9. I guess the bird wanted a lunch as good as ours! (theirs, ours)

B. Write a short passage about a family gathering when something funny or unusual happened. Use at least five possessive pronouns.

The Big Mix-up

A. Proofread the passage. Cross out each incorrect possessive pronoun. Write the correct pronoun above it. (5 points)

One windy weekend my family went camping with Josh's family. Each family brought equipment to share. The tents were ~~ours~~ ^{theirs}, and the coolers were ~~theirs~~ ^{our}. We put all of ~~its~~ food in the two coolers. Josh brought ~~her~~ ^{his} own sleeping bag and so did I. Josh's sister and my sister even brought ~~his~~ ^{their} own special pillows. When it was time to go home, we had a lot to pack up!

B. Read the passage. Then write a possessive pronoun on each line to complete the sentences. (5 points)

As we packed up, we tried to sort things out. "Are these hiking boots yours or your sister's?" Dad asked me as he pointed to a pile of boots.
I replied, "The ones that match Laurie's orange raincoat are hers, and the green ones are mine." Then we couldn't figure out whose pillow was whose. Just when we thought we were ready to go, I realized Josh had picked up my backpack by mistake.

"I'll help you find yours," I told Josh. At that second we spotted it hanging on a tree branch. A silly squirrel was sitting right on top of it!

C. Write a paragraph about a big mix-up you had with a friend or family member. Include five possessive pronouns. (5 points)

Memories

A. Read each sentence. Circle the antecedent of the underlined pronoun. Draw an arrow from the pronoun to its antecedent.

1. Last Sunday Mom got a trunk out of the attic and opened it. In the trunk there was a beautiful photo of Mom and Dad at their wedding.
2. Dad looked handsome in his tuxedo.
3. The trunk also contained some baby clothes with old stains on them.
4. My mother had worn these clothes when she was little!

B. Read the passage. Circle the correct form of each pronoun in parentheses.

Mom found a tiny dress that (he, she) had worn as a little girl. The dress had purple frogs on (them, it). I could not imagine (my, her) mother in that dress! She said that Great-Gramps had given it to (him, her) just before (he, we) had taken the picture. Mom loved the purple frogs. I thought (it, they) looked like blobs of grape jelly. "I would never wear that dress," I said.

"But you did," Mom replied. "It was (their, you) favorite outfit a long time ago. (You, We) just don't remember."

C. Write a paragraph about a memory you have of when you were younger. Use at least three different pronouns. Be sure they agree with their antecedents.

Studying for the Test

A. Choose pronouns from the word box to complete the story. Then write them on the lines. Use each pronoun once.

he she it we they him her them his our your

Chelsey and Hiroto had a big spelling test coming up, so they decided to study together. Chelsey invited Hiroto over to her house. When Hiroto arrived, he had a box full of sticky notes with him.

Chelsey was puzzled. "What are those for?" she asked.

"These will help us study," he answered. "You and I will write the spelling words on the notes. Then we will each take a note, say the word, and stick it on the other's back. You must spell the word I put on your back, and I must spell the word you put on mine. Then we will check each other's words. If both of us spelled our words correctly, we take two more words. But if either word was misspelled, we have to stick both of them on our foreheads!"

Chelsey laughed. But she liked his idea.

B. What do you do to prepare for a test? Write a paragraph about it. Use at least four pronouns. Be sure they agree with their antecedents.

Forget It

- A. Proofread the passage. Cross out each incorrect pronoun and write the correct pronoun above it. (5 points)

Ash is a very forgetful boy. ~~She~~ ^{He} leaves ~~their~~ ^{his} sneakers at school and homework at home. When Ash borrows books from the library, he forgets to return ~~it~~ ^{them}. Once the neighbors asked Ash to watch ~~her~~ ^{their} little dog, Lola. Ash took Lola to the park and left ~~him~~ there! Luckily, Lola can find her way home.

- B. Read each sentence. Above each underlined word or phrase, write the pronoun that could replace it. (6 points)

Ash once forgot Ash's own birthday. Ash went downstairs for breakfast and saw presents on the table. "Who is getting them the presents?" he asked.

Ash's mom could not believe Ash's mom's ears. The presents are for you! Don't you know what today is? Today is your birthday!

- C. Write a paragraph about something that is hard for you to remember. Use at least four pronouns. Include one subject pronoun, one object pronoun, and two possessive pronouns. (4 points)

The Art of Escaping

- A. Circle the noun that correctly completes the sentence. Write the noun on the line.

- Some people have unusual talents. (people, peoples)
- They can escape from locked rooms and boxes nailed tight. (boxes, boxes)
- These performers, called escape artists, do not pull rabbits from a hat or long scarves from their sleeves. (scarves, scarfs)
- One amazing escape artist whom families enjoyed watching was a man named Harry Houdini. (families, families)

- B. Circle the possessive noun that correctly completes each sentence. Write the noun on the line.

- Born in 1874 in Hungary, Houdini's real name was Erik Weisz. (Houdini's, Houdinis')
 - He began performing in New York City as a teen and later used his wife's assistance in his shows. (wife's, wives)
 - Just imagine the audience's reaction when Houdini escaped from ten pairs of handcuffs! (audience's, audiences)
 - Children's mouths hung open in astonishment. They couldn't believe their eyes! (Children's', children's)
- C. Write a short passage about an amazing performer you have seen in person, on TV, or in a movie. Use singular, plural, and possessive nouns.

Up in the Air

A. Circle the pronoun that correctly completes each sentence. Then write the pronoun on the line.

1. Last week my mom told me about a man who walks on wires high above the ground. (my, mine, me)
2. His name is Nik Wallenda. (His, Her, He)
3. In 1981 at age two, Nik had his first performance. (he, his, him)
4. He was dressed as a tiny clown. (Him, He, His)
5. Yesterday Mom and I watched Nik on TV as he walked across Niagara Falls on a high wire. (me, us, I)
6. Our hearts were thumping as Nik began the walk almost 200 feet above the rushing water. (Ours, Our, My)
7. My heart was beating harder than Mom's. (Ours, My, Mine)
8. Nik completed the dangerous walk although some people thought it couldn't be done. (its, it, he)
9. Nik Wallenda performs such daring acts to inspire people to follow their dreams. (them, their, theirs)

B. Write a short passage about something that takes a lot of courage to do. Use subject, object, and possessive pronouns.

Lions and Tigers

A. Proofread the passage. Cross out each incorrect pronoun and write the correct pronoun above it.

Patricia White loves lions, tigers, and leopards. In fact, ~~she~~ her worked with these wild cats in circuses. Pat trained the animals by giving them rewards and took very good care of ~~them~~ them. To train wild animals, Pat knows that it is important to understand ~~its~~ their behavior. She says that each animal has their own personality. Pat thinks tigers are harder to train than lions. Still, she worked with tigers, and ~~them~~ they were part of her circus act.

B. Read the passage. Complete each sentence by writing the correct pronoun on the line. Then draw an arrow from the pronoun to its antecedent.

Dan and Ahmed went to the circus for the first time. They were excited. Dan brought along his camera. He quickly snatched it from his pocket as the elephants paraded into the circus tent. The boys laughed as the huge elephants pointed their trunks right at them. Ahmed smiled at Dan and said, "We are lucky to have such great seats."

C. Write a paragraph about a wild animal such as a lion, a tiger, or an elephant. Use at least one subject pronoun, two object pronouns, and two possessive pronouns. Make sure each pronoun agrees with its antecedent.

Wake Up!

- A. Read the passage and underline each verb. Above the verb, write **AV** if it is an action verb, **LV** if it is a linking verb, or **HV** if it is a helping verb.

Most of us yawn throughout the day. Why? It feels good. We may be tired or bored. Our brain needs oxygen. So it sends a signal to our mouth, which stretches wide open. Air rushes in, and oxygen flows into our bloodstream. This wakes our brain. A yawn might look silly, but it is great for your body.

- B. Read the passage and underline each verb. Above the verb, write **past**, **present**, or **future** to show what tense it is.

Every morning my alarm rings at 6:30 a.m. I wake slowly and prepare for school. I catch the bus at 7:15. This morning, however, was different. When I woke and opened my eyes, the clock said 7:10! I jumped out of bed and ran downstairs. My parents were in the kitchen. "Why are you up so early?" Dad asked. "You usually sleep late on Saturdays." I felt so silly! Tomorrow will be different. I will enjoy Sunday morning in bed.

- C. Write a short story about getting up in the morning. Use at least four different verbs, including one **past-tense**, one **present-tense**, and one **future-tense** verb.

Night Life

- A. Write a verb from the list to complete each sentence. Use each verb only once. Change the form of the verb, if necessary, to show the correct tense.

wake be run tip search get

- Raccoons are animals that often search for food at night.
- Last night a raccoon tipped over a garbage can under my window.
- The loud noise woke me from a deep sleep.
- I opened the window and yelled, "Hey, get out of there!"
- The raccoon ran away into the darkness.
- I wonder if the raccoon will be back tonight.

- B. Read the passage. Circle the correct form of each verb in parentheses.

When I got up this morning, I (tell, told) my mom about the raccoon. She (was, will be) not surprised. She (said, say), "Raccoons (do) did things like that all the time. They (looked, look) cute, but they (are, were) still wild animals. Tonight we (check, will check) the garbage can to make sure the lid is on tight. Otherwise, the raccoons (will make, made) a big mess."

- C. Imagine that you hear a noise in the night. Write a short story about it, using at least five verbs. Include **past-tense**, **present-tense**, and **future-tense** verbs.

Am I Dreaming?

A. Complete the chart. Fill in the missing tenses of the verbs to show their correct forms. (5 points)

Present	Past	Future
1. <u>laugh</u>	laughed	will laugh
2. is	<u>was</u>	will be
3. begin	began	<u>will begin</u>
4. hurry	<u>hurried</u>	will hurry
5. feel	<u>felt</u>	will feel

B. Proofread the passage. Cross out any verb that is not in the correct tense. Write the correct form of the verb above it. (5 points)

I had a funny dream last night. It ~~will be~~ ^{was} about a mouse in a clown costume. The mouse said, "Please ~~follow~~ ^{follow} me." When I asked where we were going, the mouse ~~reply~~ ^{replied}, "You see soon enough." Then suddenly I ~~become~~ ^{became} a mouse, and we went to the circus!

C. Write about a funny or scary dream you have had. Use at least five verbs, including one present-tense, one future-tense, and three past-tense verbs. (5 points)

Excitement on the Ice

A. Read the passage. Draw one line under each present-perfect verb phrase, two lines under each past-perfect verb, and three lines under each future-tense verb.

My cousins Tina and Taylon love hockey. They have played since they were little. For years their favorite professional team has been the Philadelphia Flyers. Until last week, though, neither of them had gone to a real game. They had watched the Flyers play only on TV. Then one day Aunt Annalise came home with a surprise. She had bought four tickets!

"Yahoo!" shouted Taylon. "By this time next week, we will have seen the Flyers beat the Rangers!"

B. Read the passage. Circle the correct helping verb or past participle to complete each sentence.

The arena was filled with fans who (have, had) come to see the hockey game. The Flyers were losing, and their star player had (be, been) injured. Suddenly, one of the Flyers zoomed down the ice and scored. "Yes!" Tina shouted. "He (has) had) just tied the game! If the Flyers score once more, we will have (taken) took) the lead!"

C. Write a paragraph about watching an athlete or your favorite team in action. Use one present-, past-, and future-perfect tense.

Battle on the Ball Field

- A. Write the correct perfect-tense form of each verb shown in parentheses to complete the paragraph.

"This is Ned Lane coming to you from Gigantic Stadium, where the Muskrats have taken ^(take) the lead. A few moments ago, they were losing 6 to 3, but Ira Blansky's home run has changed ^(change) all that. Let's go to Lisa Lu on the field."

"Hi, Ned! When I interviewed Blansky yesterday, he was in a great mood. He had injured ^(injure) his hand a few weeks ago, but now the injury has healed ^(heal). He told me, however, that he needs knee surgery. He will do it later this year, but by next season he will have recovered ^(recover) fully. Also, the Muskrats will have gotten ^(get) another strong catcher by then, so fans shouldn't worry. Back to you, Ned!"

"Thanks, Lisa. Today's game sure has been ^(be) interesting. Before today I had expected ^(expect) the Muskrats to lose. But now, well, who knows?"

- B. Imagine you are a sports announcer describing an exciting game or race. Write what you would be saying. Use at least four perfect-tense verbs.

Super Football

- A. Complete the chart. Fill in the missing forms of the verbs. (6 points)

	Present-perfect	Past-perfect	Future-perfect
1. score	has or have scored	<u>had scored</u>	<u>will have scored</u>
2. break	<u>has or have broken</u>	had broken	<u>will have broken</u>
3. go	<u>has or have gone</u>	<u>had gone</u>	will have gone

- B. Proofread the sentences. Cross out each incorrect verb form and write the correct form above it. (5 points)

- The San Francisco 49ers have ~~won~~ ^{won} the Super Bowl five times since 1982.
- Before he retired from the team in 2005, Jerry Rice had ~~broken~~ ^{broken} many records.
- If the San Francisco 49ers win the Super Bowl next year, it ~~has been~~ ^{will have} the first time since 1994.
- The New Orleans Saints finally won the Super Bowl in 2010. They ~~have never~~ ^{had} played in the Super Bowl before that.
- I have ~~watch~~ ^{watched} the Super Bowl with my friends every year for the past four years.

- C. Pretend you have just broken a record in your favorite sport. Write about it, using at least four perfect-tense verbs. (4 points)

The Roller Coaster Ride

- A. Draw one line under each present-progressive verb phrase, two lines under each past-progressive verb phrase, and three lines under each future-progressive verb phrase.

My heart was pounding as I climbed into the little car.

Levi and Alondra were sitting in front of me. "Don't be afraid,"

shouted Alondra, but her voice was shaking. "In a few minutes,

we will be having more fun than we've ever had in our lives!"

"I'm not so sure of that!" I shouted back. Then the ride

started. The wheels were squeaking as the car crept upwards

along the track. "This is feeling pretty good," I said. "We are

moving at the perfect speed!"

- B. Read the rest of the passage. Circle the correct form of the verb to complete each sentence.

Suddenly, the car reached the top of the track and

we (are, were) zooming toward the ground. Alondra

(was) were) shrieking with delight. Before I knew it, the car

(was) were) whipping around a curve and going up again.

"I (am) is) closing my eyes," I screamed. "And they

(will be) were) staying shut until the end of the ride!"

- C. Write a paragraph about a thrilling experience you have had. Use at least one verb in the present-progressive tense, one in the past-progressive tense, and one in the future-progressive tense.

Whirling and Twirling

- A. Write the correct progressive-tense form of each verb shown in parentheses to complete the passage.

As we walked away from the roller coaster, my legs

were shaking (shake). Levi was laughing (laugh).

"Come on," he said. "Let's go on the Whirl-and-Twirl next!"

"No way," I replied. I saw a bench and said, "I

am sitting (sit) down. You can go if you want.

I will be waiting (wait) right here when you get back."

Levi and Alondra ran off. I was feeling (feel)

thirsty, so I bought a cold drink and returned to the bench.

"This drink is making (make) me feel better," I said.

A little while later, Levi and Alondra reappeared. Both of them

were looking (look) ill. "How was the ride?" I asked.

"Right now we are wishing (wish) we had not gone

on it," said Alondra.

"Yeah," admitted Levi. "My head will be spinning (spin)

for the rest of the day."

- B. Write the beginning of a story about a group of friends at an amusement park. Use at least four progressive-tense verbs in your writing.

Tunnel of Fun

A. Complete the chart. Fill in the missing forms of the verbs. (6 points)

	Present-progressive	Past-progressive	Future-progressive
1. laugh	She <u>is laughing</u> .	She <u>was laughing</u> .	She <u>will be laughing</u> .
2. stop	We <u>are stopping</u> .	We <u>were stopping</u> .	We <u>will be stopping</u> .

B. Proofread the passage. Cross out each incorrect verb form and write the correct form above it to make it the progressive tense. (5 points)

are "You ~~is~~ now entering the Tunnel of Mirrors," said the man at the gate. He ~~is~~ wearing a purple hat. "I will be your guide. In a moment you ~~are~~ seeing some unusual things, so be prepared!" He led us into a dark hall. I ~~am~~ getting scared. Then the lights came on, and we ~~were~~ staring at millions of copies of ourselves.

C. Pretend you are walking into a dark room. Write about it, using four progressive-tense verbs. Include each type of progressive tense—present, past, and future—at least once. (4 points)

A Woman for President

A. Read the passage. Circle the correct form of the verb to complete each sentence.

Victoria Woodhull (was is) a newspaper owner in the 1800s. She also (bought) and (sells, sold) stocks on Wall Street. Today these (are were) not unusual activities for a woman. But back then, Woodhull (is doing, was doing) something that few other women (did do). In 1872 women could not even vote, yet Woodhull (will run, ran) for U.S. president. She (did does) not win. However, she (gets, got) a lot of attention from people.

B. Read each pair of sentences. If the verb tense in the second sentence is correct, write C above it. If it is incorrect, write I.

- Victoria Woodhull died in 1927. Today few people remember Woodhull's amazing story.
I
- Shirley Chisholm became the first African American woman elected to Congress in 1968. Then in 1972 she runs for the U.S. presidency.
I
- Hillary Clinton ran for president in 2008. Her husband, Bill Clinton, is president from 1993 to 2001.
C

C. Write a paragraph about a woman you admire. She can be famous or someone you know. Include at least three verbs, and make sure they are the correct tense.

Mr. Baker

A. Read the story. Write the correct form of the verb to complete each sentence.

Mr. Baker had recently moved next

door to Felipe and Juan from another state. The boys' mother

asked them to drop a "Welcome" card into

Mr. Baker's mailbox.

Felipe and Juan dropped the card into the

mailbox. Then they noticed that all the windows

were open.

"Yum," said Juan. "Something

smells good in there."

Just then, Mr. Baker saw

the boys and smiled. He

opened the front door. "Would you like some

fresh bread?" he said to them. "I just

baked a few loaves."

The boys laughed. "Are you a baker?"

"Yes! In my old town, I owned an award-

winning bakery. Next month I will open one here."

B. Write a story about someone in your neighborhood with an interesting job. Use at least four verbs. Use each tense at least once.

The Sky Is the Limit

A. Read each set of verbs in the word boxes. Write the correct form of the verb on each line. (6 points)

flies flew will fly

1. When my grandfather was in the Navy, he flew helicopters.

Now he flies passenger planes for an airline. Next week he

will fly to Japan.

visit visited will visit

2. I always visit my grandma when Grandpa goes on a long trip.

So I will visit her next week. Last month I visited her when

Grandpa went to Spain.

B. Proofread the paragraph. Look for incorrect verb tenses. Cross out each one and write the correct tense above it. (4 points)

In 1991 Dr. Ellen Ochoa became an astronaut. She was

already an engineer and inventor. Two years later she went into

was

space. She will be the first Hispanic woman to do so. Then in

flew

1999 Ellen will fly on the Space Shuttle *Discovery*. This flight

docked

made history when the shuttle docked with the International

Space Station.

C. Pretend it is 50 years from now, and you are looking back on your life. Write a paragraph about what you have done or become. Use five verbs. Be sure to use tenses correctly. (5 points)

Music for Everyone

A. Read each sentence. Underline the complete subject and circle the verb. Above the subject, write *S* if it is singular or *P* if it is plural.

- Mrs. Garafoli and her husband teach music at the Community Center.
- Mrs. Garafoli goes to the Community Center every day.
- She gives piano and guitar lessons.
- Jazz, blues, and hip-hop are her favorite types of music.
- Mr. Garafoli likes classical music and opera.

B. Read each sentence. Make the subject and verb agree by circling the correct word or words in parentheses.

- Mr. Garafoli (was) an opera singer many years ago.
- He and his wife (has/have) beautiful voices.
- (Mr. Garafoli) Mr. and Mrs. Garafoli also writes songs.
- (The songs) One song are funny and clever.
- The words and the music (go, goes) together perfectly.
- Bobby and Billy Thompson (take) voice lessons from Mr. Garafoli.
- Bobby or Billy (sing/sings) the melody.
- Mr. Garafoli's (student, students) learn a lot from him.

C. Imagine you are taking a lesson with Mr. or Mrs. Garafoli. Write a paragraph about it, using at least two compound subjects.

Band Practice

A. Write a verb from the word box to complete each sentence. Add an ending to the verb if it needs one.

sing	wonder	bang	want	break
play	screech	miss	name	say

Edwardo and his friends start a band. They _____ name themselves The Tuners. Carter _____ says that he will play the drums. Shakir and Chloe _____ want to play their trumpets. Trevor and Ziva both _____ play guitar. Edwardo is the lead singer.

The first practice does not go well. Carter _____ bangs noisily on his drums. Shakir's trumpet _____ screeches loudly like a parrot. One of Trevor's guitar strings _____ breaks into two parts. Chloe _____ misses some of the notes completely. Edwardo _____ sings at the wrong time. They all _____ wonder if the band should change its name to The Out-of-Tuners.

B. Imagine you are in a band. Write a short story about it, using singular and plural subjects. Include at least two compound subjects.

Strumming and Plucking

A. Write the correct word from the word box to complete each sentence. (6 points)

is	are	pluck	strums	have	has
----	-----	-------	--------	------	-----

1. A guitar and a banjo are both string instruments.
2. A player strums the instrument.
3. Guitar and banjo players also pluck the strings.
4. The two instruments have different-shaped bodies.
5. A banjo has a body shaped like a circle.
6. A guitar's body is curved like an hourglass.

B. Proofread each pair of sentences. Cross out the incorrect verb and write the correct form above it to show subject-verb agreement. (4 points)

1. The Rock and Roll Hall of Fame is in Cleveland. It ~~have~~ ^{has} a huge collection of guitars.
2. The electric guitar was invented by George Beauchamp. He ~~was~~ ^{were} and John Dopyera was trying to make their guitars louder.
3. An electric guitar ~~plug~~ ^{plugs} into an amplifier. The amplifier sends a signal to a speaker.
4. The amplifier and speaker ~~work~~ ^{work} together to produce sound. The sound comes out of the speaker.

C. Invent an instrument. Write five sentences to describe it. (5 points)

A Southwestern Sight to See

A. Read the passage and circle each verb. Above the verb, write AV if it is an action verb, LV if it is a linking verb, or HV if it is a helping verb.

The Rio Grande ^{LV} is the fifth-longest river in the United States. This famous river ^{AV} flows for about 1,900 miles through Colorado, New Mexico, and Texas. Along the way, it ^{LV} becomes the border between Texas and Mexico.

The river ^{HV} may ^{LV} seem calm in some places, but other sections ^{AV} are fast and wild. In New Mexico, people ^{AV} ride down the rapids in huge rafts. You ^{HV} can ^{AV} also ^{LV} hike along the banks.

B. Proofread the passage. Cross out each incorrect verb and write the correct form above it to show subject-verb agreement.

Every year a place in the southwestern United States ~~attract~~ ^{attracts} thousands of visitors. At Four Corners Monument, you can stand in four different states at once! Arizona, New Mexico, Colorado, and Utah all ~~meet~~ ^{meet} at a point here. You put your right foot in Arizona. Your left foot ~~go~~ ^{goes} in Utah. Then you bend down and ~~place~~ ^{place} your hands in the other two states. One hand ~~touch~~ ^{touches} Colorado while the other hand ~~are~~ ^{is} in New Mexico.

C. Write a brief passage about an interesting place you visited or want to visit. Be sure to use action, linking, and helping verbs correctly.

What's New in New Jersey?

A. Read the passage. Circle the correct form of each verb in parentheses.

Yesterday our teacher (tells, told) us some interesting facts about New Jersey. For instance, the state (has, have) one of the largest seaports in the United States. Also, the light bulb, phonograph, and movie camera (was, were) invented by Thomas Edison in New Jersey. But our teacher's favorite thing (may be, been) the spoon collection at the Lambert Castle Museum. There you (saw, can see) hundreds of different spoons from all over the world.

B. Write a verb from the word box to complete each sentence. Change the form of the verb, if necessary, to show the correct tense. Use each verb only once.

find donate have tell

If you go to the Lambert Castle Museum, you _____ will find some amazing spoons. A woman named Bertha Schaefer-Koempel _____ donated the collection to the museum in 1966. She _____ had more than 5,400 spoons in her possession when she died. Every spoon _____ tells a story about someone's adventures.

C. Write a brief passage about something that you or someone you know collects. Use past-, present-, and future-tense verbs.

Travel Plans

A. Read each sentence. Write the missing helping verb to correctly form the perfect or progressive tense.

Last night my family and I _____ were discussing our plans for the summer. My older brother Sam _____ was complaining because he _____ had hoped for something other than a trip to see Grandma. She moved to Chicago five years ago, and she _____ has lived there ever since. "I _____ am not going," Sam announced.

"If you don't go, you _____ will be missing all the fun," said Dad. "I _____ have already bought tickets to a Cubs game and the Planetarium. Also, we _____ will be going to a big festival in Millennium Park. Besides, by next month, it _____ will have been two years since we _____ have seen her."

B. Write a brief passage about a discussion you have had recently about making plans with friends or relatives. Use perfect- and progressive-tense verbs correctly.

The Most Important Star

A. Read the passage. Circle each adjective. Draw an arrow to the noun or pronoun it describes.

On dark cloudless nights, the sky twinkles with stars. However, there is one star that is special and it can be seen only during the day. That star is the sun. The sun provides us with bright light, warmth, and energy. Green plants convert the sun's energy into food. So when you eat a crunchy carrot or a sweet juicy strawberry, it is as if you are eating a small piece of sunshine.

B. Read the passage. Circle the correct form of the adjectives in parentheses to complete the sentences.

The sun is not the (brighter, brightest) star in the universe, but it is the (closest, most close) one to us. And it is (hotter, hottest) than any other object in our solar system. That is why you should protect your skin when you are outside. Your skin is (more important, importanter) than you may realize. Always wear sunscreen with the (most highest, highest) amount of protection you can find.

C. Write a paragraph about how the sun makes you feel. Use at least four adjectives.

Extreme Planets

A. Read the passage. Write an adjective from the word box to complete each sentence. Use each adjective only once.

three	largest	many	hottest	nearest
tiny	rough	smaller	hot	

Jupiter is a gigantic ball of swirling gas. It is the largest planet in our solar system. The size of Earth is tiny compared to Jupiter. In fact, only three planets are smaller than Earth: Mercury, Venus, and Mars.

Mercury is the planet that is nearest to the sun. It is made of rock, so its surface is hard and rough. It has many craters, similar to our moon's craters. Because Mercury is next to the sun, you can imagine how hot it is. However, Mercury is actually not the hottest planet in the solar system—Venus is. The temperature on Venus can get up to around 880 degrees Fahrenheit!

B. Imagine you discover a new planet. Write a brief description of it. Use at least four adjectives, including one comparative and one superlative adjective.

Moonlight

- A. Read each sentence. Write the adjective from the word box that means about the same thing as the underlined adjective. (5 points)

erie feathery distant quiet single

- The full moon rose over the faraway mountains. distant
- A long star twinkled in the sky. single
- Soft, wispy clouds floated past the moon. feathery
- The moonlight cast strange shadows on the ground. erie
- The night air was still and silent. quiet

- B. Proofread the passage. Cross out each incorrect adjective form. Write the correct form above it. (5 points)

Did you see the full moon last night? I think it was most beautiful the ~~beautifulest~~ moon I have ever seen. It was brighter and ~~more~~ larger than it has been all month. Tomorrow night it will ~~thinner~~ start to get ~~thinner~~ again. In two weeks we won't see it at all. The sky will be much ~~dark~~ darker than it is tonight. But that's OK. A moonless night is the ~~most~~ best time to see stars.

- C. Imagine you are looking down on Earth from the moon. Write a description of what you see and how it makes you feel. Use at least five adjectives, including one comparative and one superlative adjective. (5 points)

The Audition

- A. Read the passage. Draw an arrow from each underlined adverb to the verb or adjective being described.

Yesterday I auditioned for the part of Little Mouse in the school play. I read each line loudly and dramatically. I thought I had performed well. When I was done, Ms. Partridge applauded politely and said that my voice was certainly powerful. Ms. Partridge always says nice things. I walked away, feeling very happy.

- B. Read the passage. Circle the correct form of the adverb in parentheses to complete each sentence.

I did not get the part of Little Mouse. Ms. Partridge says I spoke (more forcefully, forceful) than I needed to. The character of Little Mouse is shy and speaks (least boldly, less boldly) than I did. Now I realize I should have studied the part (most careful, more carefully)! But I did speak the (loudest, most loudest) of anyone, and I pronounced my words the (more clearly, most clearly). So Ms. Partridge gave me the role of Narrator. I like that job (better, weller) anyway, because I get to be in every scene.

- C. Write a paragraph about how you think you'd act during an audition. Use at least four adverbs in your paragraph.

On the Red Carpet

A. Read the passage. Write an adverb from the word box to complete each sentence. Use each adverb only once.

often forward meanly more gracefully
brightly worst confidently badly

Cameras flashed brightly at the movie stars as they entered the theater. The actors waved to their adoring fans, who leaned forward to get autographs.

Action hero Ryan Duckling looked handsome in his tuxedo, strutting confidently down the red carpet. He was with Britney Glass, who wore a beautiful blue gown. She moved more gracefully than a ballet dancer, even though everyone knew she was suffering badly from a toe injury.

Next came movie director Charlie Keaton, who dressed the worst of anybody in Hollywood. He often came to events wearing weird hats and shoes. A few people booed at him meanly.

B. Imagine you see your favorite movie or TV star on the street. Write a paragraph about your experience. Use at least five adverbs.

In the Audience

A. Read each sentence. Write the adverb from the word box that means about the same thing as the underlined adverb. (5 points)

outdoors noisily frequently quite gradually

1. The lights in the theater dimmed slowly. gradually
2. Someone in the audience just sneezed loudly. noisily
3. I often go to performances at the community theater. frequently
4. From the balcony those actors look very small. quite
5. At intermission people strolled outside to stretch their legs. outdoors

B. Proofread the passage. Cross out each incorrect adverb form. Write the correct form above it. (5 points)

Benji shifted ~~nervously~~ in his chair. It was almost time for his little sister's dance performance. He hoped she would dance better than everyone else in her class. She had certainly practiced hardest of everyone. Finally she came out on stage and bowed graciously. Benji clapped more proudly than anyone else in the audience.

C. Write a story about a time when you were nervous about something. Use at least five adverbs, including one that describes where and one that describes when. (5 points)

Olympic Heroes

A. Read the passage. Each prepositional phrase has been underlined. Circle its preposition, and draw a box around the object of the preposition.

In 1904 a man with a wooden leg won six medals at the Olympics. The man, George Eyser, was a gymnast from St. Louis. The Olympics were in St. Louis that year.

Eyser received three gold medals, two silver, and one bronze

for his performance in the gymnastics events.

B. Read each sentence. Underline the prepositional phrase in each sentence. Circle its preposition and draw a box around the object of the preposition.

1. Gymnast Kerri Strug was 18 years old when she went

to the 1996 Olympics.

2. Strug helped the women's gymnastics team win a gold medal

for the United States.

3. Strug had to perform on a badly injured ankle.

4. She felt terrible pain in her ankle, but she finished perfectly.

5. Strug's teammates on the sidelines clapped and cheered wildly.

6. The coach lifted her up and carried her in his arms.

7. Everyone knew Kerri Strug's name after that day.

8. People are still amazed by her accomplishment.

C. Write a paragraph about something difficult that you are proud of having done. Use at least three prepositional phrases.

Swimming in Sync

A. Complete each sentence by writing a prepositional phrase from the word box. Use each phrase only once.

for a long time about an interesting sport
in swimsuits with their arms and legs of the water

Last night I saw a television program about an interesting sport. This sport is called synchronized swimming, and it's a team sport. Swimmers perform difficult tricks on the surface of the water and below it.

They must be able to hold their breath for a long time and coordinate their movements with their teammates. The swimmers make precise movements with their arm and legs, stretching and twirling like ballet dancers in swimsuits.

B. Rewrite each sentence. Add a prepositional phrase that answers the question in parentheses.

1. I went swimming. (When?)
I went swimming in the late morning.
2. I put my towel down. (Where?)
I put my towel down on the first row of bleachers.
3. After swimming ten laps, I ate lunch. (With whom?)
After swimming ten laps, I ate lunch with my friend Lilia.

C. Imagine you are at the Olympics, watching your favorite sport. Describe what you see, using at least four prepositional phrases.

Sample answers are listed above. Answers may vary.

Diving Lessons

A. Circle the preposition in each sentence. Write position, direction, or time to tell what the preposition shows. (5 points)

- Jeremy walks toward the diving board's edge. direction
- The crowd below him chants his name. position
- After a moment Jeremy takes a deep breath. time
- He springs from the board and does a double-rotating-triple-back-flip. direction
- The spectacular dive is only in his imagination, position though.

B. Draw a line from each incomplete sentence to the prepositional phrase that completes it. Then write each new sentence. (4 points)

Stand off the edge.
 Put your hands over your head.
 Lean forward and bend with your knees slightly bent.
 Use your feet to push at the waist.

- Stand with your knees slightly bent.
- Put your hands over your head.
- Lean forward and bend at the waist.
- Use your feet to push off the edge.

C. Think of something you know how to do well. Write steps to explain it. Use at least six prepositional phrases. (6 points)

The Salad Bar

A. Read each sentence. Circle the correct conjunction to complete the sentence.

- At Biggerson's Salad Bar, you can get not only salad (or, but also) sandwiches.
- The sandwiches come on either wheat bread or a roll.
- At the salad bar, people both build their salads and (or) add to their sandwiches.
- Neither burgers (or, nor) hot dogs are served at Biggerson's.
- The food at Biggerson's is not only (but) delicious but also healthful.
- You can either eat there (but also, or) order the food to take home.

B. Read each sentence. Circle the conjunction that is in the wrong place, and draw an arrow to where it should go.

- I both like tomatoes and cucumbers in my salad.
- Carrots or celery (either) can make the salad extra crunchy.
- My sister puts neither dressing on her salad nor adds any cheese.
- The salad bar not only has lettuce but also peas and red beans.
- My sister and my dad like to both put chopped egg in their salad.
- Neither they add peppers nor onions.

C. Write a paragraph about what you like to put in your salad. Use the conjunction pairs both/and and not only/but also.

The Amazing Peanut

A. Read the passage. Complete each sentence by writing a conjunction from the word box.

both neither either nor and not only but also or

Did you know that a peanut is neither a pea nor a nut? It is actually a fruit. In fact, it is not only a fruit

but also a legume. Fruits are the part of a plant that has seeds, and legumes are fruits that grow in pods. Examples of legumes include both peas and lima beans.

Most fruits either develop on a vine or hang from a tree. However, a peanut grows on neither a vine nor a tree. It develops underground.

Peanuts are very nutritious. They contain not only a lot of protein but also healthy fats. Plus, they are a good source of both vitamin E and fiber. So the next time you want a healthy snack, either grab a handful of peanuts or make a peanut butter sandwich.

B. Write a paragraph about a kind of fruit or nut that you like. Use at least two of the following conjunction pairs: *either/or*, *neither/nor*, *both/and*, or *not only/but also*.

Lunchtime

A. Circle the conjunctions in each sentence. Write *choice*, *combination*, or *addition* to tell what each conjunction pair forms. (4 points)

1. For lunch Patrick always brings either a sandwich or a burrito. choice
2. Both Patrick and I like to share our lunches with each other. combination
3. Today we not only shared sandwiches but also traded fruit. addition
4. Neither Patrick nor I brought any chips today. choice

B. Read the passage. Write the correct conjunction to complete each sentence. (5 points)

both either and nor but also

"Oh no! Mom put both pickles and onions in my sandwich today," said Patrick. "I don't like either pickles or onions! They not only taste strong but also give me a stomachache."

"I love both pickles and onions!" I replied. "I'll put yours on my sandwich. They neither taste bad to me nor make me sick."

C. What do you like to put on a sandwich? What don't you like? Write a paragraph, using at least three conjunction pairs. (6 points)

My Brother's Soccer Games

- A. Underline the interjections in the paragraph. Circle the punctuation that expresses strong feeling. Draw a square around the punctuation that expresses milder feeling.

Boy! I'm tired of watching my little brother play soccer. My whole family goes to all his games. Hey! I know he's my little

brother, but those games eat up most of my free time. Good grief!

I could be doing dozens of other things instead! Last weekend my

little brother scored a really difficult goal. After the game he told

me that he'd made the goal because I was there cheering for him.

Yikes! Did I feel guilty or what? Well, I guess it's important that I go to his games, after all. What's a big brother for?

- B. Rewrite the sentences, adding punctuation to indicate the emotion shown in parentheses. Capitalize words as needed.

1. Boy it's awesome to have my big brother come to my soccer games. (strong)

Boy! It's awesome to have my big brother come to my soccer games.

2. Oh I'd play my best whether he came to the games or not. (mild)

Oh, I'd play my best whether he came to the games or not.

3. Well maybe I wouldn't push myself as hard if he weren't there. (mild)

Well, maybe I wouldn't push myself as hard if he weren't there.

- C. Write a paragraph about an exciting sport. Use interjections and punctuation to show feelings.

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Sample answers are listed above. Answers may vary.

Well, Better Luck Next Time!

- A. Rewrite the sentence using interjections from the word box to complete the sentences. Use punctuation to express feelings.

Good grief	Hey	Boy	Ouch	Oh
------------	-----	-----	------	----

1. I wish I didn't have to go to swim practice today.

Oh, I wish I didn't have to go to swim practice today.

2. I blew it yesterday when I did a belly flop.

Boy, I blew it yesterday when I did a belly flop.

3. It hurt like crazy when I hit the water.

Ouch! It hurt like crazy when I hit the water.

4. Will I ever live down that embarrassing moment?

Good grief! Will I ever live down that embarrassing moment?

5. We all make mistakes, so I just have to get over it.

Hey, we all make mistakes, so I just have to get over it.

- B. Using a word from the word box above, write a sentence about swimming to match each description in parentheses.

1. Hey! Don't run by the pool!
(strong feelings)

2. Oh, the water feels good today.
(milder feelings)

3. Ouch! That hurt when my toe scraped the side of the pool.
(strong feelings)

- C. Write a paragraph about an activity that you have found challenging. Use interjections and punctuation to express emotions.

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Sample answers are listed above. Answers may vary.

Riding the River!

A. Proofread the paragraph. Add punctuation to express emotion. (5 points)

Wow! We had the most amazing time rafting on the river. Boy, we had to work hard to avoid the rocks! At one point our raft got stuck between two big boulders! Hooray, we got out of that jam.

B. Write an interjection from the word box on each line. Add the appropriate punctuation following each interjection. (4 points)

Yikes	Oh	Phew	Ah
-------	----	------	----

1. ___ Ah, ___ riding the river in calm places is so relaxing.
2. ___ Oh, ___ I suppose there are more exciting ways to spend a day.
3. ___ Yikes! ___ Those rapids came up fast!
4. ___ Pheew! ___ We got through the rapids without flipping over!

C. Write a paragraph about an exciting adventure. Use at least three interjections and punctuation to express emotions. (6 points)

About That Smell . . .

A. Write *F* (for formal) or *I* (for informal) above each sentence.

- F* Dear Mr. Rose:
- F* For several weeks, I have noticed an unusual smell in the hall outside apartment 212. Buddy, you gotta have something nasty in there! I am not sure whether the odor is due to a wet dog or a moldy carpet. Man, you better do something about it, though!
- F* I would prefer not to have to complain to the landlord.

Your neighbor,

Ms. Johnson

B. Underline each sentence that is too informal for this informational paragraph on the water cycle.

- When the sun heats Earth, water on the surface of oceans and other bodies of water evaporates. What that means, dude, is that it turns into, like, vapor. The vapor rises into the atmosphere, where the cooler temperatures cause it to condense. So, like, this vapor stuff turns back into water droplets, forming a cloud thing. Then it rains. How cool is that?

C. Write a short paragraph about something in nature that interests you. Write it in informal language, as if you were writing an e-mail to a friend.

Didgeridoo

A. Circle a or b to show which sentence you would use for each type of writing.

1. Type of writing: a research report

- a) The didgeridoo is one of the world's oldest instruments.
- b. I think the didgeridoo is a really cool instrument.

2. Type of writing: an informative paragraph

- a) It is a heavy tube made by the native people of Australia.
- b. It's this tube-like thing that's made by these dudes in Australia.

3. Type of writing: an e-mail to a friend

- a. The native artists find a particular branch and cut it to match a certain length.
- b) These guys take a branch, and they, like, chop it into the size they want.

B. Read the paragraph. Rewrite it to sound more formal.

You oughta hear a didgeridoo when some dude blows away on it. Totally awesome! I gotta get me one.

It's interesting to hear the sound of the didgeridoo when someone plays it. It's quite amazing. I think it would be fun to have a didgeridoo.

C. Imagine you are giving a report at school about a kind of music or musical instrument that interests you. Write the first paragraph, using formal language.

Sample answers are listed above. Answers may vary.

What's Up?

A. Read the paragraph. Cross out the informal sentences and rewrite them above in a more formal way. (6 points)

Most jewels are stones that are dug from deep inside the earth. ~~Not pearls; man, no way.~~ Pearls are hard, round objects that grow inside living oysters. ~~See, when this oyster gets annoyed by something like sand, it makes a substance to cover it.~~ *When an oyster is irritated by something, such as a grain of sand, it makes gets annoyed by something like sand, it makes, like, this thing-to-cover-it.* The layers of material grow big and round. ~~Finally, the round object becomes a beautiful pearl.~~ *Finally, the round object becomes a beautiful pearl.* Next thing you know, it's an awesome pearl!

B. Read the informal sentences. Draw a line from each one to the sentence that shows a more formal way of writing it. (5 points)

- 1. No way. a. I made a mistake.
- 2. My bad. b. What is going on?
- 3. Chill. c. That seems unlikely.
- 4. What's up? d. That isn't very appealing.
- 5. That's yucky. e. You should try to relax.

C. Write a short letter to your teacher. Then rewrite it, changing four words or phrases to make it an informal letter to a classmate. (4 points)

Sample answers are listed above. Answers may vary.

Diamond Hunt

- A. Read the passage. Circle each adjective and draw a box around each adverb. Then draw an arrow to the word that each adjective or adverb describes.

Mario studied the old map carefully. It was badly wrinkled and smelled like a wet dog. Also, someone had spilled sticky liquid on it once. But Mario could read the five words on it clearly. I buried the diamonds here. A tiny arrow pointed to a spot next to a bridge. "This is a very special map," said Mario excitedly.

- B. Read the passage. Cross out each adjective or adverb in parentheses and write the correct form above it.

Mario was the ~~(bestest)~~ treasure hunter in the world. He ~~(more)~~ more easily knew he could find the diamonds ~~(easier)~~ than anyone else, but he would still have to move ~~(quietly)~~ more quickly than usual. The diamonds were the ~~(valuabable)~~ most valuable treasure he had ever looked for!

Mario studied the ground next to the bridge, looking for where the dirt seemed the ~~(deeese)~~ loosest. This was where the diamonds would be buried.

- C. Write a short story about finding a lost treasure. Use adjectives and adverbs in your story to give details and make comparisons.

Cave of the Crystals

- A. Read the passage. Underline each prepositional phrase. Circle the preposition. Draw a box around the object of the preposition.

There is a cave (in) northern Mexico where you will find an amazing treasure. To see it, you must go almost 1,000 feet (below) the ground. You must also fill your clothes (with) packs of ice because the air inside is so hot and humid.

What is so special (about) this cave? It contains gigantic, glittering crystals that are 36 feet long and several feet thick! Scientists travel (to) the cave (from) many countries to study these spectacular crystals.

- B. Write the correct conjunction to complete each sentence.

either both and but also

1. The Cave of the Crystals is not only hot _____ but also dark and humid.
2. Both time _____ and temperature have allowed the giant crystals to grow.
3. The crystals are _____ both sharp and delicate.
4. The crystals could _____ either crack or fall if they are not protected.

- C. Would you want to go into the Cave of the Crystals? Why or why not? Explain your answer, using prepositional phrases and correlative conjunctions.

Jazzy Jewelry

A. Read each paragraph. Underline the word or phrase in parentheses that best fits the style and purpose of the writing.

- Hi, Aunt Theresa! Thanks (a whole bunch, quite sincerely) for the pretty ring. The purple stone in the middle is (totally amazing, an incredible specimen). I hope you (did not, didn't) spend too much money on this!

- Gold is a type of mineral (that's called, known as) a metal. It is (considered quite valuable, worth tons of money) and is frequently used to make jewelry and other (stuff, decorative items) because it is easy to shape.

B. Write the interjection that best completes each sentence. Use each interjection only once. Add the correct punctuation after the interjection.

Hey	Oh no	Yay	Well
-----	-------	-----	------

- ____ Oh no! I can't believe I lost my favorite earrings!
 - ____ Well, I guess I should have been more careful with them.
 - ____ Hey, are those my earrings under the couch?
 - ____ Yay! I'm so happy that I found them.
- C. Write a paragraph about something you own that is special to you. Write it in two ways: one for a school assignment, and the other as a message to a friend.

The Strange Antelope

A. Read the paragraph. Circle the commas that separate the items in a series.

A very strange antelope lives in the desert in Mongolia. It has long legs, big eyes, and a huge nose. Its nose allows it to warm cold air, filter out dust, and find food.

B. Read the paragraph. Underline the items in each series. Add commas where they are missing.

Today this strange antelope has almost disappeared. The antelope once lived in Alaska, Mongolia, and the United Kingdom.

Over the years people have hunted, caught, and killed many of them for their horns. The horns are taken, shipped to other countries, and used in medicines.

C. Write a paragraph describing an animal you have seen or read about. Use items in a series in your description. Make sure you put the commas in the right places.

Mountain Climber

A. Read the paragraph. Underline the items in a series. Add commas where they belong.

I have always wanted to be an outdoorsman, a sportsman,
and a mountain climber. When I was little, I used to climb
the sides of my crib, other furniture, and snow banks. Now I like
to rock climb, go on nature walks, and camp with my family.
I can't wait until I am old enough to backpack, climb, and
explore mountains.

B. Rewrite each sentence, adding commas to separate items in a series.

1. A mountain is a beautiful lonely and dangerous place.
A mountain is a beautiful, lonely, and dangerous place.
2. Mountain climbers face danger from snow ice and animals.
Mountain climbers face danger from snow, ice, and animals.
3. Some people say a mountain climber must be tough brave
and crazy!
Some people say a mountain climber must be tough, brave,
and crazy!

C. Write a paragraph about something you would like to do. Use items in a series to describe what that is and how you would do it. Use commas to separate the items.

Carets used to indicate insertion of punctuation are for reference only.

The Loneliest Tree in the World

A. Proofread this paragraph. Add any missing commas to separate items in a series. (11 points)

The loneliest tree in the world lived in the Sahara Desert. There was no other tree for 250 miles. Every animal in the desert nibbled at the tree, picked its leaves, and sat on it. Still the tree did not die. The secret of its survival was its roots, which were long sturdy, and winding. They reached deep into the ground, drank water, and kept the tree alive.

In 1973 a truck hit the tree. The tree's flowers, thorns, and leaves started to die. People cut the tree down, loaded it on a truck, and drove it to the Niger National Museum. A metal sculpture now stands where the tree was. Travelers still stop there, rest in the shade and read about the tree.

B. Write a descriptive paragraph about a special plant or tree. Include at least one series of items, and use commas to separate the items. (4 points)

Carets used to indicate insertion of punctuation are for reference only.

Little Miss Tag-along

A. Read the sentences. Add commas to set off introductory words and introductory phrases of four or more words.

- At the age of seven, my little sister became my little responsibility.
 - On the weekends she was always tagging along.
 - Last Saturday I was shooting hoops with my friends while my sister watched.
 - With a ball heading toward her, my sister saw her chance to get into the game.
 - Amazingly, she was dribbling the ball down the court.
 - By the end of the game, I knew that my little sister wasn't so bad.
- B. Rewrite the sentence correctly, adding a comma after the introductory phrase.

- From that day on my sister came to practice every Saturday.
From that day on, my sister came to practice every Saturday.
 - To me as her older brother she was still an annoying pest.
To me as her older brother, she was still an annoying pest.
 - To the other members of the team she was a superstar.
To the other members of the team, she was a superstar.
 - By the end of the year we had won more games than ever before.
By the end of the year, we had won more games than ever before.
- C. Write a paragraph about a brother or a sister. Use a comma after introductory phrases of four words or more.

Carets used to indicate insertion of punctuation are for reference only.

My Cousin Annie

A. Read the sentences. Underline the introductory phrase. Then add a comma if needed to set it off from the rest of the sentence.

- As different as night and day, my cousin Annie and I are best friends.
 - Every day I do my homework when I get home from school.
 - First thing after school, Annie goes out to play.
 - By 8:30 at night, I'm in bed with the lights off.
 - At Annie's house her lights are still on at 9:00.
- B. Use a word or phrase from the word box to start each sentence. Add a comma if needed to set it off.

Fortunately In my aunt's large backyard
On most rainy days Every weekend

- Every weekend _____ our families get together for Sunday dinner.
 - In my aunt's large backyard, _____ we usually set up a baseball diamond.
 - On most rainy days, _____ we have a talent show instead of outdoor games.
 - Fortunately, _____ the parents don't mind all the noise.
- C. Write a paragraph about a friend or someone in your family. Use a comma to set off introductory phrases of four or more words.

Carets used to indicate insertion of punctuation are for reference only.

Strange Bedfellows!

A. Proofread the paragraph. Add any missing commas that should appear after introductory words or phrases. (6 points)

From his earliest memories, Jamison and his family have always had pets. As of last week, they had three cats, two dogs, a hamster, and a parakeet. At night the parakeet sleeps in his cage, and one of the dogs sleeps in the kitchen. On the floor of Jamison's bedroom, you will find the other animals. Surprisingly, the other dog, the three cats, and even the hamster snuggle together. On top of the pile, you will find Jazz, the hamster. Barkley the dog provides a solid base at the bottom of the pile. As for the three cats, they just slip in wherever they will fit.

B. Underline the introductory phrase in each sentence. Add a comma if needed to set it off from the rest of the sentence. (4 points)

1. In true nursery-rhyme style the cats are called Wynken, Blynken, and Nod.
2. Along with his best friend, Jamison's little brother named the cats.
3. During naptime Wynken, Blynken, and Nod always sleep in a pile.
4. Before too long Nod leaves the pile and snuggles with Jamison.

C. Write a paragraph about a group of pets or other animals. Include five introductory words or phrases. Use commas to set them off as needed. (5 points)

Carets used to indicate insertion of punctuation are for reference only.

Hey, Jo!

A. Read the sentences. Add commas to set off Yes, No, nouns of direct address, and tag questions.

1. "Jo, where are you going?"
2. "Hi, Monty. I want to get home in time for my favorite show."
3. "That's right. You always watch *Fighting Space Tigers*, don't you?"
4. "Yes, it's so cool when the Space Tigers capture the bad guys."
5. "I told you why I can't watch that show, didn't I?"
6. "No, I thought you watched it all the time."
7. "It's on during my clarinet lesson, Jo."

B. Rewrite the sentences correctly, adding commas where they belong.

1. "Monty you told me before, but I forgot."
 "Monty, you told me before, but I forgot."
2. "You like playing the clarinet don't you?"
 "You like playing the clarinet, don't you?"
3. "Yes I just wish my lesson could be at a different time!"
 "Yes, I just wish my lesson could be at a different time!"

C. Write a conversation between two friends about something they like to do. Use commas to set off nouns of direct address, the words yes and no, and tag questions.

Carets used to indicate insertion of punctuation are for reference only.

Tyler's Blog

A. Add the word or phrase in parentheses to the sentence and rewrite it on the line. Make sure you put commas where they belong.

1. "Look at this!" said Tyler. (Leah)

"Leah, look at this!" said Tyler.

2. "You're not on the school website again?" (are you)

"You're not on the school website again, are you?"

3. "I wanted to see if they posted my blog." (Yes)

"Yes, I wanted to see if they posted my blog."

4. "That's old news," Leah said. "Forget about it." (Tyler)

"That's old news," Leah said. "Forget about it, Tyler?"

5. "I had a good idea for our fifth-grade trip to Washington." (Well)

"Well, I had a good idea for our fifth-grade trip to Washington."

6. "I thought the teachers decided to call that off." (didn't they)

"I thought the teachers decided to call that off, didn't they?"

7. "It's still on, but we need to raise more funds." (No)

"No, it's still on, but we need to raise more funds."

8. "You want your band to play at a fund-raising concert?" (don't you)

"You want your band to play at a fund-raising concert, don't you?"

B. Write a dialogue between two people, with one person giving advice to another. Make sure you have used commas where they belong.

Let's Be Fair

A. Proofread the dialogue between a son and his parents. Add commas where they belong. (10 points)

"Mom and Dad, is it OK if my friends and I rehearse in my room tonight?"

"I'm not sure, Kevin," Mom said. "It gets awfully loud!"

"We're supposed to take turns, aren't we?"

"Yes, I guess you do have to take turns," agreed Dad.

"Dad, the next three weeks will be the other boys' turns."

"I'm really glad to hear that, Kevin."

"We aren't that bad, are we, Dad?"

"No, Kevin, you are actually pretty good—just really loud!"

B. Write a dialogue between a child and his or her parent. Include at least two nouns of direct address, one tag question, and the words *yes* and *no*. Make sure to put commas where they belong. (5 points)

Stuck in the Doghouse

A. Read the passage. Add single or double quotation marks to set off the dialogue and direct quotations.

Uncle Lee and I were trying to put together a doghouse that we bought from the hardware store. The man at the store promised us that it was easy to put together. It will take ten minutes," he said.

Well, Uncle Lee and I had been at it for three hours.

The garden was covered with wood, nails, and tools.

"This is ridiculous," Uncle Lee said. "The book says, 'Put the corners together.' Where are the corners?"

"Let me see that," I said. I looked at the book. It says,

"This birdhouse will provide a warm, dry shelter for the birds in your garden."

Uncle Lee's face turned red. "We're building a birdhouse!" he yelled.

B. Write a dialogue between two family members who are working together on something. Use commas and double and single quotation marks to set off the exact words of the speakers.

Carets used to indicate insertion of punctuation are for reference only.

Fear of Sharks

A. Add double or single quotation marks where they belong in the dialogue. Circle each comma that sets off the quoted material from the words that indicate who is speaking.

"Hey, Dad," Yasmin said. "We should go to the aquarium on Saturday. They have sharks there."

Dad cleared his throat. "Have you asked Mom?"

"I asked her," Yasmin said. "Her exact words were, 'What a great idea! It's time that your father faces his fear of sharks.'"

"I see," said Dad. "What else did she say?"

Yasmin thought for a moment and then replied, "Oh, she just said, 'The first step is to face your fear. It would really help Dad to be face-to-face with a shark.'"

"Wow," said Dad. "Mom really said that?"

"She really did," Yasmin answered.

B. Write a dialogue about facing a fear. Use double and single quotation marks and commas correctly.

Carets used to indicate insertion of punctuation are for reference only.

Thunder and Lightning

A. Proofread the passage. Add double and single quotation marks where they belong. (5 points)

My brother and I were fighting when Dad said, "Have either of you heard the story of Thunder and Lightning?"
 "No," we both said at once.

"There once were two brothers named Thunder and Lightning," Dad began. "All they ever did was fight and shout things like, 'Why don't you go back to your cloud!'"
 My brother and I rolled our eyes, but Dad went on.

B. Proofread the passage. Add commas where they belong to set off dialogue from the words that tell who is speaking. (4 points)

"After years of fighting, Lightning said to himself, 'I can't take this anymore! Thunder will have to live without me.' So Lightning zigzagged across the sky to find a new home."
 My brother said, "I bet Thunder said, 'I'm glad he's gone!'"
 "No, he didn't," my dad responded. "In fact, they missed each other terribly."

"So what happened to them?" I asked.
 "They decided to work together doing what they both do best," said Dad with a smile.

C. Write a dialogue between two people discussing a story or a folktale. Use single quotation marks, double quotation marks, and commas to set off dialogue. (6 points)

It's All About the Sources

A. Read the sentences. Underline the titles of books and movies. Add quotation marks to the titles of poems, songs, and magazine articles.

1. For my report on Antarctic expeditions, I found a book called Race to the Top.

2. I also found an article on the explorer Ernest Shackleton titled "Heartbreak on Ice."

3. There is a movie about his expedition called The Endurance, but I haven't seen it.

4. I even found a song called "The Spirit of Shackleton."
 5. I wrote a poem about Shackleton and called it Brave Explorer.

B. Underline the titles or add quotation marks based on the words in parentheses.

These are the sources André found for his report on Haitian cuisine:

1. Creole Spices and Sauces (book)

2. "How to Make Jerk Chicken" (magazine article)

3. Haitian Cooking (television show)

4. "In My Mama's Kitchen" (song)

C. Write a list that includes a book, a magazine article, and a television show title. Punctuate the titles correctly.

Wild Animals

A. Read the paragraph. Write the titles in parentheses on the lines, making sure to punctuate them correctly.

Jason and Mira were reading the book

Animals of the Bornean Jungle to research exotic animals.
(Animals of the Bornean Jungle)

They became interested in the topic when they saw the movie

Strange Encounters. The movie was based on an

(Strange Encounters)

article, "My Strange Encounters," written by Dr. Jared Wang,

(My Strange Encounters)

who had spent years in the jungles of Borneo.

B. Correct the errors in the punctuation of titles.

1. Jason is writing a story called Unbelievable!
collects weird animals.
 2. Mira is writing a poem about orangutans called Mother Love,
Ape Moms
 3. Mira was inspired by a movie called "Ape-Moms" about how
orangutans take care of their babies.
 4. The movie soundtrack included a great song called
"You'll Always Be My Baby."
You'll Always Be My Baby.
- C. Write a paragraph about animals that includes a book title, a song title, and a movie title.

The World Out There

A. Proofread the paragraph. Correct the punctuation of the titles in the paragraph. (5 points)

Emile wanted to write a story about space travel called

"Travels to the Beyond."
Travels to the Beyond. Deshaun offered to help with the

research and came up with a list of articles on space travel:

"A Trip to Mars," "Moon Landings," "NASA Predicts the Future."
A Trip to Mars, Moon Landings, and NASA Predicts the Future.

Where Will We Go Tomorrow?

Emerson found this book: "Where Will We Go Tomorrow?"

B. Write the following titles, punctuating them based on the hint in parentheses. (5 points)

1. The Voyages of the Enterprise X (movie)

The Voyages of the Enterprise X

2. I Believe in Stars (poem)

"I Believe in Stars"

3. We Are on a Journey (song)

"We Are on a Journey"

4. Space Travel in the 21st Century (book)

Space Travel in the 21st Century

5. Life on the Planet Mars (article)

"Life on the Planet Mars"

C. Write about sources on a topic of interest to you. Include two books, two articles, and one movie title on the subject. (5 points)

Do You Have Happy Feet?

- A. Read the paragraph. Underline each word or phrase in a series. Add commas to separate them.

You're sick of soccer, fed up with football, and bored with basketball. You want to learn how to dance. Maybe you know about some dance types, such as salsa, ballet, and hip-hop. But have you heard of the hula, the polka, or the bossa nova? There are thousands of dance forms all over this planet! Wherever you go, people are shimmying, shuffling, stomping, and swinging to music.

- B. Read the paragraph. Underline each book, magazine, and movie title. Add quotation marks to set off each magazine article or song title.

One of my favorite movies is Happy Feet. I love the way Mumble dances on his funny penguin feet. It really makes me laugh when the silly penguin Lovelace sings the song "My Way" and dances around. I read an article called "Penguin Babies of Antarctica" in the magazine Kids and Nature. I found a book at the library called Protecting the Penguins, and I'm looking forward to reading it.

- C. Write a paragraph about your favorite book, song, movie, and television show. Use commas and correct punctuation throughout.

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Being a Writer™ Student Skill Practice Book

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My Wonderful Aunt U'i

- A. Read the paragraph. Circle the commas that appear after Yes, No, and introductory phrases of four or more words.

My Aunt U'i (pronounced OO-ee) was born and raised in Hawaii. No, she doesn't have any children, but she has four cats. "Four cats?" you might ask. Yes, she has four cats. Every day at five o'clock, Aunt U'i feeds them and then takes them for a walk. With a twinkle in her eye, she tells people that she has four furry babies.

- B. Read the paragraph. Add commas after Yes, No, and introductory phrases of four or more words.

After a long period of study, Aunt U'i became a neurological nurse. That means she helps doctors when they operate on people's brains. Nurse U'i is very popular at the hospital. Time and time again, doctors ask for her when they need help in the operating room. No, she can't work with all the doctors all the time. I think my Aunt U'i is awesome!

- C. Write a paragraph about one of your favorite friends or relatives. Use commas to set off Yes, No, and introductory phrases of four or more words.

Punctuation ■ Lesson 30 | 89

Caretts used to indicate insertion of punctuation are for reference only.

Tell Us, Officer Bolton

A. Proofread the passage. Add quotation marks and commas where they are missing in the dialogue.

Officer Bolton came to Madison's class to talk about his job as a police officer and to answer questions.

"When did you decide to be a policeman?" Madison asked

Officer Bolton.

"I knew I wanted to be a police officer after I read my father's journal," Officer Bolton responded. "He wrote, 'This has got to be the best job in the world, keeping my little neighborhood safe.' I know just how he feels."

B. Read the paragraph. Add commas after nouns of direct address and before tag questions.

"Officer Bolton, what is your favorite part of being a police officer in our neighborhood?" Ellery asked.

"Ellery, you probably think that I enjoy high-speed chases or capturing criminals the most, don't you?" Officer Bolton replied. "My favorite part is getting to know the people in the neighborhood."

C. Write a dialogue between two people talking about your neighborhood. Remember to use commas to set off nouns of direct address and tag questions.

Appendix B

SKILL PRACTICE ASSESSMENT

USING THE SKILL PRACTICE PAGES

Each mini-lesson in the *Skill Practice Teaching Guide* has three corresponding practice pages in the *Student Skill Practice Book*. (These are referenced in the “Optional Practice” section at the end of each mini-lesson.) The first two practice pages provide opportunities for the students to practice a language skill in pairs or individually. The third page can be assigned for additional practice, or it can be completed by students independently and then scored to evaluate progress and inform instruction. You can also use the scores as a basis for assigning a language skills grade and/or include the scores in each student’s overall unit score on the “Individual Writing Assessment.” (For more information, see “Individual Writing Assessment” in the *Assessment Resource Book*.)

You can use the “Skill Practice Student Record” sheet (SR1) on page 191 to create a cumulative record of each student’s scores, and you can use the “Skill Practice Class Record” sheet (CR1) on page 192 to record and track your students’ progress as a class.

Scoring the Skill Practice Pages

- ✓ After the students complete the first two practice pages for a lesson (either in pairs or individually), have each student complete the third practice page independently. (We recommend having students complete the practice pages over several days.)
- ✓ Make a class set of “Skill Practice Student Record” sheets (SR1) from the CCC Learning Hub (ccclearninghub.org) or from page 191. If you would like to record your assessment data electronically, go to classview.org to access the record sheet using the CCC ClassView app.
- ✓ Collect each student’s *Student Skill Practice Book* and locate the practice page you wish to score. (The page number of the practice page can be found in the “Optional Practice” section at the end of each lesson in the teaching guide.)
- ✓ Locate the answer key for the practice page you wish to score in Appendix A, “*Student Skill Practice Book Corrections*,” in this teaching guide.
- ✓ For each student, score the practice page and then calculate the total number of points earned using the point values indicated on the answer key. For example, each activity on *Student Skill Practice Book* page 3 is worth 5 points. (See the facsimile of the annotated practice page on page 143 of this teaching guide.)

- ✓ Record the total number of points earned out of 15 in the “Score” column on the “Skill Practice Student Record” sheet (SR1). Record the *Being a Writer* unit during which the lesson was taught and any notes you have about the student’s work. (For example, if you taught Lessons 1–3 while teaching Unit 2 in *Being a Writer* you might record a “2” in the “Taught in Unit/Genre” column.)
- ✓ Consider whether you would like to include the scores from the practice pages in each student’s overall unit score on the “Individual Writing Assessment” record sheet (located in the *Assessment Resource Book*) for the *Being a Writer* unit during which the lessons were taught. For example, if you taught Lessons 1–3 while teaching Unit 2 in *Being a Writer*, consider whether you will include the scores for the practice pages from those lessons in the overall unit score in the Individual Writing Assessment for Unit 2. (Note that if you include the scores from the practice pages, the overall unit score in the Individual Writing Assessment will be based equally on the student’s writing score and the total points earned on the practice pages. You might wish to weight the scores differently to align with your school’s or district’s grading system.)
- ✓ If you choose to enter this data directly into the CCC ClassView app, you have the option of having the scores automatically appear in the “Individual Writing Assessment” record sheet and calculated into each student’s overall unit score. Scores will also automatically appear in each student’s Student Profile. From there, the data can be shared digitally with parents, colleagues, and administrators.

© Center for the Collaborative Classroom Sample materials for review

Student's Name: _____ Class: _____

Lesson	Score	Taught in Unit/Genre	Notes
1 Complete Sentences	___/15		
2 Compound Sentences	___/15		
3 Dependent and Independent Clauses	___/15		
4 Combining Sentences	___/15		
5 Sentence Fragments and Run-on Sentences	___/15		
*6 Review			
7 Nouns and Possessive Nouns	___/15		
8 Subject and Object Pronouns	___/15		
9 Possessive Pronouns	___/15		
10 Noun-Pronoun Agreement	___/15		
*11 Review			
12 Verbs	___/15		
13 Perfect Verb Tenses	___/15		
14 Progressive Verb Tenses	___/15		
15 Shifts in Verb Tense	___/15		
16 Subject-Verb Agreement	___/15		
*17 Review			
18 Adjectives	___/15		
19 Adverbs	___/15		
20 Prepositions and Prepositional Phrases	___/15		
21 Correlative Conjunctions	___/15		
22 Interjections and Punctuation to Show Emotion	___/15		
23 Formal and Informal English	___/15		
*24 Review			
25 Commas in a Series	___/15		
26 Commas After Introductory Words and Phrases	___/15		
27 Commas to Set Off Yes and No, Tag Questions, and Nouns of Direct Address	___/15		
28 Commas and Quotation Marks in Dialogue and Direct Quotations	___/15		
29 Punctuating Titles	___/15		
*30 Review			

*Shaded rows represent review lessons for which there are no scored skill practice pages.

Unit/Genre Key: 1 = Unit 1 2 = Unit 2 PN = Personal Narrative F = Fiction EN = Expository Nonfiction FW = Functional Writing
 OW = Opinion Writing P = Poetry 9 = Unit 9

Skill Practice Class Record ■ CR1

STUDENT NAMES																	
L1																	
L2																	
L3																	
L4																	
L5																	
*L6																	
L7																	
L8																	
L9																	
L10																	
*L11																	
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L28																	
L29																	
*L30																	

*Shaded rows represent review lessons for which there are no scored skill practice pages.

Appendix C

GRADE-LEVEL LANGUAGE SKILLS ASSESSMENT

Three diagnostic proofreading passages offer formative assessment of grade-level language standards. Each passage gives students three opportunities to show their mastery of a set of grade-level language skills. The proofreading passages appear in the back of the *Student Skill Practice Book* on page 103, while annotated versions of the passages are provided in this appendix as scoring keys. If student responses indicate the need for additional practice with a skill, you may teach the lesson in the *Skill Practice Teaching Guide* that corresponds to that skill.

There are two cumulative reports that identify which skill is addressed in each assessment item and where that skill is taught in the *Skill Practice Teaching Guide*. The “Diagnostic Proofreading Passages: Student Report” (DS1) can be used to track an individual student’s progress throughout the year, whereas the “Diagnostic Proofreading Passages: Class Grouping Report” (DR1) is used to group the students around language skills for which they need additional practice. To assess student mastery of grade-level skills throughout the year, administer a diagnostic proofreading passage at the beginning, middle, and end of the year. Then use the student and class reports to identify students who are struggling with specific skills and may benefit from instruction, practice, or review in small groups.

Everything you need to conduct each assessment, including instructions and forms, can be found in this appendix or on the CCC ClassView assessment app (classview.org). You may choose to record your students’ progress using printed copies of the forms from this guide or from the CCC Learning Hub (ccclearninghub.org). You can access the CCC ClassView app by tapping the linked assessment icons in the *Digital Teacher’s Set*, by directly accessing the app at classview.org, or via the CCC Learning Hub.



Diagnostic Proofreading Passage 1

CONDUCTING THE ASSESSMENT

1. Have the students turn to “Diagnostic Proofreading Passage 1” on page 104 in their *Student Skill Practice Books*. You may also visit the CCC Learning Hub (ccclearninghub.org) to download, print, and distribute to each student the “Diagnostic Proofreading Passage 1” (BLM1).
2. Tell the students that today they are going to proofread and correct a story to show what they know about good writing. Explain that there may be more than one way to correct an error and to think about what sounds best.
3. State your expectations for how the students will behave while you are conducting the assessment. For example, students should stay in their seats, work silently, and raise their hands if they have questions.
4. Direct the students’ attention to the directions and read them aloud. Explain that they are going to correct a story written by someone they don’t know.
5. Have the students begin.
6. When the students have finished, collect their work.

SCORING THE ASSESSMENT

1. Use the “Diagnostic Proofreading Passage 1: Scoring Key” (DP1) to review student work. Read each student’s edited passage against the scoring key.
2. Annotate each scoring key using the following marks:
 - a. Place a check mark beside each item that the student has answered correctly.
 - b. Place an X beside each incorrect answer.
3. Transfer results from the scoring key to the “Diagnostic Proofreading Passages: Student Report” (DS1) as follows:
 - a. Write the student’s name at the top of the report. If this is not the first proofreading passage of the year, you might skip this step and use your previous student report.
 - b. Find the column labeled *Items for Passage 1*. Insert the date the assessment was conducted.
 - c. Circle the corresponding number for each assessment item the student has marked correctly.

- d. Tally the number of items correct and insert that number in the last row of the Items for Passage 1 column labeled *Total Number Correct*. This will show you how an individual student performed on the language skills that were tested in “Diagnostic Proofreading Passage 1.”
4. After all the proofreading passages have been completed, tally the number of items correct across each row and insert the total in the Total Items Correct column. This will show you how the student performs across all three proofreading passages.

Teacher Note

The diagnostic proofreading passages also can be scored using the CCC ClassView assessment app, which can be accessed by tapping the links in your *Digital Teacher's Set* or through the CCC Learning Hub (ccclearninghub.org).

ANALYZING THE ASSESSMENT

Use the information you gather from the assessment to help inform your instruction.

1. Make note of any standard for which a student has marked only one of three items correctly. This student is likely to need instruction in the language convention associated with that standard.
2. When a student scores 0–1 on a skill, record her name in the Proofreading Passage 1 column of the “Diagnostic Proofreading Passages: Class Grouping Report” (DR1) beside the applicable standard.
3. After all of the student names have been recorded, students who require instruction will have been grouped by the language convention(s) that they need to practice.
4. Refer to the right-hand column of the “Class Grouping Report” to find the lessons that correspond to each convention. Use the lessons to instruct each group.
5. File the completed assessments in the students’ assessment folders.

Name: _____ Date: _____

Proofreading Passage 1

A student wrote this draft of a story. Correct all the errors you find.

I first met Jim when he was riding his bike. He had tied a kite to the handlebars, and it ^{looked} ~~looks~~ like it might lift him right off the ground!

Jim saw me and ^{came} ~~comes~~ to a stop. He smiled and said, “Hi! You’re new around here, ^{aren’t} you? My name is Jim.”

“It’s nice to meet you, Jim. Yes, I’m new here. My name is Carson.”

Just then I heard a yip, ^a whine, and a bark. Jim scooped up a tiny ball of fur from the basket of his bike. “This is Gizmo.

She loves to ride with me. Our three dogs are Gizmo, Cher, ^{and} Tank. Neither Cher ~~or~~ ^{nor} Tank is small enough to fit in the basket.

Do you have pets, Carson?”

“I have a hamster, a parakeet, ^{and} a turtle,” I answered.

“We will get a puppy after we settle in. I want either a beagle ^{or} ~~nor~~ a cocker spaniel.”

At that very moment, ^{we} heard an odd flapping sound. Jim had ^{forgotten} ~~forgot~~ about the kite, and it ^{had} ~~will have~~ crashed to the

- ___ 1 Inappropriate shifts in verb tense
- ___ 2 Inappropriate shifts in verb tense
- ___ 3 Comma to set off a tag question
- ___ 4 Comma to set off the words yes and no
- ___ 5 Punctuation to separate items in a series
- ___ 6 Punctuation to separate items in a series
- ___ 7 Correlative conjunctions
- ___ 8 Comma to indicate direct address
- ___ 9 Punctuation to separate items in a series
- ___ 10 Correlative conjunctions
- ___ 11 Comma to separate introductory element
- ___ 12 Perfect verb tenses
- ___ 13 Perfect verb tenses

(continues)

ground. As soon as Gizmo could wiggle out of Jim’s arms, she
 raced over to the kite and was ~~growl~~^{growing} 14 at it. “As you can see,
 Gizmo thinks that her job is to protect me,” laughed Jim. 15

I noticed a few books in Jim’s basket, so I asked, “What
~~do~~^{are} 16 you reading?”

“I’m reading a book for my book report,” answered Jim.

“We had to choose either a biography ~~and~~^{or} 17 an autobiography.

I like Walt Disney movies a lot, so I chose the book Who Was
~~Walt Disney?~~¹⁸ I just started to read it.”

“I like Disney movies, too,” I replied. “My favorite is
~~Toy Story~~¹⁹. I have ~~seeing~~^{seen} 20 all the ones in the series, but I like
 the first one best.”

I did not mention that I had written a poem about the movie.
 My poem was titled The Secret Life of Toys. I ~~am~~^{was} 21 afraid that
 Jim might not like poetry. Then I ~~was seeing~~^{saw} 22 another book in
 Jim’s basket titled *Rainy Day Poems*. Clearly, Jim and I would
 become great friends. 24

- ___ 14 Verb tense to convey times, sequences, states, and conditions
- ___ 15 Comma to separate introductory element
- ___ 16 Verb tense to convey times, sequences, states, and conditions
- ___ 17 Correlative conjunctions
- ___ 18 Titles of works
- ___ 19 Titles of works
- ___ 20 Perfect verb tenses
- ___ 21 Titles of works
- ___ 22 Inappropriate shifts in verb tense
- ___ 23 Verb tense to convey times, sequences, states, and conditions
- ___ 24 Comma to separate introductory element

Student's Name: _____

Standards for Language	Items for Passage 1 Date: _____	Items for Passage 2 Date: _____	Items for Passage 3 Date: _____	Total Items Correct	Skill Practice Teaching Guide Lesson(s)
Grammar and Usage Standards					
Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses .	12 13 20	1 3 18	2 9 20	___/9	Lesson 13
Use verb tense to convey various times, sequences, states, and conditions .	14 16 23	8 10 22	3 5 24	___/9	Lessons 12, 13, and 14
Recognize and correct inappropriate shifts in verb tense .	1 2 22	15 20 24	12 18 21	___/9	Lesson 15
Use correlative conjunctions (e.g., <i>either/or; neither/nor</i>).	7 10 17	4 17 23	4 16 19	___/9	Lesson 21
Conventions Standards					
Use punctuation to separate items in a series .	5 6 9	9 19 21	15 22 23	___/9	Lesson 25
Use a comma to separate an introductory element from the rest of the sentence.	11 15 24	2 7 11	1 6 10	___/9	Lessons 3 and 26
Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).	3 4 8	5 13 14	7 13 14	___/9	Lesson 27
Use underlining, quotation marks, or italics to indicate titles of works .	18 19 21	6 12 16	8 11 17	___/9	Lesson 29
Total Number Correct:	___/24	___/24	___/24		

Standards for Language	Student Names			Skill Practice Teaching Guide Lesson(s)
	Proofreading Passage 1 Date: _____	Proofreading Passage 2 Date: _____	Proofreading Passage 3 Date: _____	
Grammar and Usage Standards				
Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses .				Lesson 13
Use verb tense to convey various times, sequences, states, and conditions .				Lessons 12, 13, and 14
Recognize and correct inappropriate shifts in verb tense .				Lesson 15
Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).				Lesson 21

(continues)

Standards for Language	Student Names			Skill Practice Teaching Guide Lesson(s)
	Proofreading Passage 1 Date: _____	Proofreading Passage 2 Date: _____	Proofreading Passage 3 Date: _____	
Conventions Standards				
Use punctuation to separate items in a series.				Lesson 25
Use a comma to separate an introductory element from the rest of the sentence.				Lessons 3 and 26
Use a comma to set off the words yes and no (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).				Lesson 27
Use underlining, quotation marks, or italics to indicate titles of works .				Lesson 29



Diagnostic Proofreading Passage 2

CONDUCTING THE ASSESSMENT

1. Have the students turn to “Diagnostic Proofreading Passage 2” on page 106 in their *Student Skill Practice Books*. You may also visit the CCC Learning Hub (ccclearninghub.org) to download, print, and distribute to each student the “Diagnostic Proofreading Passage 2” (BLM2).
2. Tell the students that today they are going to proofread and correct a story to show what they know about good writing. Explain that there may be more than one way to correct an error and to think about what sounds best.
3. State your expectations for how the students will behave while you are conducting the assessment. For example, students should stay in their seats, work silently, and raise their hands if they have questions.
4. Direct the students’ attention to the directions and read them aloud. Explain that they are going to correct a story written by someone they don’t know.
5. Have the students begin.
6. When the students have finished, collect their work.

SCORING THE ASSESSMENT

1. Use the “Diagnostic Proofreading Passage 2: Scoring Key” (DP2) to review student work. Read each student’s edited passage against the scoring key.
2. Annotate each scoring key using the following marks:
 - a. Place a check mark beside each item that the student has answered correctly.
 - b. Place an X beside each incorrect answer.
3. Transfer results from the scoring key to the “Diagnostic Proofreading Passages: Student Report” (DS1) as follows:
 - a. Write the student’s name at the top of the report. If this is not the first proofreading passage of the year, you might skip this step and use your previous student report.
 - b. Find the column labeled *Items for Passage 2*. Insert the date the assessment was conducted.
 - c. Circle the corresponding number for each assessment item the student has marked correctly.

- d. Tally the number of items correct and insert that number in the last row of the Items for Passage 2 column labeled *Total Number Correct*. This will show you how an individual student performed on the language skills that were tested in “Diagnostic Proofreading Passage 2.”
4. After all the proofreading passages have been completed, tally the number of items correct across each row and insert the total in the Total Items Correct column. This will show you how the student performs across all three proofreading passages.

Teacher Note

The diagnostic proofreading passages also can be scored using the CCC ClassView assessment app, which can be accessed by tapping the links in your *Digital Teacher's Set* or through the CCC Learning Hub (cccllearninghub.org).

ANALYZING THE ASSESSMENT

Use the information you gather from the assessment to help inform your instruction.

1. Make note of any standard for which a student has marked only one of three items correctly. This student is likely to need instruction in the language convention associated with that standard.
2. When a student scores 0–1 on a skill, record his name in the Proofreading Passage 2 column of the “Diagnostic Proofreading Passages: Class Grouping Report” (DR1) beside the applicable standard.
3. After all of the student names have been recorded, students who require instruction will have been grouped by the language convention(s) that they need to practice.
4. Refer to the right-hand column of the “Class Grouping Report” to find the lessons that correspond to each convention. Use the lessons to instruct each group.
5. File the completed assessments in the students’ assessment folders.

Name: _____ Date: _____

Proofreading Passage 2

A student wrote this draft of a story. Correct all the errors you find.

I had ^{planned}¹ ~~plan~~ to leave the house when my little brother was in the bath. Unfortunately, ² he came down the stairs just as I reached the front door.

“Maya, will you read to me?” he asked.

Scotty loved listening to stories, but I had ^{made}³ ~~make~~ plans to go to the gym. Well, I could either make Scotty happy ^{or}⁴ ~~not~~ make him cry.

“Come here, ⁵ Scotty,” I called. “Let’s pick a book.” I thought that he would choose his favorite book, Gloria Jean the Jumping Machine. ⁶ As you might have guessed, ⁷ this book ^{is}⁸ ~~be~~ about a kangaroo. Scotty likes to hop, skip, ⁹ and jump around the room while I am ^{reading}¹⁰ ~~read~~.

To my great surprise, ¹¹ Scotty picked one of my old books, “The Best of Mother Goose.”¹²

“Maya, this was yours, ¹³ wasn’t it?” he asked.

- ___ 1 Perfect verb tenses
- ___ 2 Comma to separate introductory element
- ___ 3 Perfect verb tenses
- ___ 4 Correlative conjunctions
- ___ 5 Comma to indicate direct address
- ___ 6 Titles of works
- ___ 7 Comma to separate introductory element
- ___ 8 Verb tense to convey times, sequences, states, and conditions
- ___ 9 Punctuation to separate items in a series
- ___ 10 Verb tense to convey times, sequences, states, and conditions
- ___ 11 Comma to separate introductory element
- ___ 12 Titles of works
- ___ 13 Comma to set off a tag question

¹⁴ “Yes, it was,” I ~~answer~~^{answered} ¹⁵. “My favorite nursery rhyme was
¹⁶ Jack and Jill. Either we can start with that, ~~no~~^{or} ¹⁷ you can pick
 another one.”
 “Please read me your favorite,” said Scotty.
 He looked very eager, and I forgot that I had ~~want~~^{wanted} ¹⁸ to leave.
 We took Scotty’s blanket, the book, and his cup of milk to the
 couch. It only ~~takes~~^{took} ²⁰ a few minutes for Scotty to fall asleep.
 His legs started to twitch, ~~kick~~^{kick}, and flop around. Maybe he was
~~tumble~~^{tumbling} ²² down a hill in his dreams. Neither the lawn mowers ~~or~~^{nor} ²³
 the noisy trucks ~~disturb~~^{disturbed} ²⁴ his sleep. I would be able to go to the
 gym after all.

- ___ 14 Comma to set off the words yes and no
- ___ 15 Inappropriate shifts in verb tense
- ___ 16 Titles of works
- ___ 17 Correlative conjunctions
- ___ 18 Perfect verb tenses
- ___ 19 Punctuation to separate items in a series
- ___ 20 Inappropriate shifts in verb tense
- ___ 21 Punctuation to separate items in a series
- ___ 22 Verb tense to convey times, sequences, states, and conditions
- ___ 23 Correlative conjunctions
- ___ 24 Inappropriate shifts in verb tense

Student's Name: _____

Standards for Language	Items for Passage 1 Date: _____	Items for Passage 2 Date: _____	Items for Passage 3 Date: _____	Total Items Correct	Skill Practice Teaching Guide Lesson(s)
Grammar and Usage Standards					
Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses .	12 13 20	1 3 18	2 9 20	___/9	Lesson 13
Use verb tense to convey various times, sequences, states, and conditions .	14 16 23	8 10 22	3 5 24	___/9	Lessons 12, 13, and 14
Recognize and correct inappropriate shifts in verb tense .	1 2 22	15 20 24	12 18 21	___/9	Lesson 15
Use correlative conjunctions (e.g., <i>either/or; neither/nor</i>).	7 10 17	4 17 23	4 16 19	___/9	Lesson 21
Conventions Standards					
Use punctuation to separate items in a series .	5 6 9	9 19 21	15 22 23	___/9	Lesson 25
Use a comma to separate an introductory element from the rest of the sentence.	11 15 24	2 7 11	1 6 10	___/9	Lessons 3 and 26
Use a comma to set off the words yes and no (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).	3 4 8	5 13 14	7 13 14	___/9	Lesson 27
Use underlining, quotation marks, or italics to indicate titles of works .	18 19 21	6 12 16	8 11 17	___/9	Lesson 29
Total Number Correct:	___/24	___/24	___/24		

Standards for Language	Student Names			Skill Practice Teaching Guide Lesson(s)
	Proofreading Passage 1 Date: _____	Proofreading Passage 2 Date: _____	Proofreading Passage 3 Date: _____	
Grammar and Usage Standards				
Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses .				Lesson 13
Use verb tense to convey various times, sequences, states, and conditions .				Lessons 12, 13, and 14
Recognize and correct inappropriate shifts in verb tense .				Lesson 15
Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).				Lesson 21

(continues)

Standards for Language	Student Names			Skill Practice Teaching Guide Lesson(s)
	Proofreading Passage 1 Date: _____	Proofreading Passage 2 Date: _____	Proofreading Passage 3 Date: _____	
Conventions Standards				
Use punctuation to separate items in a series.				Lesson 25
Use a comma to separate an introductory element from the rest of the sentence.				Lessons 3 and 26
Use a comma to set off the words yes and no (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).				Lesson 27
Use underlining, quotation marks, or italics to indicate titles of works.				Lesson 29



Diagnostic Proofreading Passage 3

CONDUCTING THE ASSESSMENT

1. Have the students turn to “Diagnostic Proofreading Passage 3” on page 108 in their *Student Skill Practice Books*. You may also visit the CCC Learning Hub (ccclearninghub.org) to download, print, and distribute to each student the “Diagnostic Proofreading Passage 3” (BLM3).
2. Tell the students that today they are going to proofread and correct a story to show what they know about good writing. Explain that there may be more than one way to correct an error and to think about what sounds best.
3. State your expectations for how the students will behave while you are conducting the assessment. For example, students should stay in their seats, work silently, and raise their hands if they have questions.
4. Direct the students’ attention to the directions and read them aloud. Explain that they are going to correct a story written by someone they don’t know.
5. Have the students begin.
6. When the students have finished, collect their work.

SCORING THE ASSESSMENT

1. Use “Diagnostic Proofreading Passage 3: Scoring Key” (DP3) to review student work. Read each student’s edited passage against the scoring key.
2. Annotate each scoring key using the following marks:
 - a. Place a check mark beside each item that the student has answered correctly.
 - b. Place an X beside each incorrect answer.
3. Transfer results from the scoring key to the “Diagnostic Proofreading Passages: Student Report” (DS1) as follows:
 - a. Write the student’s name at the top of the report. If this is not the first proofreading passage of the year, you might skip this step and use your previous student report.
 - b. Find the column labeled *Items for Passage 3*. Insert the date the assessment was conducted.
 - c. Circle the corresponding number for each assessment item the student has marked correctly.

- d. Tally the number of items correct and insert that number in the last row of the Items for Passage 3 column labeled *Total Number Correct*. This will show you how an individual student performed on the language skills that were tested in “Diagnostic Proofreading Passage 3.”
4. After all the proofreading passages have been completed, tally the number of items correct across each row and insert the total in the Total Items Correct column. This will show you how the student performs across all three proofreading passages.

Teacher Note

The diagnostic proofreading passages also can be scored using the CCC ClassView assessment app, which can be accessed by tapping the links in your *Digital Teacher's Set* or through the CCC Learning Hub (ccclearninghub.org).

ANALYZING THE ASSESSMENT

Use the information you gather from the assessment to help inform your instruction.

1. Make note of any standard for which a student has marked only one of three items correctly. This student is likely to need instruction in the language convention associated with that standard.
2. When a student scores 0–1 on a skill, record her name in the Proofreading Passage 3 column of the “Diagnostic Proofreading Passages: Class Grouping Report” (DR1) beside the applicable standard.
3. After all of the student names have been recorded, students who require instruction will have been grouped by the language convention(s) that they need to practice.
4. Refer to the right-hand column of the “Class Grouping Report” to find the lessons that correspond to each convention. Use the lessons to instruct each group.
5. File the completed assessments in the students’ assessment folders.

Name: _____ Date: _____

Proofreading Passage 3

A student wrote this draft of a story. Correct all the errors you find.

For many years now,¹ my family and I have ~~watch~~^{watched}² old movies on Friday nights. I especially love the really old ones that ~~be~~^{are}³ in black and white, but ~~either~~^{neither}⁴ my brother nor my sister ~~is liking~~^{likes}⁵ them much. Typically,⁶ a Friday night goes something like this: “Roy,⁷ which movie would you like to watch tonight?” Dad asks me. “Would you like to see The Wizard of Oz?”⁸ Although I ~~seen~~^{have}⁹ the movie a thousand times, I still love to hear the song Somewhere Over the Rainbow. Mom always sighs and ~~said~~^{says}¹², “That’s really beautiful, isn’t it?”¹³ Dad’s standard reply is, “Yes,¹⁴ it doesn’t get any better than that.” We have lots of other favorite films, too. Once we have decided which movie to watch, we make the popcorn,¹⁵ get something to drink, and settle comfortably on the couch. If my brother and sister complain, Dad says, “Either quit grumbling and watch,¹⁶ ~~nor~~ find something else to do.”

- ___ 1 Comma to separate introductory element
- ___ 2 Perfect verb tenses
- ___ 3 Verb tense to convey times, sequences, states, and conditions
- ___ 4 Correlative conjunctions
- ___ 5 Verb tense to convey times, sequences, states, and conditions
- ___ 6 Comma to separate introductory element
- ___ 7 Comma to indicate direct address
- ___ 8 Titles of works
- ___ 9 Perfect verb tenses
- ___ 10 Comma to separate introductory element
- ___ 11 Titles of works
- ___ 12 Inappropriate shifts in verb tense
- ___ 13 Comma to set off a tag question
- ___ 14 Comma to set off the words *yes* and *no*
- ___ 15 Punctuation to separate items in a series
- ___ 16 Correlative conjunctions

(continues)

That’s why I was so surprised last Friday. My brother Craig had already gone to his room to finish “The Adventures of Huckleberry Finn” for his book report. My sister Gina ~~is~~ playing a video game. Dad called to them both, “Come and watch the movie with us.”

“Neither Gina ~~or~~ I wants to watch another old movie,” grumbled Craig.

“I insist,” said Dad.

We knew right away that this was a movie we had never ~~saw~~ seen before. The opening title said *The Wiz*, and the setting was New York. Even Craig and Gina were glued to the screen. Imagine our surprise when the Scarecrow ~~will turn~~ turned out to be Michael Jackson! My favorite part was when Dorothy, the Scarecrow, the Tin Man, and the Cowardly Lion sang together. Soon we all were ~~sing~~ singing along, “Ease on down, ease on down the road.”

I can hardly wait to see what Dad is going to choose next Friday.

- ___ 17 Titles of works
- ___ 18 Inappropriate shifts in verb tense
- ___ 19 Correlative conjunctions
- ___ 20 Perfect verb tenses
- ___ 21 Inappropriate shifts in verb tense
- ___ 22 Punctuation to separate items in a series
- ___ 23 Punctuation to separate items in a series
- ___ 24 Verb tense to convey times, sequences, states, and conditions

Student's Name: _____

Standards for Language	Items for Passage 1 Date: _____	Items for Passage 2 Date: _____	Items for Passage 3 Date: _____	Total Items Correct	Skill Practice Teaching Guide Lesson(s)
Grammar and Usage Standards					
Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses .	12 13 20	1 3 18	2 9 20	___/9	Lesson 13
Use verb tense to convey various times, sequences, states, and conditions .	14 16 23	8 10 22	3 5 24	___/9	Lessons 12, 13, and 14
Recognize and correct inappropriate shifts in verb tense .	1 2 22	15 20 24	12 18 21	___/9	Lesson 15
Use correlative conjunctions (e.g., <i>either/or; neither/nor</i>).	7 10 17	4 17 23	4 16 19	___/9	Lesson 21
Conventions Standards					
Use punctuation to separate items in a series .	5 6 9	9 19 21	15 22 23	___/9	Lesson 25
Use a comma to separate an introductory element from the rest of the sentence.	11 15 24	2 7 11	1 6 10	___/9	Lessons 3 and 26
Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).	3 4 8	5 13 14	7 13 14	___/9	Lesson 27
Use underlining, quotation marks, or italics to indicate titles of works .	18 19 21	6 12 16	8 11 17	___/9	Lesson 29
Total Number Correct:	___/24	___/24	___/24		

Standards for Language	Student Names			Skill Practice Teaching Guide Lesson(s)
	Proofreading Passage 1 Date: _____	Proofreading Passage 2 Date: _____	Proofreading Passage 3 Date: _____	
Grammar and Usage Standards				
Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses .				Lesson 13
Use verb tense to convey various times, sequences, states, and conditions .				Lessons 12, 13, and 14
Recognize and correct inappropriate shifts in verb tense .				Lesson 15
Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).				Lesson 21

(continues)

Standards for Language	Student Names			Skill Practice Teaching Guide Lesson(s)
	Proofreading Passage 1 Date: _____	Proofreading Passage 2 Date: _____	Proofreading Passage 3 Date: _____	
Conventions Standards				
Use punctuation to separate items in a series.				Lesson 25
Use a comma to separate an introductory element from the rest of the sentence.				Lessons 3 and 26
Use a comma to set off the words yes and no (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).				Lesson 27
Use underlining, quotation marks, or italics to indicate titles of works .				Lesson 29

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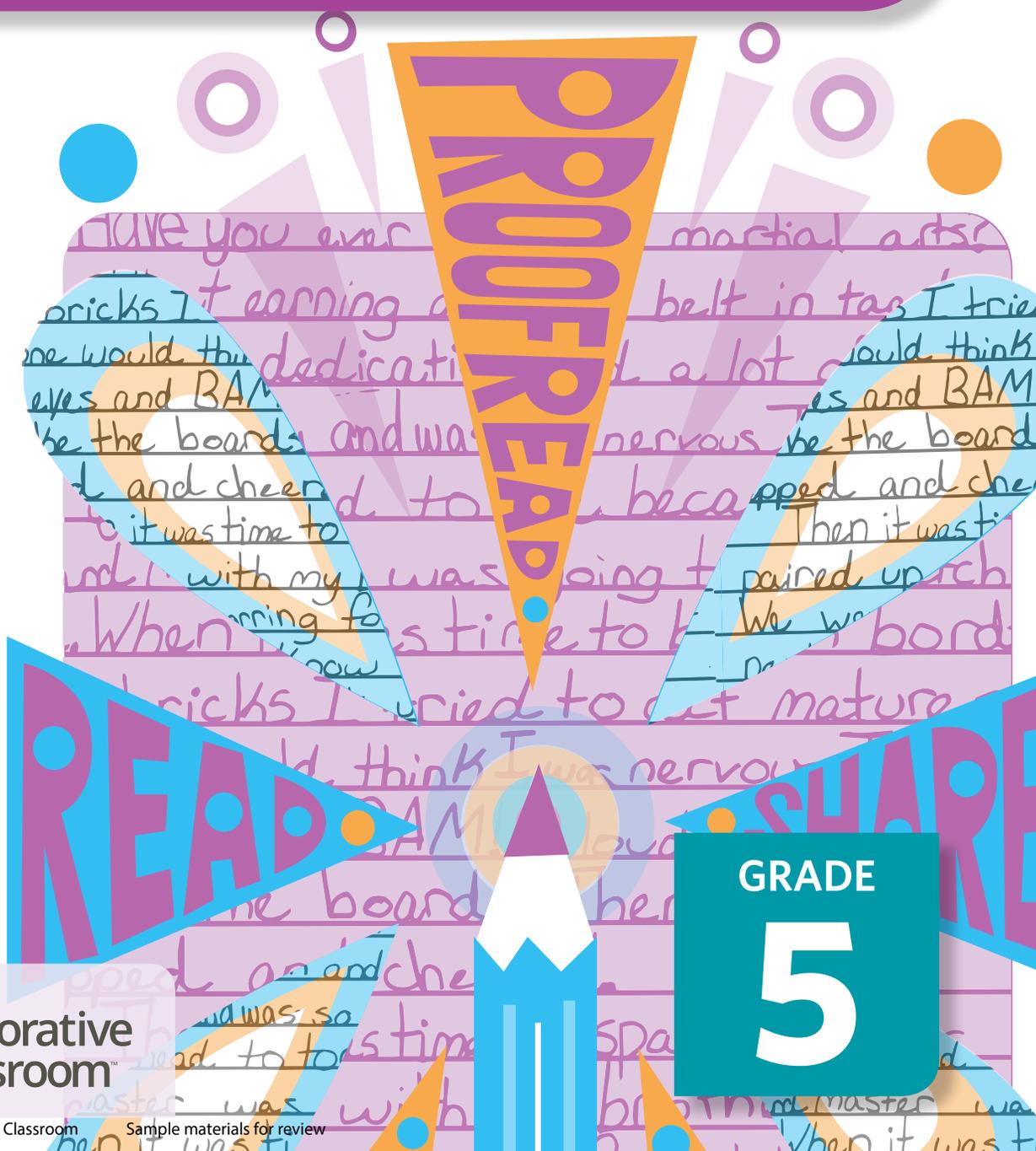
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Writing Performance Task Preparation Guide

CCC Collaborative Literacy

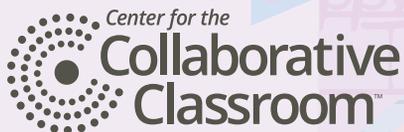
Being a Writer™

SECOND EDITION



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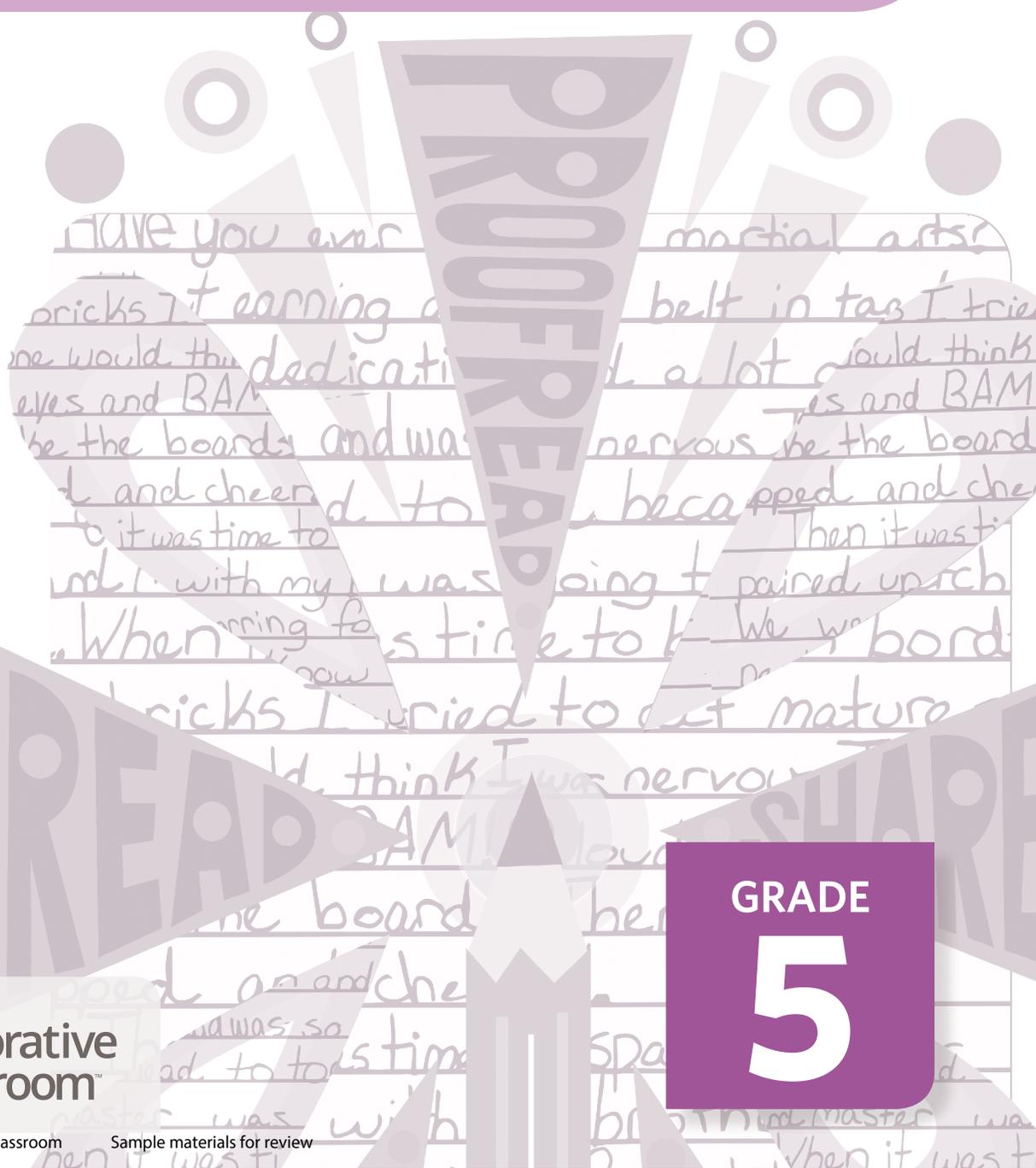
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Writing Performance Task Preparation Guide

CCC Collaborative Literacy

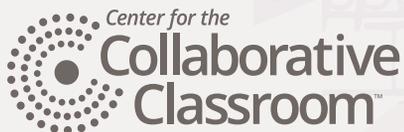
Being a Writer™

SECOND EDITION



GRADE

5



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Introduction

With the advent of standards-based performance assessments, students are required to analyze and gather information from multiple sources and then produce writing in a specified genre. In standards-based end-of-year summative writing assessments, students are assessed on how well their writing exhibits the qualities of effective writing, as well as how successfully they evaluate, interpret, and integrate information from the sources. These performance-based writing assessments provide teachers, administrators, parents, and the students themselves with evidence of how well students have acquired the skills needed for research and writing.

The goal of the *Writing Performance Task Preparation Guide* is to provide students with strategies they can use to do their best writing in three genres: narrative, informative/explanatory, and opinion. The instruction helps you guide the students through the entire performance task, step by step. The students learn that each task has several parts, and they find out what is expected of them in each part. The guided practice also shows them how to apply what they already know about good writing. This practice and support helps the students gain the confidence they need to perform well when they take a standards-based writing assessment.

The units in this guide use the same pedagogy and five-day lesson structure as other units in the *Being a Writer* program. Support materials—including student handouts, interactive whiteboard activities, assessment record sheets, and instructional media—can be accessed via the CCC Learning Hub (ccclearninghub.org). For more information about the CCC Learning Hub, see “Using the Technology Features” on page xliv of the *Teacher’s Manual*.

Teaching the Units

How the Units Are Organized

The *Writing Performance Task Preparation Guide* includes three units: Narrative Writing, Informative/Explanatory Writing, and Opinion Writing. Each unit includes a Guided Practice Performance Task and one week of lessons. During the one week of lessons, the students complete the Guided Practice Performance Task as a class with support from you.

GUIDED PRACTICE PERFORMANCE TASK

The Guided Practice Performance Tasks in this guide are designed to elicit the same types of thinking that will be required of students when completing standards-based writing performance tasks. These tasks require each student to gather and evaluate information about a given topic from multiple sources, use the information to answer research questions, and then produce an extended piece of writing.

Each performance includes teacher directions, student directions, source materials, graphic organizers, research questions, and scoring rubrics for the research questions. The tasks are not computerized and can be administered in a classroom environment using pencils, paper, and other classroom resources.

LESSONS

Each one-week unit consists of five days of lessons. During the lessons, the students work as a class, in pairs, and independently to complete each portion of a performance task. As the students progress through the lessons, they are introduced to and then practice using strategies such as asking themselves questions about a source while reading, rereading a source, and rereading and analyzing their writing. These strategies help the students:

- Check for comprehension while reading or viewing a variety of sources (a video, articles, a blog, a radio interview transcript, a letter to the editor, a travel brochure, and a map)
- Take notes from the sources and use graphic organizers to sort and record information
- Analyze directions to determine what they are being asked to do
- Evaluate, interpret, and integrate information from multiple sources to answer research questions
- Write cohesive pieces using the characteristics of good writing for the genre
- Evaluate their writing for characteristics of good writing and for elements of the genre

Day 1 The students discuss the purpose of a performance-based writing assessment and the importance of doing their best on the assessment. They think about what they have learned about the characteristics of good writing and the elements of the genre. Then the students are introduced to the topic they will write about. They are provided with one or more sources about the topic and learn to stop occasionally when reviewing the source(s) to ask themselves questions about what they are learning. In pairs, they take notes on the source(s) and they each use a graphic organizer to sort and record information from the source(s).

Day 2 The students are introduced to one or more additional sources, and they use the strategies from Day 1 to analyze what they have learned from the source(s). They again work in pairs to take notes, and they each use a graphic organizer to record and organize information from the source(s).

Day 3 The students learn how to analyze three research questions to determine exactly what each question is asking them to do. They work in pairs to generate answers to the questions and then write their own answers to each question using information from the sources and their notes. With guidance from you, the students review their answers to make sure that they have crafted quality responses to each question.

Day 4 The students focus on using information from the sources, with the aid of their notes and their answers to the research questions, to each write a cohesive piece in response to a provided writing assignment. First, the students analyze the writing assignment to determine what it is asking them to do. Then you model writing the first few paragraphs of your own piece using information from all of the sources. (You can write your own piece or use the model provided in the lesson.) The students talk with their partners about what they might write and then write their own pieces.

Day 5 On the final day, you share your completed piece with the students. (You can use your own piece or the model provided in the lesson.) As you share, you point out how you incorporated what you know about good writing and how you met the requirements of the writing assignment. The students then analyze their own writing for the qualities of a well-written piece during a guided rereading, facilitated by you.

Planning and Teaching the Lessons

The units in this guide can be taught in any order; however, we recommend teaching each unit after you complete the corresponding genre unit in the *Teacher's Manual*. (For a suggestion on how to include the units in this guide in your instruction for the year, see the Sample Calendar on page xxxiii of the *Teacher's Manual*.)

To prepare to teach the lessons, begin by reading the unit's introductory pages. The unit's opening page introduces you to the topic of the Guided Practice Performance Task and acquaints you with the goals of the unit, while the Overview table provides a general outline of the unit. The Resources list specifies the physical materials and the supplemental activities

for the entire unit, while the Online Resources list indicates all of the materials that are available digitally on the CCC Learning Hub (ccclearninghub.org).

Next, read the writing and social development focuses in the Week Overview. The Do Ahead section alerts you to special requirements for the week and any preparations you should make ahead of time. Preview the lessons and note how the instruction supports the unit’s writing and social development focuses from lesson to lesson. Also note the lessons that may require an extended class period.

USING A GUIDED PRACTICE PERFORMANCE TASK AS A PRACTICE TEST

Since the students complete each Guided Practice Performance Task with extensive support from you and in collaboration with their partners, the students’ writing is not scored. However, if you feel that your students are ready to complete a performance task independently after completing two of the units, the final Guided Practice Performance Task in this guide can be administered as a practice test. Simply administer the final performance task without the instructional support.

Scoring the Students’ Writing If you choose to administer one of the Guided Practice Performance Tasks as a practice test, the research questions in Part 1 can be scored using the rubrics included at the end of the performance task. (For an example, see “Scoring Rubrics for Research Questions” on page 91.)

We recommend that you score the students’ writing using your state test’s writing rubric, which will identify the elements of writing emphasized in your state. The qualities of good writing emphasized in this guide are those taught and practiced throughout the *Being a Writer* program: writing a strong opening and closing; using transition words, sensory details, and interesting words; including elements of the genre; following writing rules for punctuation, spelling, grammar, and capitalization; and clear organization. If your state test’s writing rubric emphasizes other elements, you might incorporate instruction of those elements in the lessons by modeling their use during the teacher modeling in Day 4 of each unit.

Units

READ.

SHARE

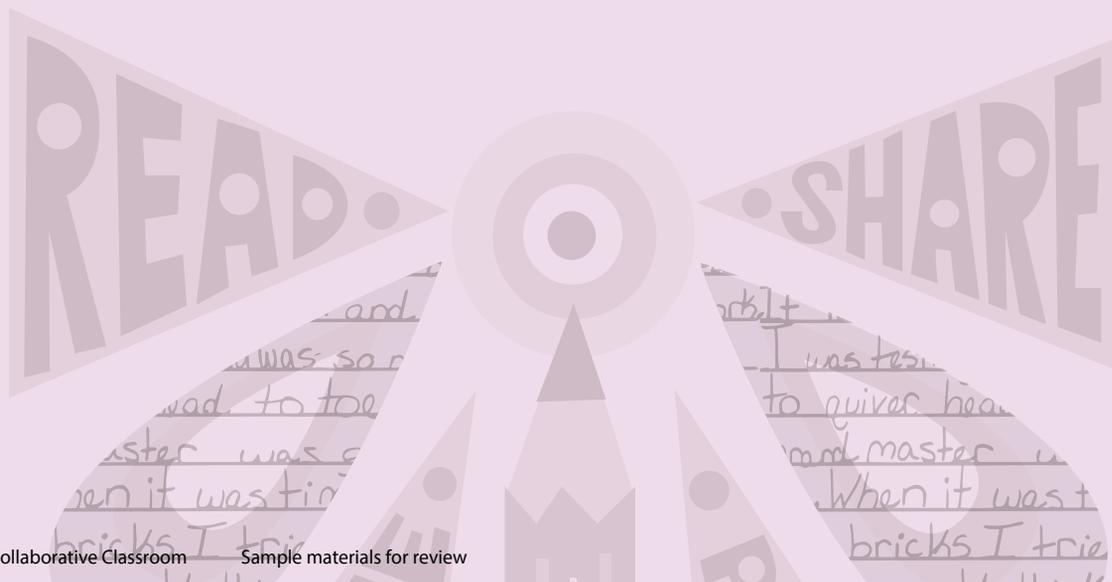
WRITE.

PLAN

Unit

Narrative Writing

During this one-week unit, the students prepare for the narrative writing portion of a standards-based end-of-year writing performance task. They discuss what they have learned about narrative (fiction) writing and complete a practice performance task as a class, guided by the teacher. The task requires the students to each write a story about taking an imaginary trip to Washington, D.C., during which they visit some of the city's monuments and memorials. To learn about the monuments and memorials, the students look at a map of the city, watch a video, and read a brochure. They each take notes about what they learn, and use information from the sources and their notes to answer research questions and write their stories. Socially, the students listen respectfully to the thinking of others and share their own, make decisions with their partners, and explain their thinking.



RESOURCES

Source Materials

- “National Mall and Memorial Parks” map
- “Lincoln Memorial” video
- “Monuments of Washington, D.C.” brochure

Extensions

- “Complete a Diagnostic Proofreading Passage”
- “Complete a Writing Practice Performance Task Independently”

Guided Practice Performance Task: Narrative Writing

- Task Overview
- Teacher Directions
- Scoring Rubrics for Research Questions
- Student Handouts 1–6

Assessments

- “Class Assessment Record” sheets



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA6

Instructional Media

- “Lincoln Memorial” video (IV1)

Reproducibles

- “National Mall and Memorial Parks” map (BLM1)
- “Video and Brochure Notes” graphic organizer (BLM2)
- “Student Directions for Part 1” (BLM3)
- “Monuments of Washington, D.C.” brochure (BLM4)
- “Research Questions” sheet (BLM5)
- “Student Directions for Part 2” (BLM6)

Assessment Forms

- “Class Assessment Record” sheets (CA1–CA3)

OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
Week	<p>Viewing a Map, Watching a Video, and Taking Notes: “National Mall and Memorial Parks” map, “Lincoln Memorial” video</p> <p>Focus:</p> <ul style="list-style-type: none"> Thinking about what they have learned about good narrative (fiction) writing Taking notes from a video Using graphic organizers to sort information 	<p>Reading a Brochure and Taking Notes: “Monuments of Washington, D.C.” brochure</p> <p>Focus:</p> <ul style="list-style-type: none"> Taking notes from a brochure Using graphic organizers to sort information 	<p>Writing Responses to Research Questions</p> <p>Focus:</p> <ul style="list-style-type: none"> Using multiple sources to write responses to research questions Reflecting on and revising responses to research questions 	<p>Writing a Story</p> <p>Focus:</p> <ul style="list-style-type: none"> Using multiple sources to write stories 	<p>Revising and Proofreading a Story</p> <p>Focus:</p> <ul style="list-style-type: none"> Revising stories Proofreading stories

Week

OVERVIEW



“National Mall and Memorial Parks” map (BLM1)

The monuments and memorials of the National Mall and Tidal Basin can be located on this map of Washington, D.C.



“Monuments of Washington, D.C.” brochure (BLM4)

Eight memorials are described in this brochure for visitors to the National Mall and Tidal Basin area of Washington, D.C.



“Lincoln Memorial” video (IV1)

A park ranger describes the Lincoln Memorial and shares his memories from the first time he visited the memorial.

Writing Focus

- Students reflect on what they have learned about narrative (fiction) writing.
- Students view and discuss a map about the topic.
- Students watch a video and read a brochure about the topic, and take notes.
- Students answer research questions about the topic, and plan and write stories.
- Students revise and proofread their writing.

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students make decisions together.
- Students explain their thinking.

DO AHEAD

- ✓ Prior to Day 1, read “Guided Practice Performance Task: Narrative Writing” on pages 34–38. This unit’s lessons are based on this guided practice performance task. During the unit, the students complete this performance task with instructional support and guidance from the

(continues)

DO AHEAD *(continued)*

teacher. For more information about how the performance task is used in the lesson, see “About the Guided Practice Performance Task” on page 6.

- ✓ Prior to Day 1, familiarize yourself with the content of the “National Mall and Memorial Parks” map (BLM1) and locate the sights referenced in the lesson.
- ✓ Prior to Day 1, watch the video “Lincoln Memorial” (IV1). Familiarize yourself with the content of the video and practice stopping at the points listed in the lesson (see Day 1, Step 5 on page 9).
- ✓ Prior to Day 1, prepare several sheets of chart paper so that they resemble the “Video and Brochure Notes” graphic organizer (BLM2) the students will use on Days 1 and 2.
- ✓ Prior to Day 1, visit the CCC Learning Hub (ccclearninghub.org) to access and print the student handouts (see “Reproducibles” on page 2). Make a class set of copies of each handout listed, except for the “Student Directions for Part 1” (BLM3). Make extra copies of the “Video and Brochure Notes” graphic organizer (BLM2), as students will need more than one sheet.
- ✓ Prior to Day 1, prepare a class set of writing folders for the students to use to organize their materials throughout the week.
- ✓ Prior to Day 2, read the brochure “Monuments of Washington, D.C.” (BLM4) to familiarize yourself with the content.
- ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA1) on page 52.
- ✓ Prior to Day 3, prepare a sheet of chart paper so that it resembles the “Research Questions” sheet (BLM5) the students will use. You may want to write each question on a separate piece of chart paper.
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA2) on page 53.
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA3) on page 54.



“A good head and good heart are always a formidable combination. But when you add to that a literate tongue or pen, then you have something very special.”

— Nelson Mandela

As your students approach the day of the end-of-year writing performance task, take a step back and view the larger picture. Naturally you want your students to do well on the test. Beyond the demands of this particular test, what are your hopes for your students as writers? How do you hope that having a “literate pen” combined with a good head and a good heart will serve each of them? Write in your journal about your aspirations for your students. Consider sharing your writing with your students.

Day 1

Viewing a Map, Watching a Video, and Taking Notes

Materials

- Copy of the “National Mall and Memorial Parks” map (BLM1) for each student
- “Lincoln Memorial” video (IV1)
- Chart paper and a marker
- “National Mall and Memorial Parks” chart (WA1)
- “Video and Brochure Notes” chart, prepared ahead
- Several copies of “Video and Brochure Notes” graphic organizer (BLM2) for each student
- A writing folder for each student

Teacher Note

We recommend that you teach this unit after the class completes the Fiction genre unit.

This lesson may require an extended class period. You might want to stop the lesson at the end of Step 5 and then finish the lesson later in the day or the next day.

Teacher Note

The partners you assign today will stay together for the entire unit.

In this lesson, the students:

- Work with new partners
- Reflect on what they know about good narrative (fiction) writing
- View and discuss a map
- Watch and discuss a video
- Take notes on the video as a class and in pairs
- Explain their thinking

ABOUT THE GUIDED PRACTICE PERFORMANCE TASK

During this unit, the students complete a narrative writing performance task as a class with instructional support from you. The purpose for this guided practice performance task is to prepare the students for standards-based end-of-year performance tasks they will be required to complete independently. Five days of instruction are provided during which the students’ writing is neither timed nor scored. This unit’s performance task is not computerized and can be administered in a classroom environment, using pencils, paper, and other classroom resources.

The topic of the performance task is taking an imaginary trip to Washington, D.C., to visit the city’s monuments and memorials. The task consists of three sections: an Introductory Classroom Activity (students are introduced to the topic and examine two sources), Part 1 (students examine an additional source and answer research questions about the topic), and Part 2 (students write their own stories). For more information about each section, see “Task Overview” on page 34. For the complete performance task on which this unit’s instruction is based, see “Guided Practice Performance Task: Narrative Writing” on pages 34–38.

GETTING READY TO WRITE

1 Pair Students and Introduce the Performance Task

Randomly assign partners and make sure they know each other’s names. Have the students bring their pencils and sit at desks with partners together.

Tell the students that at the end of the school year, all the students in their grade will complete a reading and writing assignment called a *performance task*. (You might explain that a *task* is a “job that needs to be done.”) Explain that the purpose for the performance task is to show how well they are developing and growing as readers and writers. This is important information for them as students, as well as for their families, teachers, and principal.

Remind the students that for the past several weeks they have been doing fiction writing. Explain that fiction writing is sometimes called narrative writing and that a narrative is a story. Tell the students that narrative, or story, writing is one type of writing they will do on the end-of-year performance task. Explain that during the next several days, they will learn strategies for doing well on the narrative writing portion of the performance task.

2 Discuss What the Class Has Learned About Narrative Writing

Point out that the students have learned a lot about how to write good narrative, or fiction, pieces, and explain that they can use what they have learned to help them do well on the performance task. Ask and discuss the questions that follow as a class. Encourage the students to use the discussion prompts they have learned as they talk to one another.

- Q *What have you learned about good narrative, or fiction, writing?*
- Q *What did you do to make your narrative piece interesting and easy to read?*

Students might say:

“It gets the reader hooked right from the beginning of the story.”

“I agree with [Johan]. I also think it has interesting characters and events.”

“Sometimes it includes dialogue.”

“It describes where the story is happening.”

“In addition to what [Johan and Lara] said, it stays focused and makes sense.”

As the students respond, record their ideas on a sheet of chart paper titled “What We Have Learned About Narrative Writing.” If the students do not mention the following qualities of good narrative writing, briefly review them and add them to the chart.

Teacher Note

You might explain to the students that narrative writing can be about true events from their own lives, which we call *personal narrative*, or about fictional (made-up) events. For the next several days, they will be focusing on fictional narratives.

Teacher Note

The discussion prompts are:

- “I agree with _____ because...”
- “I disagree with _____ because...”
- “In addition to what _____ said, I think...”

What We Have Learned About Narrative Writing

- Begins with an opening that makes the reader want to keep reading
- Includes interesting characters and events
- Describes the setting of the story
- Has a chronological sequence of events
- Sometimes includes dialogue
- Stays focused and makes sense
- Uses sensory details
- Establishes a point of view
- Follows writing rules for spelling, punctuation, capitalization, and grammar

Tell the students that you will post the chart where everyone can see it so that they can keep what they have learned about good narrative writing in mind as they prepare for the narrative writing performance task.

3 Introduce the Topic of the Guided Practice Performance Task

Explain that today you will introduce the students to the topic of the performance task, and they will look at a map and see a video about the topic. In the coming days, they will learn more about the topic by reading a brochure. Then, as a class, they will use what they learned to answer research questions and write stories about the topic.

Tell the students that they are going to learn and then write about some of the monuments and memorials they might see if they took an imaginary trip to our nation's capital, Washington, D.C. Explain that the sources will focus on the major monuments and memorials in an area called the National Mall and the nearby Tidal Basin.

Write the words *monument* and *memorial* where everyone can see them. Explain that a *monument* is “something that is built in memory of a person or event.” Point out that *memorial* comes from the word *memory* and explain that a *memorial* is “something that keeps memories alive.” A holiday can be a memorial, such as Presidents’ Day or Martin Luther King, Jr. Day. A monument is also a type of memorial. For example, the Washington Monument is a memorial that was built to help us remember and honor George Washington.

4 Introduce and Discuss the Map

Tell the students that the first source of information they will look at is a map of Washington, D.C., that shows the monuments and memorials of the National Mall and Tidal Basin. Display the “National Mall and Memorial Parks” chart (📄 WA1) and distribute a copy of the map (BLM1) to each student. Point to the Lincoln Memorial on the left (west) side of the map, and explain that the Lincoln Memorial Reflecting Pool, the World War II Memorial, and the Washington Monument are located to the right (east) of the Lincoln Memorial. Point to the Tidal Basin and tell the students that several monuments are located around the Tidal Basin, including the Martin Luther King, Jr. Memorial, the Franklin Delano Roosevelt Memorial, and the Thomas Jefferson Memorial. Ask:

Q *What questions do you have about the map of Washington, D.C.?*

Explain that the students will learn more about Washington, D.C., by watching a video and reading a brochure about several of the monuments and memorials on this map.

5 Introduce the Video and Watch It with Stops

Tell the students that they will watch a video called “Lincoln Memorial.” Explain that in the video, a ranger shares some of the thoughts and feelings he had the first time he visited the Lincoln Memorial, and he also describes details about the memorial. Explain that you will play the video and stop it three times. At each stop, you will ask the students to talk in pairs about what they learned. Play the “Lincoln Memorial” video (📺 IV1), stopping after:

1:27 “. . . because everything is not right there in front of you. You have to search for a few things.”

Ask and briefly discuss:



Q *What did you learn about the Lincoln Memorial in the portion of the video you just saw? Turn to your partner.*

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

2:50 “It’s almost as if that open hand is there to shake the hand of the South.”

4:05 “. . . and it makes perfect sense for him to be seated upon our American flag.”

Teacher Note

You might explain that a *source* is “something that information comes from, such as a book, video, website, or article.”

Teacher Note

A time bar is not provided in the “Lincoln Memorial” video, so the elapsed time shown for each stop is approximate.

WRITING TIME

6 Watch the Video Again and Take Notes as a Class and in Pairs

Post the “Video and Brochure Notes” chart that you prepared ahead and distribute a copy of the “Video and Brochure Notes” graphic organizer (BLM2) to each student.

Tell the students that you will play the video again, and that as a class and in pairs, they will use this note-taking chart, called a *graphic organizer*, to take notes on what they are learning about the Lincoln Memorial. Point out that the left-hand column is where they will write the name of the memorial as well as details and descriptions about it. Have the students write *Lincoln Memorial* in the left-hand column and underline it. Explain that they will list details and descriptions of the memorial below the name of the memorial or monument. Then point out the right-hand column and tell the students that this is where they will write any thoughts or feelings they might have if they were to visit the memorial. Explain that this information will be useful when they plan and write their stories about visiting the monuments of Washington, D.C.

Explain that you will stop the video three times, as you did before, and that at each stop, the students will discuss what they have learned and what thoughts and feelings they might have if they visited the Lincoln Memorial.

Play the video “Lincoln Memorial” (🎞 IV1), stopping after:

1:27 “... because everything is not right there in front of you. You have to search for a few things.”

Discuss as a class:

- Q *What did you learn about the Lincoln Memorial in the portion of the video you just saw?*
- Q *What thoughts or feelings might you have if you were visiting the Lincoln Memorial? Why?*

Students might say:

“I learned that there are names of states at the top of the Lincoln Memorial. I think I would feel proud if my state was there.”

“I would be excited to visit the Lincoln Memorial because Abraham Lincoln is a president I want to learn more about.”

“There are special details of the memorial that you have to look carefully to see.”

As the students respond, model writing their responses as notes in the appropriate places on the chart, and have the students copy the notes onto their own graphic organizers.

Teacher Note

You may want to review that notes are most helpful when they are brief and written in the writer’s own words rather than copied exactly from the source.

Using the same procedure, watch the next section of the video; stop the video to discuss what the students learned as a class, and model taking notes. Stop after:

2:50 "It's almost as if that open hand is there to shake the hand of the South."



At the last stop, have the students discuss what they learned in pairs (rather than as a class) and ask them to record their notes on their graphic organizers. Stop after:

4:05 "... and it makes perfect sense for him to be seated upon our American flag."

Have a few volunteers share what they discussed and what notes they recorded on their graphic organizers. As they share, add their ideas to the chart.

Video and Brochure Notes	
Descriptions and Details	My Thoughts and Feelings
<u>Lincoln Memorial</u> <ul style="list-style-type: none">- states are at the top- his eyes meet the eyes of the statue of Ulysses S. Grant at the other end of the Mall- his left hand is in a fist and his right hand is open- he is seated on the American flag	<ul style="list-style-type: none">- excited to learn more about Abraham Lincoln- proud of Lincoln for ending the Civil War- amazed by the size of the statue
Other Notes: <ul style="list-style-type: none">- Abraham Lincoln was assassinated in 1865	

Tell the students that tomorrow they will read a brochure that describes several other monuments and memorials in Washington, D.C. Explain that the students will add notes on what they learn about other monuments and memorials to this graphic organizer.

Distribute a writing folder to each student and explain that this is where the students will keep all of their materials for the week. Have the students put their materials inside their folders and keep them in their desks.

Teacher Note

Save the “What We Have Learned About Narrative Writing” chart and the “Video and Brochure Notes” chart to use throughout the unit.

Day 2

Reading a Brochure and Taking Notes

Materials

- Copy of the brochure “Monuments of Washington, D.C.” (BLM4) for each student
- “Lincoln Memorial” video (IV1) from Day 1
- “Student Directions for Part 1” chart (WA2; also available as BLM3)
- “Video and Brochure Notes” chart from Day 1, additional page(s) of the chart (prepared ahead), and a marker
- “Monuments of Washington, D.C.” chart (WA3)
- Extra copies of “Video and Brochure Notes” graphic organizer (BLM2) for students, if needed
- “Class Assessment Record” sheet (CA1)

Teacher Note

This lesson may require an extended class period. You might want to stop the lesson at the end of Step 4 and then finish the lesson later in the day or on the next day.

SHARING AND REFLECTING

7 Reflect

Ask and briefly discuss:

Q *What did you and your new partner do to work well together today?*

In this lesson, the students:

- Review what they have learned about the Lincoln Memorial
- Read and discuss a brochure about monuments in Washington, D.C.
- Take notes on the brochure in pairs
- Make decisions together
- Work in a responsible way

GETTING READY TO WRITE

1 Briefly Review

Have the students bring their folders and pencils, and sit at desks with partners together. Review that the students are working together to complete a narrative writing task about visiting monuments in Washington, D.C., to prepare for the end-of-year performance task. Remind the students that yesterday they discussed what they have learned about good narrative writing. They also saw a video about the Lincoln Memorial, discussed it as a class, and took notes about what they learned. Explain that today the students will learn more about the monuments and memorials in Washington, D.C.

2 Introduce Student Directions for Part 1

Display the “Student Directions for Part 1” chart (WA2). Explain that these are directions for the first part of the performance task, in which the students watch the video again, read a brochure about the monuments in Washington, D.C., and write responses to research questions. Tell the students that, because they are working together

to practice for the end-of-year assessment, they will not follow these directions exactly. For example, you will read the brochure aloud, rather than have the students read it on their own, and they will take more time than the directions say to complete the step. Explain that when the students do performance tasks on their own later, they will follow the directions exactly.

3 Watch the Video Again and Discuss What the Students Learned

Direct the students' attention to the "Video and Brochure Notes" chart from Day 1. Briefly review the notes by asking:

Q *What is something we learned about the Lincoln Memorial from the video?*

Explain that you will show the video again without stops. Ask the students to listen and watch for information about the Lincoln Memorial that they missed yesterday and might want to add to their notes.

Play the "Lincoln Memorial" video (🎥 IV1). Ask and briefly discuss:

Q *What more did you learn about the Lincoln Memorial?*

Have a few volunteers share their thinking with the class. As appropriate, add their ideas to the chart and have the students copy the information onto their graphic organizers.

Students might say:

"I heard that the statue shows Lincoln during the middle of the Civil War, thinking about how to keep the country together."

"In addition to what [Dylan] said, I learned that there are stars on the American flag to the left of Lincoln's right leg."

4 Introduce the Brochure and Read It Aloud with Stops

Tell the students that now they will read a brochure titled "Monuments of Washington, D.C." Explain that the brochure includes photos and descriptions of eight memorials near the Lincoln Memorial Reflecting Pool and around the Tidal Basin that a person who is visiting Washington, D.C., might wish to see. It also includes information about the famous cherry trees in the area. Display the "Monuments of Washington, D.C." chart (🎥 WA3) and distribute a copy of the brochure (BLM4) to each student. Remind the students that for this task you will read the brochure aloud, but when they do performance tasks on their own they will read any source materials independently. Ask them to follow along as you read the brochure aloud, and explain that you will stop during the reading to have pairs discuss what they are learning.

Read the title of the brochure and the information about the cherry trees, the Lincoln Memorial, and the Washington Monument aloud, slowly and clearly. Stop after:

"The walls at the base are 15 feet thick and ringed by a circle of American flags."

Teacher Note

The purpose for showing the "Student Directions for Part 1" chart (WA2) is to briefly introduce the students to the type of directions they will encounter when they complete performance tasks by themselves. It is not necessary to take the students through all the directions now. They will have the experience of "following" the directions over the next few days. As you complete various parts of the directions, you might redisplay the chart and point out the steps the students have completed.

Ask:



Q *In the part of the brochure you just heard, what did you learn about the sights and monuments you might see if you visited Washington, D.C.? Turn to your partner.*

Without sharing as a class, continue reading the brochure. Follow the same procedure to have the students discuss what they learned at the next two stops:

“The statue shows the strength of King, who inspired a nation—and the world.”

“The memorial is set in a hillside amid the greenery of Constitution Gardens, near the Lincoln Memorial.”

WRITING TIME

5 Reread the Brochure and Take Notes in Pairs

Direct the students’ attention to the “Video and Brochure Notes” chart from Day 1 and explain that you will add notes to this graphic organizer. Explain that as you read the brochure again you will stop, and partners will discuss what more they learned and then write notes in the appropriate places on their own graphic organizers. Remind the students that they will use the notes later to help them answer research questions and write stories about visiting Washington, D.C.

Read the brochure and stop (as you did before) after:

“The walls at the base are 15 feet thick and ringed by a circle of American flags.”

Ask the following questions one at a time, without discussing them as a class:

Q *In the part of the brochure you just heard, what more did you learn about the sights and monuments you might see if you visited Washington, D.C.?*

Q *What thoughts or feelings might you have while visiting the sights and monuments described in the brochure? Why?*



Say “Turn to your partner,” and give partners a few minutes to share their thinking and write notes about what they learned on their graphic organizers.

After a few minutes, ask volunteers to share their thinking about what they learned and what notes they recorded on their graphic organizers. Then add their ideas to the chart.

Using the same procedure, stop, discuss, and have partners take notes at the following places in the brochure:

“The statue shows the strength of King, who inspired a nation—and the world.”

“The memorial is set in a hillside amid the greenery of Constitution Gardens, near the Lincoln Memorial.”

As the students work, circulate, observe, and offer assistance.

Teacher Note

When you have completely filled the first “Video and Brochure Notes” chart with your notes, model continuing your note-taking on a second sheet of prepared chart paper. Tell the students that if they fill one graphic organizer with notes, they can continue taking notes on a second graphic organizer.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are partners able to agree about what information to include in their notes?
- Are they able to describe their thoughts and feelings about the sights and monuments?
- Are they writing notes in their own words?

If you notice many students having difficulty writing notes, call for the class's attention and have a few volunteers share their ideas for what to write. Then model writing each idea in the appropriate place on the chart. As necessary, encourage the students to reread the brochure to collect the information they need.

Record your observations on the "Class Assessment Record" sheet (CA1); see page 52.

Video and Brochure Notes

Descriptions and Details	My Thoughts and Feelings
<u>Lincoln Memorial</u> <ul style="list-style-type: none"> - states are at the top - his eyes meet the eyes of the statue of Ulysses S. Grant at the other end of the Mall - his left hand is in a fist and his right hand is open - he is seated on the American flag 	<ul style="list-style-type: none"> - excited to learn more about Abraham Lincoln - proud of Lincoln for ending the Civil War - amazed by the size of the statue
<u>Cherry trees</u> <ul style="list-style-type: none"> - 3,000 cherry trees are located around the Tidal Basin area - they have pink and white blossoms 	<ul style="list-style-type: none"> - grateful to visit during spring when the trees are in full bloom

Other Notes:

- Abraham Lincoln was assassinated in 1865

Page 1

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Video and Brochure Notes	
Descriptions and Details	My Thoughts and Feelings
<u>Washington Monument</u> <ul style="list-style-type: none">- 555.5 feet tall and has walls that are 15 feet thick at its base- has a ring of American flags around it	<ul style="list-style-type: none">- would have been hard to be president during the Great Depression and World War II
<u>Jefferson Memorial</u> <ul style="list-style-type: none">- style is like Jefferson's home- some of his famous writings are on the walls	
<u>FDR Memorial</u> <ul style="list-style-type: none">- has four garden "rooms" to represent his four terms in office	
<u>Martin Luther King, Jr. Memorial</u> <ul style="list-style-type: none">- image carved out of granite- shows the strength of King	
<u>Other Notes:</u> <ul style="list-style-type: none">- George Washington was our first president- Thomas Jefferson was an author of the Declaration of Independence	

Page 2

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Video and Brochure Notes	
Descriptions and Details	My Thoughts and Feelings
<u>World War II Memorial</u> <ul style="list-style-type: none">- gold stars represent the 405,000 Americans who died- bronze panels show scenes from battlefield and home front	<ul style="list-style-type: none">- proud to be visiting a place where so many of our country's heroes are remembered
<u>Korean War Memorial</u> <ul style="list-style-type: none">- 19 stainless steel statues of soldiers on patrol- Pool of Remembrance pays tribute to those who were killed, wounded, or missing in action	
<u>Vietnam Veterans Memorial</u> <ul style="list-style-type: none">- set in a hillside of the Constitution Gardens- the wall has 56,000 names of those who died or were missing in action	<ul style="list-style-type: none">- surprised and sad that there were wars so close together and that this war lasted so long
Other Notes:	

Page 3

Tell the students that tomorrow they will work together, using the sources and their notes, to answer research questions about the monuments and memorials of Washington, D.C. Have them put their materials inside their folders.

SHARING AND REFLECTING

6 Reflect

Ask and briefly discuss:

- Q *Why do you think it is a good idea to read a source more than once, like we did today?*
- Q *What did you do today to work in a responsible way?*

Teacher Note

Save the “Video and Brochure Notes” charts to use throughout the rest of the unit.

Day 3

Writing Responses to Research Questions

Materials

- “Video and Brochure Notes” charts from Day 2
- “National Mall and Memorial Parks” chart (WA1) from Day 1
- “Monuments of Washington, D.C.” chart (WA3) from Day 2
- “Research Questions” chart, prepared ahead
- Copy of “Research Questions” sheet (BLM5) for each student
- A marker
- “Class Assessment Record” sheet (CA2)

In this lesson, the students:

- Read and discuss research questions about the monuments of Washington, D.C., as a class
- Identify words in the questions that give clues about what to write
- Write responses to the questions as a class and independently
- Reflect on and revise their responses

GETTING READY TO WRITE

1 Briefly Review

Have the students bring their folders and pencils, and sit at desks with partners together. Remind the students that they are learning strategies they can use to do well on the end-of-year performance task. Refer to the “Video and Brochure Notes” charts from Day 2 and review that the students looked at a map, watched a video, read a brochure about Washington, D.C., and took notes about what they learned. Explain that today they will use their notes and the sources to answer research questions about Washington, D.C.

2 Model Reading a Question and Writing a Response

Post the “Research Questions” chart that you prepared ahead. Distribute a copy of the “Research Questions” sheet (BLM5) to each student, and have the students write their names and the date on their sheets. Explain that these are the questions the students will answer in Part 1 of the performance task.

Tell the students that the first step in writing a response to a question is to read and think carefully about the question. Point to Question 1 on the chart and ask the students to listen closely as you read it aloud twice. Discuss:

Q *What information is this question asking for?*

Have a few volunteers share their thinking. If necessary, point out that the question is asking you to describe how you would “use the map and the brochure to plan your day” if you were visiting the monuments. Underline that phrase on the chart.

Ask the students to watch as you model writing a response to the first question on the chart, thinking aloud as you write. Be sure to model reviewing your notes, the map, and the brochure for the information you need.

You might say:

“I know that the question is asking how I would use the map and brochure to plan a day of visiting the monuments. The brochure describes the monuments, which will help me choose which ones I am most interested in seeing. I’ll write: *I’d use the brochure to pick the monuments I want to see the most.* The map shows where the monuments are located, so I would use it to decide which route to take to see the monuments. I’ll write: *I would look at the map to see where they are. Then I could decide the best order to visit them. Maybe there would be time to see more monuments if they are close together.*”

Research Questions

1. If you were going to visit the monuments for a day, how would you use the map and the brochure to plan your day?

I’d use the brochure to pick the monuments I want to see the most. I would look at the map to see where they are. Then I could decide the best order to visit them. Maybe there would be time to see more monuments if they are close together.

3 Read and Discuss Questions as a Class

Explain that the students will read and discuss Questions 2 and 3 as a class. Then, during Writing Time, the students will work in pairs to discuss what they might write in response to those questions, and each write their own responses on their “Research Questions” sheet.

Teacher Note

You may want to display the map (WA1) or the brochure (WA3), if needed.

The consortia that are developing the end-of-year performance tasks plan to deliver the assessment electronically. This means that individual students will have computer or tablet access to all research sources, including videos, as they respond to questions and write extended pieces.

Point to Question 2 on the “Research Questions” chart and read it aloud twice. Ask and discuss:

Q *What information is this question asking for?*

Have a few volunteers share their thinking. If necessary, explain that the question is asking for two pieces of information: “which monument interested you the most” and “two reasons why.” Underline those key phrases on the chart.

Follow the same procedure to discuss Question 3 as a class. If necessary, explain that the question is asking for a description of what you might see while standing on the steps of the Lincoln Memorial and for details from the sources. On the chart, underline “standing on the front steps of the Lincoln Memorial” and “details from the sources.”

WRITING TIME

4 Discuss Questions in Pairs and Write Answers



Have partners discuss what they might write in response to Questions 2 and 3. Review that each student will write his own response to the questions on his “Research Question” sheet. Remind the students to use details from their notes and from the map and brochure in their responses. As the students work, circulate, observe, and offer assistance.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students’ responses indicate that they understand what each question is asking?
- Are they able to incorporate details from their notes and the sources in their responses?

If you notice the students struggling to write responses, support them by asking questions such as:

Q *What information is the question asking for?*

Q *Where in your notes can you find that information? Where in the source can you find that information?*

Q *How might you include information from your notes and the sources in your answer?*

Record your observations on the “Class Assessment Record” sheet (CA2); see page 53.

5 Facilitate Guided Rereading and Revising of Responses

Tell the students that they will now reread their responses to Questions 2 and 3 and then reflect on the quality of their responses by thinking about the questions you will ask.

Have the students quietly reread their responses to Question 2 and look up when they are finished. Ask the following questions one at a time, pausing after each one to give them a moment to review their writing and, if necessary, their sources and notes:

- Q *Does your response clearly state the monument that interested you the most? If not, what might you write instead?*
- Q *Does your response include at least two reasons why the monument interested you? If not, what might you add or take out to improve it?*

Without discussing as a class, have the students revise their responses as necessary. Remind them to refer to the map, brochure, and their notes if needed.

Using the same procedure, ask the following questions and then have the students reflect on and revise their responses to Question 3:

- Q *Do you think your response clearly describes what you see while standing on the steps of the Lincoln Memorial? If not, what might you add or take out to improve it?*
- Q *Do you think your response includes enough details from the sources? If not, what details might you add?*

SHARING AND REFLECTING

6 Share Responses and Reflect

Have a few volunteers share with the class what they wrote in response to Question 2. As they share, use their ideas to model writing a well-crafted response to the question on the “Research Questions” chart.

Following the same procedure, model writing a response to Question 3.

Teacher Note

You may want to display the map (WA1) or the brochure (WA3), if needed.

Research Questions

2. Which monument interested you the most? Give at least two reasons why based on the information provided in the sources.

I liked the Martin Luther King, Jr. Memorial the best. I like what he did for civil rights. I also like the way it looks like he is part of a big rock.

3. Imagine you are standing on the front steps of the Lincoln Memorial. You are facing away from the memorial, with your back toward Lincoln. Use details from the sources to describe what you see.

From the steps, I can see the memorial in the Reflecting Pool. At the end of the pool is the World War II Veterans Memorial. In the distance I can see the Washington Monument because it's so tall.

Have the students reflect on their work by asking:

- Q** *Do you think your notes helped you write good responses to the questions? Why or why not?*

Tell the students that tomorrow they will use the sources, their notes, and their answers to the research questions to each write a story about visiting Washington, D.C. Have them put their materials inside their folders.

Teacher Note

Save the "Research Questions" chart to use on Day 4.

In this lesson, the students:

- Plan and write stories about visiting the monuments and memorials of Washington, D.C.
- Include qualities of a well-written narrative in their writing
- Reflect on how they felt about writing their stories
- Listen respectfully to the thinking of others

GETTING READY TO WRITE

1 Briefly Review

Have the students bring their folders and pencils, and sit at desks with partners together. Point to the “Research Questions” chart and remind the students that yesterday they completed the first part of the guided practice performance task—answering questions about the monuments and memorials of Washington, D.C. Explain that today pairs will work together on the second part of the task—writing stories about visiting the monuments and memorials of Washington, D.C.

2 Introduce and Discuss the Story-writing Task

Display the “Student Directions for Part 2” chart (WA4) and distribute a copy of the directions (BLM6) to each student. Explain that these are directions for the second part of the performance task, in which the students each write a story about visiting the monuments and memorials of Washington, D.C. Review that, because they are working together to practice for the end-of-year performance task, they will not follow these directions exactly. For example, they will take more time than the directions say to write their stories. Remind the students that when they do performance tasks on their own, they will need to follow the directions exactly.

Ask the students to listen as you read each section of the directions aloud, using the following procedure:

1. Read the section “Your Task” aloud and review that the students may use the map, the brochure, their notes, and their answers to the research questions to help them write their stories. Remind the students that when they do performance tasks on their own they will be timed, but that today they will not be.

Materials

- “Student Directions for Part 2” chart (WA4)
- Copy of “Student Directions for Part 2” (BLM6) for each student
- “Video and Brochure Notes” and “Research Questions” charts from Day 3
- “National Mall and Memorial Parks” chart (WA1) from Day 3
- “Monuments of Washington, D.C.” chart (WA3) from Day 3
- Lined writing chart (WA5) for modeling
- “Writing Time” chart (WA6)
- Supply of lined paper for writing stories
- “Class Assessment Record” sheet (CA3)

Teacher Note

This lesson may require an extended class period. You might want to stop the lesson at the end of Step 3 and then finish the lesson later in the day or the next day.

TEKS 11.A.i
Student/Teacher Narrative
Steps 2 and 3

2. Read the section “Your Writing Assignment” aloud and review that each student needs to write a story about visiting the monuments and memorials of Washington, D.C., in the springtime. Remind them that they can write their stories in any way they want, but that they need to include visits to at least three monuments or memorials.
3. Read the section “Begin Work on Your Narrative” aloud, point out the information that is relevant for this performance task (for example, “plan,” “write,” and “revise”), and underline it.
4. Read the list of qualities of a well-written narrative aloud. Point out that the list is similar to the list the class created on the “What We Have Learned About Narrative Writing” chart. Tell the students that they may refer to both lists as they write their stories.

Ask and briefly discuss:

Q *What questions do you have about the directions for writing the story?*

Tell the students that they will do the writing task together as a class, and that this will help prepare them to do tasks like this on their own.

3 Model Planning and Starting the Story

Tell the students that you will model writing the first two paragraphs of the story. Remind them that the story needs to describe a visit to at least three monuments or memorials in Washington, D.C., during the springtime, and that it needs to include details from the sources. Explain that you will write an opening paragraph to introduce the setting and the focus of the story, and then you will write a paragraph about visiting the first memorial. Direct the students’ attention to the qualities of a well-written narrative in the directions (BLM6) and explain that as you write the story, you will include these qualities in your writing.

Display the lined writing chart (C WA5) and model writing a paragraph that introduces the setting and the focus of the story. Then write a paragraph about visiting one of the memorials. Think aloud as you write, and remember to model reviewing your notes and the sources to find the information you need. Be sure to include qualities of a well-written narrative, such as a setting and story focus, and descriptions and sensory details.

You might say:

“My opening paragraph needs to introduce readers to the setting and the focus of the story and make them want to keep reading. My story is going to be about an imaginary trip to visit my best friend, Laney, in Washington, D.C. I’ll write: *During spring break, I visited my best friend, Laney, who moved to Washington, D.C., with her family last summer. I flew there on a plane all by myself! It was a great trip.* This shows I understood the assignment because my story is about visiting Washington, D.C., in the springtime. I think the sentence *It was a great*

trip will get readers hooked and make them want to know more about what happened on the trip. I need to introduce readers to the focus of the story, which is visiting the monuments and memorials, so I'll write: *On the first day, I went with Laney and her parents to visit several monuments and memorials near the National Mall and Tidal Basin.*

My next paragraph will describe what I saw when we arrived at the Tidal Basin area and visited the Washington Monument. I will use the information from my notes and the brochure to describe the cherry trees. I'll write: *When we first arrived at the Tidal Basin, I was so glad to be visiting in spring because there were cherry trees in bloom everywhere. The pink and white blossoms were so pretty.* I think the description of the blossoms will help readers picture the setting in their minds. Now I'll introduce readers to the first monument we visit in the story. I'll write: *There were dozens of cherry trees in bloom near one of my favorite sights, the Washington Monument.* In my notes about the Washington Monument, I wrote that it is 555.5 feet tall. I think that's an interesting detail to include. I'll write: *I've seen many pictures of this monument, but seeing it in person was really amazing. It is so tall. The ranger told us that it is 555.5 feet tall!* I'd also like to include information about the flags around the monument, so I'll write: *There is also a ring of American flags around the monument. I think this is appropriate because George Washington was our country's first president."*

WA5

During spring break I visited my best friend, Laney, who moved to Washington, D.C., with her family last summer. I flew there on a plane all by myself! It was a great trip. On the first day, I went with Laney and her parents to visit several monuments and memorials near the National Mall and Tidal Basin.

When we first arrived at the Tidal Basin, I was so glad to be visiting in spring because there were cherry trees in bloom everywhere. The pink and white blossoms were so pretty. There were dozens of cherry trees in bloom near one of my favorite sights, the Washington Monument. I've seen many pictures of this monument, but seeing it in person was really amazing. The ranger told us that it is 555.5 feet tall! There is also a ring of American flags around the monument. I think this is appropriate because George Washington was our country's first president.

Teacher Note

You might remind the students that the setting of their stories needs to be Washington, D.C., in the springtime, but that they may choose any characters and events to include in their stories.

TEKS 11.A.i
Student/Teacher Activity
Step 4

After you have modeled writing the first two paragraphs of the story, stop and explain that during Writing Time today the students will write their own stories. Explain that the students will use their notes and sources to write an opening paragraph and several other paragraphs to describe their visit to Washington, D.C. Use “Think, Pair, Share” to discuss:



Q *What might you write about in your story today?* [pause] *Turn to your partner.*

After a few moments, signal for the students’ attention and remind them that each student will write her own story. Explain that you will also finish your own story and share it with the class tomorrow.

WRITING TIME

4 Write Stories

Explain that when the students complete the actual performance task they will write their stories using a computer, but that today they are practicing on paper. Distribute loose, lined sheets of paper and explain that the students will use this paper to write their stories. Display the “Writing Time” chart (WA6) and have them work quietly for 30–40 minutes. As they work, circulate, observe, and offer assistance.

WA6

Writing Time

- Reread the writing assignment in “Student Directions for Part 2.”
- Write an opening paragraph that introduces the focus of the story and hooks the reader.
- Include interesting characters and events in the story.
- Include sensory details and other qualities of a well-written narrative in your story.
- Write a conclusion that wraps up the story.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Does the students' writing indicate that they understand the task?
- Are they able to introduce the topic and setting in the opening paragraph of the story?
- Does their writing stay on topic?
- Are they able to incorporate information from their notes and the sources into their stories?

If you notice a student having difficulty starting to write after 5–10 minutes, help stimulate his thinking by asking questions such as:

- Q *What is the topic of your story? What might you write to introduce the topic and the setting of the story?*
- Q *How might you use your notes to help you decide what to write in your story?*
- Q *What information from your notes or the sources might you use to describe [the cherry trees]?*

Record your observations on the “Class Assessment Record” sheet (CA3); see page 54.

Signal the end of Writing Time. Tell the students that tomorrow they will have time to revise and proofread their stories. Have them put their stories and other materials in their folders.

SHARING AND REFLECTING

5 Reflect on Writing Stories

Ask and briefly discuss:

- Q *What did you enjoy about writing your story today? What did you find challenging?*
- Q *What did you and your partner do to listen respectfully to each other as you shared ideas about what you might write in your stories?*

Teacher Note

Prior to teaching the Day 5 lesson you will need to write the rest of your story (see the diagram in Day 5, Step 2 on page 29). Include information from the sources, sensory details, and other qualities of a well-written narrative in your story. Save the completed story on the lined writing chart (WA5) to use on Day 5.

Day 5

Revising and Proofreading a Story

Materials

- Completed story on the lined writing chart (WA5) from Day 4
- “Student Directions for Part 2” chart (WA4) from Day 4

In this lesson, the students:

- Revise their stories
- Proofread their stories
- Express interest in and appreciation for one another’s writing
- Reflect on what they have learned and how that will help them on the end-of-year performance task

GETTING READY TO WRITE

1 Briefly Review

Have the students bring their folders and pencils, and sit at desks with partners together. Remind them that yesterday they each planned and wrote a story about visiting Washington, D.C. Explain that today they will have the opportunity to revise and proofread their stories.

2 Discuss Your Story

Display your completed story on the lined writing chart (WA5) and tell the students that yesterday you finished your story. Ask them to follow along as you read it aloud. Review that the opening paragraph introduces the focus and the setting of the story and hooks the reader. In the remaining paragraphs, point out the clear organization, the use of sensory details to make the story more interesting, and other qualities of a well-written narrative.

You might say:

“In my first paragraph, I explained that my story would be about visiting my best friend in Washington, D.C., during springtime, and that we spent the first day visiting several monuments near the National Mall and Tidal Basin. I tried to hook the reader by saying *It was a great trip*. I think that will make the reader want to keep reading to find out what happened during my trip.

My story stays focused and the events of the story make sense. After the introduction, I described each of the monuments we visited and how we ended our day with dinner. I stayed on the topic throughout the story.

I included specific information from the sources to describe the monuments. For example, when writing about the Washington Monument, I included its height and mentioned the ring of flags around it. Also, when writing about the Vietnam Veterans Memorial, I described how the wall is built into a hillside.

I used sensory details to describe the setting. For example, in the second paragraph, I described the blossoming cherry trees. I wrote *pink and white blossoms* to help the reader imagine what the trees look like. In the third paragraph, I wrote *the sun was shining and a cool breeze was blowing* to help the reader imagine what it might feel like to be there.

The last sentence, *Visiting Laney in Washington, D.C., was the highlight of my year*, wraps up the story in an interesting way and lets the reader know the story has come to an end."

WA5

During spring break I visited my best friend, Laney, who moved to Washington, D.C., with her family last summer. I flew there on a plane all by myself! It was a great trip. On the first day, I went with Laney and her parents to visit several monuments and memorials near the National Mall and Tidal Basin.

When we first arrived at the Tidal Basin, I was so glad to be visiting in spring because there were cherry trees in bloom everywhere. The pink and white blossoms were so pretty. There were dozens of cherry trees in bloom near one of my favorite sights, the Washington Monument. I've seen many pictures of this monument, but seeing it in person was really amazing. The ranger told us that it is 555.5 feet tall! There is also a ring of American flags around the monument. I think this is appropriate because George Washington was our country's first president.

After the Washington Monument, we walked along the Reflecting Pool to the Vietnam Veterans Memorial. The Veterans Memorial is a wall set in a hillside of Constitution Gardens. Seeing all the names of people who were killed or lost during the war upset me very much. Laney could tell I was feeling sad, so we decided to walk back toward the Reflecting Pool to rest on a bench. The sun was shining and a cool breeze was blowing. We could see that the Lincoln Memorial was very close by, so we decided to make that our last stop before dinner.

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WA5

When we walked up the steps to the Lincoln Memorial, I could hardly believe how big the statue of Abraham Lincoln stood! The ranger told us that the statue shows Lincoln during the Civil War. When I stood on the steps of the Lincoln Memorial, I imagined what it must have been like when Martin Luther King, Jr., gave his famous "I have a dream" speech here so many years ago. Standing there, looking out toward the Reflecting Pool, I felt very grateful for leaders like Abraham Lincoln and Martin Luther King, Jr. I also felt grateful to be able to visit this place that honors our country's leaders and history.

On our way to dinner, I thanked Laney's parents for taking me to see the monuments and memorials. Visiting Laney in Washington, D.C., was the highlight of my year.

WRITING TIME

3 Facilitate Guided Rereading of Stories

Tell the students that they will have time today to finish their stories, but that first they will reread what they have written. Then you will ask some questions for them to think about. Have them quietly reread their writing and look up when they are finished.

Ask the following questions one at a time, giving the students 1–2 minutes after each question to quietly review their writing and mark passages:

- Q *Do you think your opening paragraph does a good job of introducing the setting and the focus of the story? If not, what might you write instead?*
- Q *Do you think the story is clearly focused throughout and that the events develop logically? If you don't think the story is focused, what might you change to make it focused? Underline parts of the story you might change or move around.*
- Q *Are there places where you used, or could use, details from the sources to make your story more interesting? Put a check mark in the margin next to those places.*

- Q *Are there places where you used, or could use, sensory details to describe the setting, characters, or events of the story? Put a star in the margin next to each of those places.*
- Q *Do you think your conclusion does a good job of wrapping up your writing and letting the reader know that the story has come to an end? If not, what might you write instead?*

Without discussing as a class, have the students resume writing for another 10–15 minutes.

4 Facilitate Proofreading of Stories

Display the “Student Directions for Part 2” chart (WA4) and remind the students that it states that a well-written narrative “follows rules for spelling, punctuation, capitalization, and grammar.” Explain that the students will proofread their stories to find and correct any spelling, punctuation, capitalization, and grammar errors. Ask:

- Q *Why will you want to proofread your story before turning it in?*
- Q *What will you check for when you are proofreading?*

Students might say:

“Mistakes could make my writing harder to read and understand.”

“I would check to make sure I’ve capitalized names and the beginning of every sentence.”

“In addition to what [Alanis] said, I want to make sure every sentence ends with a period, a question mark, or an exclamation point.”

“In addition to what [Alanis and Kevin] said, I want to correct any spelling errors I find.”

Give the students 5–10 minutes to proofread their stories and make any necessary corrections. As they work, circulate, observe, and offer assistance.

SHARING AND REFLECTING

5 Share Writing and Reflect

Have a few volunteers share their stories with the class; then ask:

- Q *What qualities of good narrative writing did you notice in [Jaden’s] story?*
- Q *What questions can you ask [Esmeralda] about her writing?*

Review that this week the students have been learning strategies for doing well on the end-of-year performance task. Ask and briefly discuss:



- Q *What have you learned this week that will help you do well on the performance task? Turn to your partner.*

EXTENSIONS

Complete a Diagnostic Proofreading Passage

To assess how your students are progressing with Language Standards, you might choose to administer a Diagnostic Proofreading Passage in Appendix C of the *Skill Practice Teaching Guide* (also see “Assessing Language Skills” on page xi).

Complete a Writing Practice Performance Task Independently

Many states provide a practice performance task that students complete independently. It can be given right after the guided practice, or at a later time.

Introduce the performance task by reminding the students that they spent one week learning about and preparing for the narrative writing portion of the end-of-year writing performance task. Explain that the students will now have the opportunity to do a practice performance task on their own on a different topic, and that they can use what they learned to do their best work on the task. Tell them that they will do this practice performance task under conditions like those they will experience when completing the end-of-year performance task, and that this will help them to be better prepared to do well.

Guided Practice Performance Task

GUIDED PRACTICE PERFORMANCE TASK: Narrative Writing

VISITING THE MONUMENTS OF WASHINGTON, D.C.

Resources

- Task Overview
- Teacher Directions for the Introductory Classroom Activity
- Teacher Directions for Parts 1 and 2
- Scoring Rubrics for Research Questions
- Student Handouts

Task Overview

Introductory Classroom Activity 20 MINUTES

This whole-class activity introduces the students to the topic of the performance task—taking an imaginary trip to Washington, D.C., to visit the city’s monuments and memorials—and helps prepare the students to answer research questions and write a narrative about the topic. As part of this activity, students will look at a map of the National Mall and Tidal Basin titled “National Mall and Memorial Parks” and then view and discuss a video about the Lincoln Memorial titled “Lincoln Memorial.” They will also be reminded of the features of good narrative writing.

During the introductory activity, the teacher will lead a whole-class discussion about the map and the video. The students may take notes using the provided graphic organizer to help them prepare for writing. The students may use their notes from the Introductory Classroom Activity when they plan, write, and revise their own multi-paragraph narratives about visiting the monuments of Washington, D.C., in Part 2.

Part 1 35 MINUTES

The students will view the video again and read a brochure that includes information about the monuments, the memorials, and the famous cherry trees in the area. The students are encouraged to take notes using the provided graphic organizer to help them prepare for writing. Then students will respond to three research questions that require them to analyze, evaluate, interpret, and integrate information.

Part 2 70 MINUTES

The students will plan, write, and revise narratives about visiting the monuments of Washington, D.C. The students may refer to all of the sources from the Introductory Classroom Activity and Part 1, any notes they took, and their answers to the research questions. They may not, however, change their answers to the questions.

Scoring

The research questions in Part 1 can be scored with the rubrics included at the end of this performance task (see “Scoring Rubrics for Research Questions” on page 39). Any notes, prewriting, and drafts will not be scored.

Teacher Preparation

- Make sufficient blank paper and writing tools available for students to use in taking notes. You might make extra copies of the graphic organizers.
- Make a class set of copies of the student handouts on pages 42–50.
- Make dictionaries available to use during Part 2 of the performance task. (Some standards-based assessments are computer-based with many of the student materials, including access to spell-check, available within the testing environment. For the purpose of student practice, the materials for the guided practice performance task have been modified so that they can be administered using pencil, paper, and other classroom resources.)

Teacher Directions for the Introductory Classroom Activity

1 Introduce the Topic

Tell students they are going to learn and then write about some of the monuments and memorials they might see if they took an imaginary trip to our nation’s capital, Washington, D.C. Explain that the sources will focus on the major monuments and memorials in an area called the National Mall and the nearby Tidal Basin.

Write the words *monument* and *memorial* where everyone can see them. Explain that a *monument* is “something that is built in memory of a person or event.” Point out that *memorial* comes from the word *memory* and explain that a *memorial* is “something that keeps memories alive.” A holiday can be a memorial, such as Presidents’ Day or Martin Luther King, Jr. Day. A monument is also a type of memorial. For example, the Washington Monument is a memorial that was built to help us remember and honor George Washington.

2 Examine Sources

Tell the students that the first source for this performance task is a map of the National Mall area in Washington, D.C. Distribute the “National Mall and Memorial Parks” map (see Student Handout 1 on page 42) and explain that it shows where some of Washington, D.C.’s, important memorials and monuments are located. Point out the Washington Monument and the Lincoln Memorial on the map.

Tell students that now they will watch a video about the Lincoln Memorial together and then discuss it as a group. In the video, a ranger for the National Park Service describes the memorial. Distribute the “Video and Brochure Notes” graphic organizer (see Student Handout 2 on page 43), and tell the students that they can take notes about the video as they watch it.

Show the “Lincoln Memorial” video. After viewing the video, lead a whole-class discussion using the following questions:

Question 1: *What did you learn about the Lincoln Memorial from the video?*

Question 2: *What thoughts or feelings might you have if you were visiting the Lincoln Memorial? Why?*

3 Explain the Writing Task

Tell students that in a few minutes they will examine an additional source about monuments and memorials in Washington, D.C. Then the students will use all of the sources, including their notes, to answer some research questions and write their own narrative about visiting the monuments and memorials of Washington, D.C.

Discuss with the students the characteristics of a well-written narrative. A narrative:

- Establishes a setting and story focus
- Establishes a point of view for the narrator
- Stays on focus throughout the narrative
- Has a plot that develops logically
- Uses descriptions and sensory details
- Has a logical conclusion
- Uses language appropriate to the purpose and task
- Follows rules for spelling, punctuation, capitalization, and grammar

Answer any questions the students might have and then move on to Part 1 of the performance task. Students should keep any notes they took during the Introductory Classroom Activity to help them with their writing.

Teacher Directions for Parts 1 and 2

Part 1 35 MINUTES

1. Distribute copies of the source material, graphic organizer (if needed), student directions, and research questions (see Student Handouts 2–5 on pages 43–49) to each student and have the students write their names on all materials. Note that the students should not receive the directions specific to writing their narrative until Part 2.
2. Tell the students to read “Student Directions for Part 1” (see Student Handout 3 on page 44). Remind the students they will have 35 minutes for Part 1, and then tell them to begin.
3. To help the students plan their time, alert them when 15 minutes and 5 minutes remain in Part 1.
4. Signal to let the students know that Part 1 is over.

BREAK

Part 2 70 MINUTES

1. Distribute a copy of “Student Directions for Part 2” (see Student Handout 6 on page 50) to each student. Make sure the students have access to the printed sources, graphic organizers, and any other notes, as well as their answers to the research questions from Part 1. Remind the students that they may not change the answers to the questions from Part 1.
2. Tell the students to read “Student Directions for Part 2” and explain that their writing assignment is included in these directions.
3. After 15 minutes have elapsed, suggest that the students begin writing their essays.
4. Alert the students when 30 minutes remain.
5. Alert the students when 15 minutes remain, and suggest that they begin revising their essays.
6. Signal to let the students know that Part 2 is over and collect all materials from each student.

Scoring Rubrics for Research Questions

2-Point Research Rubric

Question 1:

If you were going to visit the monuments for a day, how would you use the map and the brochure to plan your day?

Interpret and Integrate Information	
2	The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response states that the brochure can be used to determine which monuments one would like to visit, and the map can be used to figure out a logical order for visiting the monuments in the brochure and for determining how many monuments it's feasible to visit.
1	The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response states that the map can be used to locate the monuments.
0	The response provides no evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response is incomplete, incorrect, vague, or completely absent.

Sample 2-Point Response

I'd use the brochure to pick the monuments I want to see the most. I would look at the map to see where they are. Then I could decide the best order to visit them. Maybe there would be time to see more monuments if they are close together.

Sample 1-Point Response

I'd pick three monuments in the brochure and then find them on the map.

Sample 0-Point Response

I'd take the brochure and the map with me.

2-Point Research Rubric

Question 2:

Which monument interested you the most? Give at least two reasons why based on the information provided in the sources.

Use Evidence	
2	The response gives sufficient evidence of the ability to cite evidence to support opinions and ideas. The response expresses a preference and uses details from the sources to support the choice.
1	The response gives limited evidence of the ability to cite evidence to support opinions and ideas. The response states a preference but support for the choice is limited.
0	The response provides no evidence of the ability to cite evidence to support opinions and ideas. The response is incomplete, incorrect, vague, or completely absent.

Sample 2-Point Response

I liked the Martin Luther King, Jr. Memorial the best. I like what he did for civil rights. I also like the way it looks like he is part of a big rock.

Sample 1-Point Response

My favorite memorial is the Washington Monument because it is the tallest.

Sample 0-Point Response

I liked what the ranger said about the Lincoln Memorial.

2-Point Research Rubric

Question 3:

Imagine you are standing on the front steps of the Lincoln Memorial. You are facing away from the memorial, with your back toward Lincoln. Use details from the sources to describe what you see.

Interpret and Integrate Information	
2	The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response describes the view across the Reflecting Pool, across the WWII Memorial, and on to the Washington Monument.
1	The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response describes some but not all of what can be viewed.
0	The response provides no evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response is incomplete, incorrect, vague, or completely absent.

Sample 2-Point Response

From the steps, I can see the memorial in the Reflecting Pool. At the end of the pool is the World War II Memorial. In the distance I can see the Washington Monument because it's so tall.

Sample 1-Point Response

I can see the Washington Monument in the distance.

Sample 0-Point Response

There are cherry trees all around.

Student Handout 2

NAME _____ DATE _____

Video and Brochure Notes	
Descriptions and Details	My Thoughts and Feelings
Other Notes:	

Your notes will not be scored.

Being a Writer™ Writing Performance Task Preparation Guide ▶ Narrative Writing
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BLM2

Student Handout 3

NAME _____ DATE _____

Student Directions for Part 1

Part 1 (35 minutes)

Your Task

You will watch the video of the park ranger at the Lincoln Memorial again, and then you will read a brochure about the monuments and nearby sights. Then you will answer three research questions about what you have learned. In Part 2, you will write a narrative about an imaginary visit to Washington, D.C. You will be able to refer to the sources, your notes, and the answers to the research questions when you write your narrative.

Steps to Follow

In order to plan and write your narrative, you will do the following:

1. Examine the sources.
2. Take notes about the information in the sources using the graphic organizers.
3. Answer three research questions to help you think about key information in the sources.

Directions for Beginning

You will have 35 minutes to examine the sources, take notes, and answer the research questions. Your answers will be scored.

Student Handout 4



Monuments of Washington, D.C.

© Shutterstock.com/Canv Blakeley

Touring the Cherry Trees



There are about 3,000 cherry trees around the Tidal Basin and on the grounds of the Washington Monument.

Each spring, thousands of residents and visitors from around the world come to view the beautiful pink and white blossoms. The National Cherry Blossom Festival holds an annual parade. Colorful floats, balloons, and bands march down Constitution Avenue. Don't miss it if you're in town!

Rangers from the National Park Service offer programs to teach

visitors about the cherry trees:

Cherry Talks (30 minutes)
Learn about the history of the cherry trees during these daily programs.

Lantern Walks (2 hours)
Enjoy the memorials and blossoms at night. Bring your own flashlight.

Bike Tours (3 hours)
Enjoy the cherry blossoms without all the traffic! Bring your own bike, helmet, and water.

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(continues)

Student Handout 4 *(continued)*



Lincoln Memorial

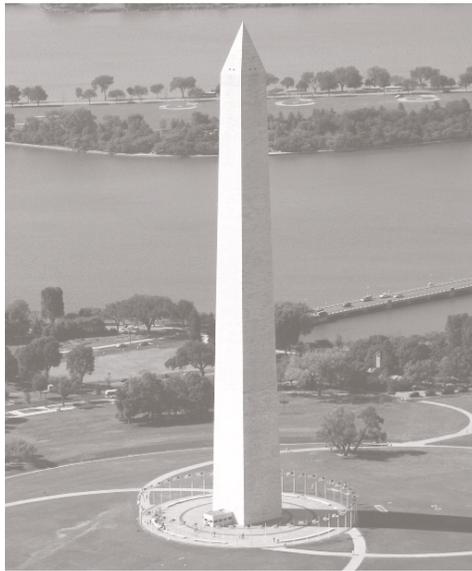


Abraham Lincoln was our 16th president. He served from 1861 until his assassination in 1865. Most visitors will recognize his memorial because it appears on the penny and the five-dollar bill. The 36 columns represent the 36 states in the Union at the time of Lincoln's death.

Inside, a larger-than-life statue of Lincoln looks out over the Reflecting Pool toward the Washington Monument. In 1963, huge crowds stood along the edge of the Reflecting Pool to hear Martin Luther King, Jr., deliver his famous "I Have a Dream . . ." speech. The memorial is especially beautiful at night when Lincoln's statue is bathed in light.



Washington Monument



This monument honors George Washington, our first president. He is often called the "father of our country."

Washington never got to see his monument. Building started in 1848, nearly 50 years after his death, and work stopped during the Civil War. It was finally completed in 1884.

This majestic marble landmark stands at the east end of the Reflecting Pool. The shape of the monument is called an "obelisk." It is 555.5 feet tall. The walls at the base are 15 feet thick and ringed by a circle of American flags.

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2

(continues)

Student Handout 4 (continued)

★ 3

Thomas Jefferson Memorial



Thomas Jefferson was our third president and an author of the Declaration of Independence. His monument overlooks the Tidal Basin. Its columns and dome are similar in style to Jefferson's own home, Monticello. Inside is a 19-foot bronze statue of Jefferson. Some of his most famous writings appear on the walls.

★ 4

Franklin Delano Roosevelt Memorial



Franklin Roosevelt was the 32nd president and the only one to serve four terms. From 1933 to 1945, he led the United States through the Great Depression and World War II. Roosevelt will always be remembered for his inspiring words: "The only thing we have to fear is fear itself."

The memorial has four garden "rooms," one for each term in office. Each room's statues, murals, and quotes from Roosevelt tell the story of this difficult era.

★ 5

Martin Luther King, Jr. Memorial



Martin Luther King, Jr., was a pastor and a leader of the Civil Rights Movement. His goal was to gain equality for all without the use of violence. King was a powerful speaker and writer. He used these gifts in the struggle for civil rights. He won the Nobel Peace Prize when he was only 35 years old. King was assassinated in 1968 while leading a protest in Memphis.

King's image is carved out of a large piece of granite. It's as if he is part of the rock. The statue shows the strength of King, who inspired a nation—and the world.

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3

(continues)

Student Handout 4 (continued)

★ 6

World War II Memorial



© hdmeester/123RF Stock Photo

This memorial is located at the east end of the Reflecting Pool, between the Lincoln Memorial and the Washington Monument. It is dedicated to the citizens of the United States who served in World War II from 1939 to 1945. A wall of gold stars pays tribute to the 405,000 Americans who lost their lives. The dedication reads: “Here we mark the price of freedom.” The 24 bronze panels at the entrance show scenes from the war. The Rainbow Pool is framed by 56 granite columns representing wartime unity. Two 43-foot-tall pavilions stand for American victories over Germany and Japan in the war.

★ 7

Korean War Veterans Memorial



© mesuddogan/123RF Stock Photo

This memorial is dedicated to the idea that “freedom is not free.” It honors the 5.8 million members of the United States armed forces who served in the Korean War from 1950 to 1953.

There are 19 statues made of stainless steel that represent soldiers on patrol. Next to the statues is a mural on a granite wall. It displays more than 2,400 photos from the war. A Pool of Remembrance pays tribute to those who were killed, wounded, or missing in action.

★ 8

Vietnam War Veterans Memorial



© meirizah/123RF Stock Photo

Approximately 58,000 men and women of the United States armed forces were killed or missing in action in Vietnam from 1959 to 1975. Each of their names is inscribed on the memorial’s polished granite wall. It is often referred to simply as “the Wall.” The memorial is set in a hillside amid the greenery of Constitution Gardens, near the Lincoln Memorial.

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4

Student Handout 6

NAME _____ DATE _____

Student Directions for Part 2

Part 2 (70 minutes)

Your Task

You will have 70 minutes to write your narrative. You should review your notes and sources. Then plan, write, and revise your writing. You may also refer to the answers you wrote to the research questions in Part 1, but you cannot change those answers.

Your Writing Assignment

Imagine you took a vacation to Washington, D.C. You visited the National Mall in the spring when the cherry trees were blooming. Write a narrative about the monuments and memorials that you visited. Your narrative should include visits to at least three monuments or memorials. Use details from the sources in your narrative.

You can write your narrative any way you choose. You might be with your family, with your friends, or on a school tour. Your narrative might be about your thoughts and feelings while sightseeing. Perhaps you met some interesting people along the way or went on a bicycle tour. Just make sure the setting is Washington, D.C., in the springtime.

Begin Work on Your Narrative

Manage your time carefully so that you can:

- Plan your narrative (15 minutes)
- Write your narrative (40 minutes)
- Revise and edit for a final draft (15 minutes)

You may use a dictionary to check spelling.

Things to Remember

Remember that a well-written narrative:

- Establishes a setting and story focus
- Establishes a point of view for the narrator
- Stays on focus throughout the narrative
- Has a plot that develops logically
- Uses descriptions and sensory details
- Has a logical conclusion
- Uses language appropriate to the purpose and task
- Follows rules for spelling, punctuation, capitalization, and grammar

Class Assessment Records

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Are partners able to agree about what information to include in their notes? 			
<ul style="list-style-type: none"> Are they able to describe their thoughts and feeling about the sights and monuments? 			
<ul style="list-style-type: none"> Are they writing notes in their own words? 			
<p>Other observations:</p>			

Considerations:

If you notice many students having difficulty writing notes, call for the class’s attention and have a few volunteers share their ideas for what to write. Then model writing each idea in the appropriate place on the chart. As necessary, encourage the students to reread the brochure to collect the information they need.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Do the students' responses indicate that they understand what each question is asking? 			
<ul style="list-style-type: none"> Are they able to incorporate details from their notes and the sources in their responses? 			
Other observations:			

Considerations:

If you notice the students struggling to write responses, support them by asking questions such as:

- Q *What information is the question asking for?*
- Q *Where in your notes can you find that information? Where in the source can you find that information?*
- Q *How might you include information from your notes and the sources in your answer?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Does the students' writing indicate that they understand the task?			
▪ Are they able to introduce the topic and setting in the opening paragraph of the story?			
▪ Does their writing stay on topic?			
▪ Are they able to incorporate information from their notes and the sources into their reports?			
Other observations:			

Considerations:

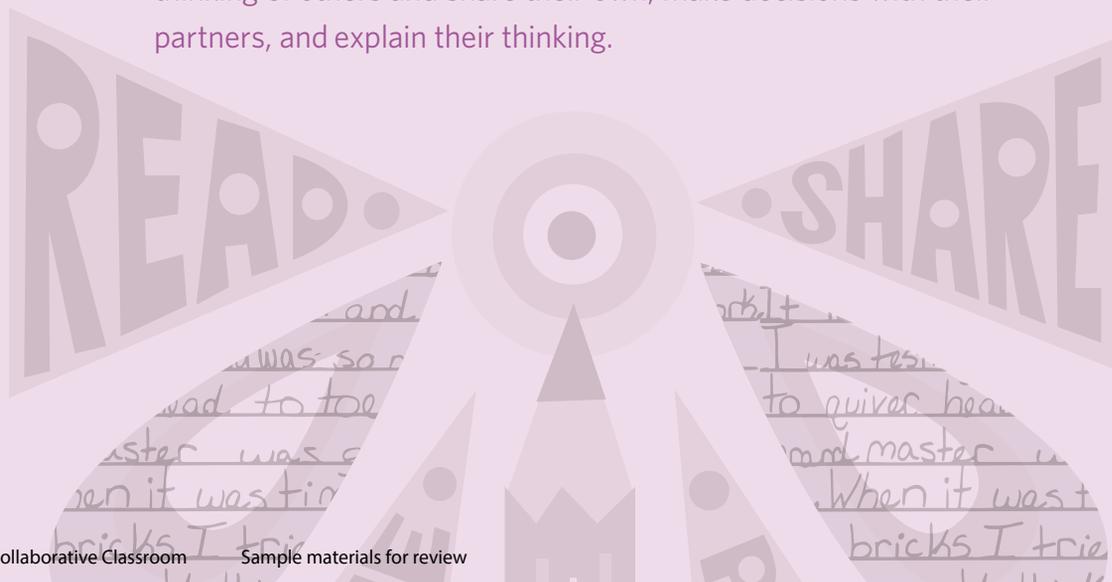
If you notice a student having difficulty starting to write after 5-10 minutes, help stimulate his or her thinking by asking questions such as:

- Q *What is the topic of your story? What might you write to introduce the topic and the setting of the story?*
- Q *How might you use your notes to help you decide what to write in your story?*
- Q *What information from your notes or the sources might you use to describe [the cherry trees]?*

Unit

Informative/ Explanatory Writing

During this one-week unit, the students prepare for the informative/explanatory writing portion of a standards-based end-of-year writing performance task. They discuss what they have learned about informative/explanatory (nonfiction) writing and complete a practice performance task as a class, guided by the teacher. The students begin by watching a video and reading an article about a topic—the transcontinental railroad. They each take notes about what they learn, and use information from the sources and their notes to answer research questions and write a report about the topic. Socially, the students listen respectfully to the thinking of others and share their own, make decisions with their partners, and explain their thinking.



RESOURCES

Source Materials

- “The Transcontinental Railroad” video
- “Building the Transcontinental Railroad” article

Extensions

- “Complete a Diagnostic Proofreading Passage”
- “Complete a Writing Practice Performance Task Independently”

Guided Practice Performance Task: Informative/Explanatory Writing

- Task Overview
- Teacher Directions
- Scoring Rubrics for Research Questions
- Student Handouts 1–6

Assessments

- “Class Assessment Record” sheets



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA5

Instructional Media

- “The Transcontinental Railroad” video (IV1)

Reproducibles

- “Video Notes” graphic organizer (BLM1)
- “Student Directions for Part 1” (BLM2)
- “Building the Transcontinental Railroad” article (BLM3)
- “Article Notes” graphic organizer (BLM4)
- “Research Questions” sheet (BLM5)
- “Student Directions for Part 2” (BLM6)

Assessment Forms

- “Class Assessment Record” sheets (CA1–CA3)

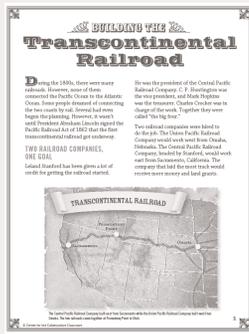
OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
Week	<p>Watching a Video and Taking Notes: “The Transcontinental Railroad” video</p> <p>Focus:</p> <ul style="list-style-type: none"> Thinking about what they have learned about good nonfiction writing Taking notes from a video Using graphic organizers to sort information 	<p>Reading an Article and Taking Notes: “Building the Transcontinental Railroad” article</p> <p>Focus:</p> <ul style="list-style-type: none"> Taking notes from an article Using graphic organizers to sort information 	<p>Writing Responses to Research Questions</p> <p>Focus:</p> <ul style="list-style-type: none"> Using multiple sources to write responses to research questions Reflecting on and revising responses to research questions 	<p>Writing a Report</p> <p>Focus:</p> <ul style="list-style-type: none"> Using multiple sources to write reports 	<p>Revising and Proofreading a Report</p> <p>Focus:</p> <ul style="list-style-type: none"> Revising reports Proofreading reports



“The Transcontinental Railroad” video (IV1)

The building of the railroad and the reasons it was important for the United States are discussed in this video.



“Building the Transcontinental Railroad” article (BLM3)

This article provides a brief history of the transcontinental railroad.

Writing Focus

- Students reflect on what they have learned about informative/explanatory (nonfiction) writing.
- Students watch a video and read an article about the topic, and take notes.
- Students answer research questions about the topic, and plan and write reports.
- Students revise and proofread their writing.

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students make decisions together.
- Students explain their thinking.

DO AHEAD

- ✓ Prior to Day 1, read “Guided Practice Performance Task: Informative/Explanatory Writing” on pages 86–90. This unit’s lessons are based on this guided practice performance task. During the unit, the students complete this performance task with instructional support

(continues)

DO AHEAD *(continued)*

and guidance from the teacher. For more information about how the performance task is used in the lesson, see “About the Guided Practice Performance Task” on page 60.

- ✓ Prior to Day 1, watch the video “The Transcontinental Railroad” (IV1). Familiarize yourself with the content of the video, and practice stopping at the points listed in the lesson (see Day 1, Step 4 on page 63).
- ✓ Prior to Day 1, prepare a sheet of chart paper so that it resembles the “Video Notes” graphic organizer (BLM1) the students will use.
- ✓ Prior to Day 1, visit the CCC Learning Hub (ccclearninghub.org) to access and print the student handouts (see “Reproducibles” on page 56). Make a class set of copies of the handouts listed, except for the “Student Directions for Part 1” (BLM2). You might want to have extra copies of the graphic organizers available for the students.
- ✓ Prior to Day 1, prepare a class set of writing folders for the students to use to organize their materials throughout the week.
- ✓ Prior to Day 2, read the article “Building the Transcontinental Railroad” (BLM3) to familiarize yourself with the content.
- ✓ Prior to Day 2, prepare a sheet of chart paper so that it resembles the “Article Notes” graphic organizer (BLM4) the students will use.
- ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA1) on page 104.
- ✓ Prior to Day 3, prepare a sheet of chart paper so that it resembles the “Research Questions” sheet (BLM5) the students will use. You may want to write each question on a separate piece of chart paper.
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA2) on page 105.
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA3) on page 106.



“The difference between school and life? In school, you’re taught a lesson and then given a test. In life, you’re given a test that teaches you a lesson.”

— Tom Bodett

Think about a time when you took an important test. What was the purpose for the test? What did you do to prepare for it? How did you feel before, during, and after the test? How might your experience help you prepare your students for a high-stakes test? Write about your memories and reflections.

Day 1

Watching a Video and Taking Notes

Materials

- “The Transcontinental Railroad” video (IV1)
- Chart paper and a marker
- “Video Notes” chart, prepared ahead
- Copy of “Video Notes” graphic organizer (BLM1) for each student
- A writing folder for each student

Teacher Note

We recommend that you teach this unit after the class completes the Expository Nonfiction genre unit.

This lesson may require an extended class period. You might want to stop the lesson at the end of Step 4 and then finish the lesson later in the day or the next day.

Teacher Note

The partners you assign today will stay together for the entire unit.

In this lesson, the students:

- Work with new partners
- Reflect on what they know about good nonfiction (informative/explanatory) writing
- Watch and discuss a video
- Take notes on the video as a class and in pairs

ABOUT THE GUIDED PRACTICE PERFORMANCE TASK

During this unit, the students complete an informative/explanatory writing performance task as a class with instructional support from you. The purpose for this guided practice performance task is to prepare the students for standards-based end-of-year performance tasks they will be required to complete independently. Five days of instruction are provided during which the students’ writing is neither timed nor scored. This unit’s performance task is not computerized and can be administered in a classroom environment, using pencils, paper, and other classroom resources.

The topic of the performance task is the transcontinental railroad. The task consists of three sections: an Introductory Classroom Activity (students are introduced to the topic and examine one of the sources), Part 1 (students examine an additional source and answer research questions about the topic), and Part 2 (students write their own reports). For more information about each section, see “Task Overview” on page 86. For the complete performance task on which this unit’s instruction is based, see “Guided Practice Performance Task: Informative/Explanatory Writing” on pages 86–90.

GETTING READY TO WRITE

1 Pair Students and Introduce the Performance Task

Randomly assign partners and make sure they know each other’s names. Have the students bring their pencils and sit at desks with partners together.

Tell the students that at the end of the school year, all the students in their grade will complete a reading and writing assignment called a *performance task*. (You might explain that a *task* is a “job that needs to be done.”) Explain that the purpose for the performance task is to show how well they are developing and growing as strong readers and writers. This is important information for them as students, as well as for their families, teachers, and principal.

Remind the students that for the past several weeks they have been doing nonfiction writing, and explain that nonfiction writing—also called informative or explanatory writing—is one type of writing they will do on the end-of-year performance task. Tell the students that during the next several days they will learn strategies for doing well on the informative/explanatory writing portion of the performance task.

2 Discuss What the Class Has Learned About Informative Writing

Point out that the students have learned a lot about how to write good informative, or nonfiction, pieces, and explain that they can use what they have learned to help them do well on the performance task. Ask and discuss the questions that follow as a class. Encourage the students to use the discussion prompts they have learned as they talk to one another.

- Q *What have you learned about good informative, or nonfiction, writing?*
- Q *What did you do to make your informative piece interesting and easy to read?*

Students might say:

“It grabs the reader’s attention right from the start.”

“I agree with [Jasper]. I also think that it is based on research. It includes facts about a topic.”

“It uses transition words to connect thoughts.”

“In addition to what [Laura and Sayed] said, it is clearly organized and makes sense.”

“Sometimes it includes maps and photographs about the topic.”

As the students respond, record their ideas on a sheet of chart paper titled “What We Have Learned About Informative Writing.” If the students do not mention the following qualities of good informative writing, briefly review them and add them to the chart.

Teacher Note

The discussion prompts are:

- “I agree with _____ because...”
- “I disagree with _____ because...”
- “In addition to what _____ said, I think...”

What We Have Learned About Informative Writing

- Uses strong opening and closing sentences
- Is based on research
- Presents facts about a topic
- Uses transition words
- Sometimes includes text features
- Is clearly organized and makes sense
- Makes the reader want to know more about the topic
- Follows writing rules for spelling, punctuation, capitalization, and grammar

Tell the students that you will post the chart where everyone can see it so that they can keep what they have learned about good informative writing in mind as they prepare for the informative/explanatory writing performance task.

3 Introduce the Topic of the Guided Practice Performance Task

Explain that today you will introduce the students to the topic of the performance task, and they will see a video about the topic. In the coming days, they will learn more about the topic by reading an article. Then, as a class, they will use what they learned to answer research questions and write reports about the topic.

Tell the students that they are going to learn and then write about the transcontinental railroad. Write the word *transcontinental* where everyone can see it. Explain that *trans* means “across” or “from one side to the other” and that *continental* comes from the word *continent*. Explain that a *transcontinental railroad* is a “railroad that goes from one side of a continent to the other.” Tell the students that the transcontinental railroad crossed the continent of North America, connecting the East Coast to the West Coast.

Write *1863 to 1869* where everyone can see it and explain that the railroad was built during these years. Point out that during this time the Civil War was being fought. Tell the students that the discovery of silver in Nevada and an increase in government land grants resulted in many people moving west during this time period.

Explain that *land grants* were “pieces of land given by the government to individuals or companies who were expected to farm or develop the land.” Most of this land was in the western part of the country, and many people moved west to settle on the land.

4 Introduce the Video and Watch It with Stops

Tell the students that they will watch a video called “The Transcontinental Railroad.” The video discusses the building of the railroad and the reasons that it was important for the United States. Explain that you will play the video and stop it three times. At each stop, you will ask the students to talk in pairs about what they learned. Play the video “The Transcontinental Railroad” (🎞 IV1), stopping as described below.

Stop after:

:58 “. . . a real urban metropolitan space like it is today.”

Ask and briefly discuss:

Q *What did you learn about the transcontinental railroad in the portion of the video you just saw? Turn to your partner.*

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

1:40 “. . . this allowed the American economy to expand as it couldn’t have before the railroads.”

3:27 “. . . the global economic power it eventually became.”

WRITING TIME

5 Watch the Video Again and Take Notes as a Class and in Pairs

Post the “Video Notes” chart that you prepared ahead and distribute a copy of the “Video Notes” graphic organizer (BLM1) to each student.

Tell the students that you will play the video again, and that as a class and in pairs, they will use this note-taking chart, called a *graphic organizer*, to take notes on what they are learning about the transcontinental railroad. Explain that the graphic organizer has four sections. Point out that there is a question in each of the first three sections with room to take notes and that the last section is for other notes. Point to and read each question aloud.

Explain that you will stop the video three times, as you did before, and that at each stop, the students will discuss what they have learned and where they will record their notes on the graphic organizer.

Play the video “The Transcontinental Railroad” (🎞 IV1), stopping after:

:58 “. . . a real urban metropolitan space like it is today.”

Discuss as a class:

- Q *What did you learn about the transcontinental railroad in the portion of the video you just saw?*
- Q *Where might you put a note saying that [people could travel long distances faster than ever before] on the graphic organizer? Why?*

Students might say:

"The first transcontinental railroad was finished in 1869, but others were built later. That should go in the 'Other Notes' section."

"I learned that the railroad connected the country, coast to coast. We should put that under the third question because it helped unite the country."

"We can write that businesses could sell things to people living far away under the third question because that helped the economy grow."

"I learned that people could travel faster than before. I think that belongs under the third question because it describes how the railroad changed people's lives."

As the students respond, model writing their responses as notes in the appropriate places on the chart, and have the students copy the notes onto their own graphic organizers.

Using the same procedure, watch the next section of the video; stop the video to discuss what the students learned as a class, and model taking notes. Stop after:

1:40 "... this allowed the American economy to expand as it couldn't have before the railroads."



At the last stop, have the students discuss what they learned in pairs (rather than as a class) and ask them to record their notes on their graphic organizers. Stop after:

3:27 "... the global economic power it eventually became."

Have a few volunteers share what they discussed and where they recorded their notes on the graphic organizer. As they share, add their ideas to the chart.

Teacher Note

You may want to review that notes are most helpful when they are brief and written in the writer's own words rather than copied exactly from the source.

Teacher Note

If the students have difficulty deciding where on the graphic organizer to record their notes, call for their attention and model writing each idea in the appropriate section of the chart.

Video Notes

How was the railroad built?

- government gave land grants to build on unused land
- hired Chinese workers
- two-thirds of workers were Chinese
- Irish immigrants hired too

What were the challenges in building the railroad?

- needed thousands of workers
- it was dangerous work
- used explosives to blast tunnels

Why was the transcontinental railroad so important for the United States?

- people could travel faster
- united the country, coast to coast
- businesses could sell things to people far away
- helped the American economy grow

Other Notes:

- first transcontinental railroad completed in 1869
- other railroads were built later
- lots of opportunity in the western part of the country but hard to get there

Tell the students that tomorrow they will learn more about the transcontinental railroad by reading and discussing an article about how the railroad was built.

Distribute a writing folder to each student and explain that this is where the students will keep all of their materials for the week. Have the students put their materials inside their folders and keep them in their desks.

SHARING AND REFLECTING

6 Reflect

Ask and briefly discuss:

Q *What did you and your new partner do to work well together today?*

Teacher Note

Save the “What We Have Learned About Informative Writing” chart and the “Video Notes” chart to use throughout the unit.

Day 2

Reading an Article and Taking Notes

Materials

- Copy of the article “Building the Transcontinental Railroad” (BLM3) for each student
- “The Transcontinental Railroad” video (IV1) from Day 1
- “Student Directions for Part 1” chart (WA1; also available as BLM2)
- “Video Notes” chart from Day 1
- “Building the Transcontinental Railroad” chart (WA2)
- “Article Notes” chart (prepared ahead) and a marker
- Copy of “Article Notes” graphic organizer (BLM4) for each student
- “Class Assessment Record” sheet (CA1)

Teacher Note

This lesson may require an extended class period. You might want to stop the lesson at the end of Step 4 and then finish the lesson later in the day or the next day.

Teacher Note

The purpose for showing the “Student Directions for Part 1” chart (WA1) is to briefly introduce the students to the type of directions they will encounter when they do performance tasks by themselves. It is not necessary to take the students through all the directions now. They will have the experience of “following” the directions over the next few days. As you complete various parts of the directions, you might redisplay the chart and point out the steps the students have completed.

In this lesson, the students:

- Discuss what they have learned about the transcontinental railroad
- Read and discuss an article about the transcontinental railroad
- Take notes on the article in pairs
- Make decisions together
- Work in a responsible way

GETTING READY TO WRITE

1 Briefly Review

Have the students bring their folders and pencils, and sit at desks with partners together. Review that the students are working together to complete an informative writing task about the transcontinental railroad to prepare for the end-of-year performance task. Remind the students that yesterday they discussed what they have learned about good informative writing. They also saw a video about the transcontinental railroad, discussed it as a class, and took notes about what they learned. Explain that today the students will learn more about the railroad.

2 Introduce Student Directions for Part 1

Display the “Student Directions for Part 1” chart (WA1). Explain that these are directions for the first part of the performance task, in which the students watch the video again, read an article, and write responses to research questions. Tell the students that, because they are working together to practice for the end-of-year performance task, they will not follow these directions exactly. For example, you will read the article aloud rather than have the students read it on their own, and they will take more time than the directions say to complete the steps. Explain that when the students do performance tasks on their own later, they will follow the directions exactly.

3 Watch the Video Again and Discuss What the Students Learned

Direct the students’ attention to the “Video Notes” chart from Day 1. Briefly review the notes by asking:

- Q *What is something we learned about the transcontinental railroad from the video?*

Explain that you will show the video again without stops. Ask the students to listen and watch for information about the railroad that they missed yesterday and might want to add to their notes.

Play the video “The Transcontinental Railroad” (🎥 IV1). Ask and briefly discuss:

Q *What more did you learn about the transcontinental railroad?*

Have a few volunteers share their thinking with the class. As appropriate, add their ideas to the chart and have the students copy the information onto their graphic organizers.

Students might say:

“I learned that it wasn’t just faster to travel using the railroad, it was also cheaper.”

“In addition to what [Juana] said, I learned that many new cities were built close to the railroad.”

“I heard that the Chinese workers did the most dangerous jobs, like using explosives.”

4 Introduce the Article and Read It Aloud with Stops

Tell the students that now they will read an article titled “Building the Transcontinental Railroad.” The article discusses how the railroad was built, some of the challenges in building it, and why it was important for the United States. Display the “Building the Transcontinental Railroad” chart (🎥 WA2) and distribute a copy of the article (BLM3) to each student. Remind the students that for this task you will read the article aloud, but when they do a performance task on their own, they will read any source materials independently. Ask them to follow along as you read the article aloud, and explain that you will stop during the reading to have pairs discuss what they are learning.

Read the title of the article and the first three paragraphs aloud, slowly and clearly. Stop after:

“The company that laid the most track would receive more money and land grants.”

Point to the map under the paragraphs you just read and explain that it shows where the railroad companies started building the railroad lines (Sacramento and Omaha) and where the lines were finally joined (Promontory Point). Ask:



Q *What did you learn about the transcontinental railroad in the part of the article you just heard? Turn to your partner.*

Without sharing as a class, continue reading the article. Following the same procedure, have the students discuss what they learned at the next two stops:

“They proved themselves to be skilled and hardworking laborers who played a significant role in building the transcontinental railroad.”

“It’s fair to say that the transcontinental railroad changed America forever.”

Teacher Note

You might explain that a *source* is “something that information comes from, such as a book, video, website, or article.”

Point to the photograph on the last page of the article. Explain that it shows the last rail being laid to connect the railroad lines in Promontory Point, Utah. Then direct the students' attention to the timeline on the second page of the article and explain that it shows the important dates and events in the development of the transcontinental railroad. Point out that the timeline begins in 1830 when the first *steam locomotive* (train) was built in the United States, and it ends in 1869 when the Union Pacific and Central Pacific lines were joined with the golden spike at Promontory Point, Utah. Give the students a couple of minutes to read the timeline.

WRITING TIME

5 Reread the Article and Take Notes in Pairs

Post the “Article Notes” chart that you prepared ahead and distribute a copy of the “Article Notes” graphic organizer (BLM4) to each student.

Point out that this graphic organizer is organized just like the “Video Notes” graphic organizer, with the same questions and a section for other notes. Explain that as you read the article again you will stop, and partners will discuss what more they learned and then write notes in the appropriate places on their own graphic organizers. Remind the students that they will use the notes later to help them answer questions and write reports about the transcontinental railroad.

Read the article and stop (as you did before) after:

“The company that laid the most track would receive more money and land grants.”

Ask the following questions one at a time, without discussing them as a class:

- Q *What more did you learn about the transcontinental railroad in the part of the article you just heard?*
- Q *Where will you write a note about what you have learned on the graphic organizer, and why will you write the note there?*



Say “Turn to your partner,” and give partners a few minutes to share their thinking and write notes about what they learned on their graphic organizers. As they work, circulate, observe, and offer assistance.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are partners able to agree about what information to include in their notes?
- Are they recording notes in the appropriate section on their graphic organizers?
- Are they writing notes in their own words?

If you notice many students having difficulty writing notes, call for the class's attention and have a few volunteers share their ideas for what to write. Then model writing each idea in the appropriate section on the chart. As necessary, encourage the students to reread the article to collect the information they need.

Record your observations on the "Class Assessment Record" sheet (CA1); see page 104.

After a few minutes, ask volunteers to share their thinking about what they learned and where they recorded notes on their graphic organizers. Then add their ideas to the chart.

Using the same procedure, stop, discuss, and take notes at the following places in the article:

"They proved themselves to be skilled and hardworking laborers who played a significant role in building the transcontinental railroad."

"It's fair to say that the transcontinental railroad changed America forever."

Article Notes

How was the railroad built?

- Abraham Lincoln signed the Pacific Railroad Act of 1862 that allowed the railroad to be built
- two companies built it: the Union Pacific Railroad and the Central Pacific Railroad
- Central Pacific Railroad started in Sacramento, California
- Union Pacific Railroad started in Omaha, Nebraska
- Chinese immigrants important to the building of the railroad
- companies joined tracks in 1869 at Promontory Point, Utah

(continues)

(continued)

Article Notes

What were the challenges in building the railroad?

- bad weather and flooding
- bridges collapsed and had to be rebuilt
- trees had to be brought in from far away
- Central Pacific Railroad had to build track through the Sierra Nevada mountains
- workers left when silver was discovered in Nevada
- weather created harsh conditions for workers
- had to blast through rock to build tunnels

Why was the transcontinental railroad so important for the United States?

- it was faster and easier for people to ride across the country
- goods could move more quickly

Other Notes:

- there were many railroads in the 1800s, but none that connected the Pacific to the Atlantic Coast
- Leland Stanford, C. P. Huntington, Mark Hopkins, and Charles Crocker were called "the big four"
- the last railroad tie was hammered down with a golden spike
- the first ride taken on the new transcontinental railroad was from Omaha to Sacramento

Tell the students that tomorrow they will work together, using the sources and their notes, to answer research questions about the transcontinental railroad. Have them put their materials inside their folders.

SHARING AND REFLECTING

6 Reflect

Ask and briefly discuss:

- Q *Why do you think it is a good idea to read an article more than once, like we did today?*
- Q *What did you do today to work in a responsible way?*

Teacher Note

Save the "Article Notes" chart to use throughout the rest of the unit.

Writing Responses to Research Questions

Day 3

In this lesson, the students:

- Read and discuss research questions about the transcontinental railroad as a class
- Identify words in the questions that give clues about what to write
- Write responses to the questions as a class and independently
- Reflect on and revise their responses

GETTING READY TO WRITE

1 Briefly Review

Have the students bring their folders and pencils, and sit at desks with partners together. Remind the students that they are learning strategies they can use to do well on the end-of-year performance task. Refer to the “Video Notes” and “Article Notes” charts from Days 1 and 2 and review that the students saw a video and read an article about the transcontinental railroad and took notes about what they learned. Explain that today they will use their notes and the article to answer research questions about the railroad.

2 Model Reading a Question and Writing a Response

Post the “Research Questions” chart that you prepared ahead. Distribute a copy of the “Research Questions” sheet (BLM5) to each student, and have the students write their names and the date on their sheets. Explain that these are the questions the students will answer in Part 1 of the performance task.

Tell the students that the first step in writing a response to a question is to read and think carefully about the question. Point to Question 1 on the chart and ask the students to listen closely as you read it aloud twice. Discuss:

Q *What information is this question asking for?*

Have a few volunteers share their thinking. If necessary, point out that the question is asking for two pieces of information: “what companies built the transcontinental railroad” and “how did they share the work.” Underline those key phrases on the chart.

Materials

- “Video Notes” and “Article Notes” charts from Days 1 and 2
- “Building the Transcontinental Railroad” chart (WA2) from Day 2
- “Research Questions” chart, prepared ahead
- Copy of “Research Questions” sheet (BLM5) for each student
- A marker
- “Class Assessment Record” sheet (CA2)

Point to the statement following the question and read it aloud. Explain that “use details from the sources” means that the students should use facts and other details from their video and article notes and the article itself to write their responses.

Ask the students to watch as you model writing a response to the first question on the chart, thinking aloud as you write. Display the “Building the Transcontinental Railroad” chart (CWA2) and be sure to model reviewing your notes and the article for the information you need.

Teacher Note

The consortia that are developing the end-of-year performance tasks plan to deliver the assessment electronically. This means that individual students will have computer or tablet access to all research sources, including videos, as they respond to questions and write extended pieces.

You might say:

“I know that the question is asking for the names of the companies that built the railroad and how they shared the work. In my notes on the article, I wrote the names of the two companies: the Union Pacific Railroad and the Central Pacific Railroad. I’ll write: *The Central Pacific Railroad and the Union Pacific Railroad were hired to build the transcontinental railroad.* That answers the first part of the question. The second part of the question asks how the companies shared the work. My notes on the article say that one company started in Sacramento and worked east and the other started in Omaha and worked west. I’ll write: *The Central Pacific Railroad started laying tracks in Sacramento, California, and worked east. The Union Pacific Railroad started in Omaha, Nebraska, and laid tracks to the west.* Another detail I can add from my notes is the year in which the two companies finally joined the two lines. I’ll write: *In 1869, the two railroad companies joined the tracks at Promontory Point, Utah.*”

Research Questions

1. What companies built the transcontinental railroad, and how did they share the work? Use details from the sources in your answer.

The Central Pacific Railroad and the Union Pacific Railroad were hired to build the transcontinental railroad. The Central Pacific Railroad started laying tracks in Sacramento, California, and worked east. The Union Pacific Railroad started in Omaha, Nebraska, and laid tracks to the west. In 1869, the two railroad companies joined the tracks at Promontory Point, Utah.

3 Read and Discuss Questions as a Class

Explain that the students will read and discuss Questions 2 and 3 as a class. Then, during Writing Time, the students will work in pairs to discuss what they might write in response to those questions, and each write their own response on their “Research Questions” sheets.

Point to Question 2 on the “Research Questions” chart and read it aloud twice. Ask and discuss:

Q *What information is this question asking for?*

Have a few volunteers share their thinking. If necessary, explain that the question is asking for two pieces of information: “what happened around 1865” and how that “affected work on the railroad.” Underline those key phrases on the chart.

Follow the same procedure to discuss Question 3. If necessary, explain that the question is asking what was *remarkable* (extraordinary or very unusual) about the building of the transcontinental railroad. On the chart, underline “building the transcontinental railroad” and “What was so remarkable about it?”

WRITING TIME

4 Discuss Questions in Pairs and Write Answers



Have partners discuss what they might write in response to Questions 2 and 3. Review that each student will write his own response to the questions on his “Research Questions” sheet. Remind the students to use details from their notes and from the article in their responses. As the students work, circulate, observe, and offer assistance.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students’ responses indicate that they understand what each question is asking?
- Are they able to incorporate details from their notes and the sources in their responses?

If you notice the students struggling to write responses, support them by asking questions such as:

Q *What information is the question asking for?*

Q *Where in your notes can you find that information? Where in the source can you find that information?*

Q *How might you include information from your notes and the sources in your answer?*

Record your observations on the “Class Assessment Record” sheet (CA2); see page 105.

5 Facilitate Guided Rereading and Revising of Responses

Tell the students that they will now reread their responses to Questions 2 and 3 and then reflect on the quality of their responses by thinking about the questions you will ask.

Have the students quietly reread their responses to Question 2 and look up when they are finished. Ask the following questions one at a time, pausing after each one to give them a moment to review their writing and, if necessary, their sources and notes:

- Q *Do you think your response does a good job of describing what happened around 1865 to affect work on the railroad? If not, what might you add or take out to improve it?*
- Q *Do you think your response includes enough details from the sources? If not, what details might you add?*

Without discussing as a class, have the students revise their responses as necessary. Remind them to refer to the article and their notes if needed.

Using the same procedure, ask the following questions and then have the students reflect on and revise their responses to Question 3:

- Q *Do you think your response does a good job of clearly describing what was remarkable about the building of the transcontinental railroad? If not, what might you add or take out to improve it?*
- Q *Do you think your response includes enough details from the sources? If not, what details might you add?*

SHARING AND REFLECTING

6 Share Responses and Reflect

Have a few volunteers share with the class what they wrote in response to Question 2. As they share, use their ideas to model writing a well-crafted response to the question on the “Research Questions” chart.

Following the same procedure, model writing a response to Question 3.

Research Questions

2. What happened around 1865 that affected work on the railroad?

Use details from the sources in your answer.

There was a shortage of workers because many of them left to mine for silver in Nevada. Chinese immigrants were hired because there weren't enough people to fill all the jobs. After the Civil War ended in 1865, many soldiers came to work on the railroad.

3. The article says that building the transcontinental railroad was one of the most remarkable accomplishments in the history of the United States. What was so remarkable about it? Use details from the sources in your answer.

The transcontinental railroad connected the two coasts of the United States. The railroad covered thousands of miles and required thousands of workers to build it. The workers sometimes had to work in very difficult conditions. After the railroad was finished, people could travel across the country in less than a week, and businesses could sell things to people living far away. That changed the United States forever.

Have the students reflect on their work by asking:

- Q** *Do you think your notes helped you write good responses to the questions? Why or why not?*

Tell the students that tomorrow they will each use the sources, their notes, and their answers to the research questions to write reports about the transcontinental railroad. Have them put their materials inside their folders.

Teacher Note

Save the "Research Questions" chart to use on Day 4.

Day 4

Writing a Report

Materials

- “Student Directions for Part 2” chart (WA3)
- Copy of “Student Directions for Part 2” (BLM6) for each student
- “Video Notes,” “Article Notes,” and “Research Questions” charts from Day 3
- “Building the Transcontinental Railroad” chart (WA2) from Day 3
- Lined writing chart (WA4) for modeling
- “Writing Time” chart (WA5)
- Supply of lined paper for writing reports
- “Class Assessment Record” sheet (CA3)

Teacher Note

This lesson may require an extended class period. You might want to stop the lesson at the end of Step 3 and then finish the lesson later in the day or the next day.

In this lesson, the students:

- Plan and write reports about the transcontinental railroad
- Include qualities of a well-written report in their writing
- Reflect on how they felt about writing their reports
- Listen respectfully to the thinking of others

GETTING READY TO WRITE

1 Briefly Review

Have the students bring their folders and pencils, and sit at desks with partners together. Point to the “Research Questions” chart and remind the students that yesterday they completed the first part of the guided practice performance task—answering questions about the transcontinental railroad. Explain that today partners will work together on the second part of the task—writing reports about the transcontinental railroad.

2 Introduce and Discuss the Report-writing Task

Display the “Student Directions for Part 2” chart (WA3) and distribute a copy of the directions (BLM6) to each student. Explain that these are directions for the second part of the performance task, in which the students each write a report about the transcontinental railroad. Review that, because they are working together to practice for the end-of-year performance task, they will not follow these directions exactly. For example, they will take more time than the directions say to write their reports. Remind the students that when they do performance tasks on their own, they will need to follow the directions exactly.

Ask the students to listen as you read each section of the directions aloud, using the following procedure:

1. Read the section “Your Task” aloud and review that the students may use the article, their notes, and their answers to the research questions to help them write their reports. Remind the students that when they do performance tasks on their own they will be timed, but that today they will not be.
2. Read the section “Your Writing Assignment” aloud and review that each student needs to write a report about the transcontinental railroad. Remind the students what information they are to include in their reports and point out that their notes are organized using the same ideas as those listed.

3. Read the section “Begin Work on Your Report” aloud, point out the information that is relevant for this performance task (for example, “plan,” “write,” and “revise”), and underline it.
4. Read the list of qualities of a well-written report aloud. Point out that the list is similar to the list the class created on the “What We Have Learned About Informative Writing” chart. Tell the students that they may refer to both lists as they write their reports.

Ask and briefly discuss:

Q *What questions do you have about the directions for writing the report?*

Tell the students that they will do the writing task together as a class, and that this will help prepare the students to do tasks like this on their own.

3 Model Planning and Starting the Report

Tell the students that you will model writing the first two paragraphs of the report. Remind them that the report needs to describe how the transcontinental railroad was built, what challenges were faced in building it, and why the railroad was so important for the United States. Tell them that you will write an opening paragraph to introduce the topic of the report, and then you will write a paragraph about how the railroad was built. Direct the students’ attention to the qualities of a well-written report in the directions (BLM6) and explain that as you write the report, you will include these qualities in your writing.

Display the lined writing chart (WA4) and model writing a paragraph that introduces the topic and establishes the main idea. Then write a paragraph about how the railroad was built. Think aloud as you write, and remember to model reviewing your notes and the article to find the information you need. Be sure to include qualities of a well-written report, such as clear organization, transition words to connect ideas, and evidence from the sources to support the main idea.

You might say:

“My opening paragraph needs to introduce the topic, or main idea, of the report and make the reader want to know more about it. I’ll write: *The completion of the first transcontinental railroad was a very important event in United States history. Construction of the railroad started in 1863 and was completed in 1869. There were many challenges in building it, but after it was finished, it connected the coasts and united the country.* This shows I understood the assignment because I’ve introduced the topic of the report and some ideas that will be discussed in the report. I think the first sentence will hook my reader because it says that completing the transcontinental railroad ‘was a very important event in United States history’ and will make my reader want to keep reading to find out why it was so important.

The next paragraph will describe how the railroad was built. I have a lot of information about this in my notes. My response to Question 1 also provides useful information. I’ll write: *The Central Pacific Railroad*

Company and the Union Pacific Railroad Company were hired to build the railroad. In my notes on the video, I wrote that the government gave land grants to those companies. I think that's an important detail to include. I'd also like to include how the companies shared the work, so I'll write: *The government gave land grants to those companies to build the railroad. The Central Pacific Railroad Company started laying tracks in Sacramento, California, and worked east. The Union Pacific Railroad Company started in Omaha, Nebraska, and laid tracks to the west.* I think this clearly explains how the railroad was built and uses evidence from my sources. I'd like to also include information about the workers in this paragraph, since they were such an important part of how the railroad was built. The article and my notes have facts about the workers that I can use. I'll write: *Irish and Chinese immigrants and many Civil War veterans worked on the railroad."*

WA4

The completion of the first transcontinental railroad was a very important event in United States history. Construction of the railroad started in 1863 and was completed in 1869. There were many challenges in building it, but after it was finished, it connected the coasts and united the country.

The Central Pacific Railroad Company and the Union Pacific Railroad Company were hired to build the transcontinental railroad. The government gave land grants to those companies to build the railroad. The Central Pacific Railroad Company started laying tracks in Sacramento, California, and worked east. The Union Pacific Railroad Company started in Omaha, Nebraska, and laid tracks to the west. Irish and Chinese immigrants and many Civil War veterans worked on the railroad.

After you have modeled writing the first two paragraphs of the report, stop and explain that during Writing Time today the students will write their own reports about the transcontinental railroad. Explain that the students will use their notes and sources to write opening paragraphs and three other paragraphs about the ideas listed in the directions. Use “Think, Pair, Share” to discuss:



Q *What might you write about in your report today? [pause] Turn to your partner.*

After a few moments, signal for the students' attention and remind them that each student will write her own report. Explain that you will also finish your report and share it with the class tomorrow.

WRITING TIME

4 Write Reports

Explain that when the students complete the actual performance task they will write their reports using computers, but that today they are practicing on paper. Distribute loose, lined sheets of paper and explain that the students will use this paper to write their reports. Display the "Writing Time" chart (📄 WA5) and have them work quietly for 30–40 minutes. As they work, circulate, observe, and offer assistance.

WA5

Writing Time

- Reread the writing assignment in "Student Directions for Part 2."
- Write an opening paragraph that introduces the topic and hooks the reader.
- Include evidence (facts and other details) from the sources in your writing.
- Include transition words and other qualities of a well-written report in your writing.
- Write a conclusion that wraps up the writing.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Does the students' writing indicate that they understand the task?
- Are they able to introduce the topic in the opening paragraph of the report?
- Does their writing stay on topic?
- Are they able to incorporate information from their notes and the sources into their reports?

If you notice a student having difficulty starting to write after 5–10 minutes, help stimulate his thinking by asking questions such as:

- Q *What is the topic of your report? What might you write in the opening paragraph to introduce the topic?*
- Q *How might you use your notes to help you organize your report?*
- Q *What information from your notes or the sources might you use to explain [the challenges of building the railroad]?*

Record your observations on the "Class Assessment Record" sheet (CA3); see page 106.

Teacher Note

Prior to teaching the Day 5 lesson, you will need to write the rest of your report (see the diagram in Day 5, Step 2 on page 81). Include evidence from the sources, transition words, and other qualities of a well-written report in your writing. Save your completed report on the lined writing chart (WA4).

Day 5

Materials

- Completed report on the lined writing chart (WA4) from Day 4
- “Student Directions for Part 2” chart (WA3) from Day 4

Signal the end of Writing Time. Tell the students that tomorrow they will have time to revise and proofread their reports. Have them put their reports and other materials in their folders.

SHARING AND REFLECTING

5 Reflect on Writing Reports

Ask and briefly discuss:

- Q *What did you enjoy about writing your report today? What did you find challenging?*
- Q *What did you and your partner do to listen respectfully to each other as you shared about what you might write in your reports?*

Revising and Proofreading a Report

In this lesson, the students:

- Revise their reports
- Proofread their reports
- Express interest in and appreciation for one another’s writing
- Reflect on what they have learned and how that will help them on the end-of-year performance task

GETTING READY TO WRITE

1 Briefly Review

Have the students bring their folders and pencils, and sit at desks with partners together. Remind them that yesterday they each planned and wrote a report about the transcontinental railroad. Explain that today they will have the opportunity to revise and proofread their reports.

2 Discuss Your Report

Display the completed report on the lined writing chart (WA4) and tell the students that yesterday you finished your report. Ask them to follow along as you read it aloud. Review that the opening paragraph introduces the topic, or main idea, and hooks the reader. In the remaining paragraphs, point out the clear organization, the use of evidence from the sources, the use of transition words to connect ideas, and other qualities of a well-written report.

You might say:

"I introduced the topic of the transcontinental railroad in the first paragraph. I tried to hook the reader by saying that building the railroad was *a very important event in United States history*. I think that will make the reader want to keep reading to find out why it was important.

My report is clearly organized. After the introduction, I wrote a paragraph about how it was built, a paragraph about the challenges in building it, and a paragraph about why it was important for the United States. I stayed on the topic throughout the report.

I included specific evidence from the sources to support the topic of each paragraph. For example, when describing how the railroad was built, I listed the names of the companies that built it and how they shared the work. Also, when describing the challenges, I discussed specific examples like the shortage of workers and the weather.

I used transition words to connect one idea to the next. For example, in the paragraph about the challenges of building the railroad, I wrote *one challenge* and *another challenge* to help the reader keep track of the challenges discussed in the report. In the last paragraph, I used the words *for example* and *also* when giving examples of why the railroad was important for the United States.

My concluding sentence, *The transcontinental railroad connected the coasts and united the country*, wraps up the report in an interesting way and lets the reader know the piece has come to an end."

WA4

The completion of the first transcontinental railroad was a very important event in United States history. Construction of the railroad started in 1863 and was completed in 1869. There were many challenges in building it, but after it was finished, it connected the coasts and united the country.

The Central Pacific Railroad Company and the Union Pacific Railroad Company were hired to build the transcontinental railroad. The government gave land grants to those companies to build the railroad. The Central Pacific Railroad Company started laying tracks in Sacramento, California, and worked east. The Union Pacific Railroad Company started in Omaha, Nebraska, and laid tracks to the west. Irish and Chinese immigrants and many Civil War veterans worked on the railroad.

There were many challenges in building the railroad. One challenge was that it required thousands of workers because

(continues)

(continued)

WA4

it was such a big job. When silver was discovered in Nevada, many workers left to mine for silver and there was a shortage of workers. Another challenge was the weather. It could get very cold in the winter, especially in the mountains. In the desert, the sun's heat would make the workers very tired. Bridges were sometimes washed out by storms. Also, building the railroad was dangerous work. The workers had to use explosives to blast through the rock of mountains to create tunnels.

The two railroads finally came together at Promontory Point, Utah, in 1869, and the last railroad tie was hammered down with a golden spike. The completion of the railroad changed the United States forever. For example, traveling and transporting goods was faster and cheaper than taking a sea voyage. With the railroad, it only took six days to travel across the country. Also, businesses could sell things to people living far away, which helped the American economy grow. The transcontinental railroad connected the coasts and united the country.

WRITING TIME

3 Facilitate Guided Rereading of Reports

Tell the students that they will have time today to finish their reports, but that first they will reread what they have written. Then you will ask some questions for them to think about. Have them quietly reread their writing and look up when they are finished.

Ask the following questions one at a time, giving the students 1–2 minutes after each question to quietly review their writing and mark passages:

- Q** Do you think your opening paragraph does a good job of introducing the topic and stating the main idea? If not, what might you write instead?
- Q** Will the organization of your report be clear to the reader? If you don't think the organization is clear, what might you move around to make it clearer? Underline parts of the report you might change or move around.

- Q *Are there places where you used, or could use, evidence from the sources to support your main idea? Put a check mark in the margin next to those places.*
- Q *Are there places where you used, or could use, transition words to connect one idea to the next? Put a star in the margin next to each of those places.*
- Q *Do you think your conclusion does a good job of wrapping up your writing and letting the reader know that the report has come to an end? If not, what might you write instead?*

Without discussing as a class, have the students resume writing for another 10–15 minutes.

4 Facilitate Proofreading of Reports

Display the “Student Directions for Part 2” chart (WA3) and remind the students that it states that a well-written report “follows rules for spelling, punctuation, capitalization, and grammar.” Explain that the students will proofread their reports to find and correct any spelling, punctuation, and grammar errors. Ask:

- Q *Why will you want to proofread your report before turning it in?*
- Q *What will you check for when you are proofreading?*

Students might say:

“Mistakes could make my writing harder to read and understand.”

“I will check to make sure I’ve capitalized names and the beginning of every sentence.”

“In addition to what [Kyle] said, I want to make sure every sentence ends with a period, a question mark, or an exclamation point.”

“In addition to what [Ida and Kyle] said, I want to correct any spelling errors I find.”

Give the students 5–10 minutes to proofread their reports and make any necessary corrections. As they work, circulate, observe, and offer assistance.

SHARING AND REFLECTING

5 Share Writing and Reflect

Have a few volunteers share their reports with the class; then ask:

- Q *What qualities of good informative writing did you notice in [Lana’s] report?*
- Q *What questions can you ask [Lana] about her writing?*

Review that this week the students have been learning strategies for doing well on the end-of-year performance task. Ask and briefly discuss:



- Q *What have you learned this week that will help you do well on the performance task? Turn to your partner.*

EXTENSIONS

Complete a Diagnostic Proofreading Passage

To assess how your students are progressing with Language Standards, you might choose to administer a Diagnostic Proofreading Passage in Appendix C of the *Skill Practice Teaching Guide* (also see “Assessing Language Skills” on page xi).

Complete a Writing Practice Performance Task Independently

Many states provide a practice performance task that students complete independently. It can be given right after the guided practice, or at a later time.

Introduce the performance task by reminding the students that they spent one week learning about and preparing for the informative/explanatory writing portion of the end-of-year writing performance task. Explain that the students will now have the opportunity to do a practice performance task on their own on a different topic, and that they can use what they learned to do their best work on the task. Tell them that they will do this practice performance task under conditions like those they will experience when completing the end-of-year performance task, and that this will help them to be better prepared to do well.

Guided Practice Performance Task

GUIDED PRACTICE PERFORMANCE TASK: Informative/Explanatory Writing

THE TRANSCONTINENTAL RAILROAD

Resources

- Task Overview
- Teacher Directions for the Introductory Classroom Activity
- Teacher Directions for Parts 1 and 2
- Scoring Rubrics for Research Questions
- Student Handouts

Task Overview

Introductory Classroom Activity 20 MINUTES

This whole-class activity introduces the students to the topic of the performance task, the transcontinental railroad, and helps prepare the students to answer research questions and write reports about the topic. As part of this activity, the students will view and discuss a short video on the topic titled “The Transcontinental Railroad.” They will also be reminded of the features of good informative writing, or a well-written report.

During the introductory activity, the teacher will lead a whole-class discussion about the video. The students may take notes using the provided graphic organizer to help them prepare for writing. The students may use their notes from the Introductory Classroom Activity when they plan, write, and revise their own multi-paragraph reports about the transcontinental railroad in Part 2.

Part 1 35 MINUTES

The students will view the video again and read an article about the transcontinental railroad titled “Building the Transcontinental Railroad.” The article includes a map and photo of the era, as well as a timeline. The students are encouraged to take notes using the provided graphic organizer to help them prepare for writing. Then the students will respond to three research questions that require them to analyze, evaluate, interpret, and integrate information.

Part 2 70 MINUTES

The students will plan, write, and revise reports about the transcontinental railroad. They may refer to all of the sources from the Introductory Classroom Activity and Part 1, any notes they took, and their answers to the research questions. The students may not, however, change their answers to the questions.

Scoring

The research questions in Part 1 can be scored with the rubrics included at the end of this performance task (see “Scoring Rubrics for Research Questions” on page 91). Any notes, prewriting, and drafts will not be scored.

Teacher Preparation

- Make sufficient blank paper and writing tools available for students to use in taking notes. You might make extra copies of the graphic organizers.
- Make a class set of copies of the student handouts on pages 94–101.
- Make dictionaries available to use during Part 2 of the performance task. (Some standards-based assessments are computer-based with many of the student materials, including access to spell-check, available within the testing environment. For the purpose of student practice, the materials for the guided practice performance task have been modified so that they can be administered using pencils, paper, and other classroom resources.)

Teacher Directions for the Introductory Classroom Activity

1 Introduce the Topic

Tell the students that they are going to learn and then write about the transcontinental railroad. Write the word *transcontinental* where everyone can see it. Explain that *trans* means “across or from one side to the other.” Then point out that *continental* comes from the word *continent*. So a *transcontinental railroad* is a “railroad that goes from one side of a continent to the other.” Tell the students that the railroad crossed the continent of North America, connecting the East Coast to the West Coast.

Write *1863 to 1869* where everyone can see it, and explain that the railroad was built during these years. Point out that during this time the Civil War was being fought. Tell the students that the discovery of silver in Nevada and an increase in government land grants resulted in many people moving west during this time period.

Explain that *land grants* were “pieces of land given by the government to individuals or companies who were expected to farm or develop the land.” Most of this land was in the western part of the country, and many people moved west to settle on the land.

2 Examine a Source

Tell the students that they will watch a short video (3 minutes, 27 seconds) about the transcontinental railroad together and then discuss it as a group. Distribute the “Video Notes” graphic organizer (see Student Handout 1 on page 94), and tell the students that they can take notes about the video as they watch it.

Show the video “The Transcontinental Railroad.” After viewing the video, lead a whole-class discussion using the following questions:

Question 1: *Why was the transcontinental railroad important to the United States?*

Question 2: *How was the transcontinental railroad built?*

3 Explain the Writing Task

Tell the students that in a few minutes they will view the video again and read an article about the transcontinental railroad. Then the students will use all of the sources, including their notes, to answer some questions and write their own report about the railroad.

Discuss with the students the characteristics of a well-written report. A report:

- Establishes a main idea
- Gives evidence from the sources to support the main idea
- Is well-organized and stays on topic
- Explains information clearly
- Uses language appropriate to the purpose and task
- Follows rules for spelling, punctuation, capitalization, and grammar

Answer any questions the students might have and then move on to Part 1 of the performance task. Students should keep any notes they took during the Introductory Classroom Activity to help them with their writing.

Teacher Directions for Parts 1 and 2

Part 1 35 MINUTES

1. Distribute copies of the source material, graphic organizers, student directions, and research questions (see Student Handouts 2–5 on pages 95–100) to each student, and have the students write their names on all materials. Note that the students should not receive the directions specific to writing their reports until Part 2.
2. Tell the students to read “Student Directions for Part 1” (see Student Handout 2 on page 95). Remind the students they will have 35 minutes for Part 1 and then tell them to begin.
3. To help the students plan their time, alert them when 15 minutes and 5 minutes remain in Part 1.
4. Signal to let the students know that Part 1 is over.

BREAK

Part 2 70 MINUTES

1. Distribute a copy of “Student Directions for Part 2” (see Student Handout 6 on page 101) to each student. Make sure the students have access to the printed source, graphic organizers, and any other notes, as well as the research questions from Part 1. Remind the students that they may not change the answers to the questions from Part 1.
2. Tell the students to read “Student Directions for Part 2” and explain that their writing assignment is included in these directions.
3. After 15 minutes have elapsed, suggest that the students begin writing their reports.
4. Alert the students when 30 minutes remain.
5. Alert the students when 15 minutes remain, and suggest that they begin revising their reports.
6. Signal to let the students know that Part 2 is over and collect all materials from each student.

Scoring Rubrics for Research Questions

2-Point Research Rubric

Question 1:

What companies built the transcontinental railroad, and how did they share the work? Use details from the sources in your answer.

Evaluate Information/Source	
2	The response gives sufficient evidence of the ability to distinguish relevant from irrelevant information such as fact from opinion. The response includes relevant information about how the transcontinental railroad was built, and is supported with relevant details from the sources.
1	The response gives limited evidence of the ability to distinguish relevant from irrelevant information such as fact from opinion. The response includes limited information about how the transcontinental railroad was built, and is supported with limited relevant details from the sources.
0	The response provides no evidence of the ability to distinguish relevant from irrelevant information such as fact from opinion. The response does not include an explanation of how the transcontinental railroad was built. The response does not include relevant details and may be vague, incorrect, or completely absent.

Sample 2-Point Response

The Central Pacific Railroad and the Union Pacific Railroad were hired to build the transcontinental railroad. The Central Pacific Railroad started laying tracks in Sacramento, California, and worked east. The Union Pacific Railroad started in Omaha, Nebraska, and laid tracks to the west. In 1869, the two railroad companies joined the tracks at Promontory Point, Utah.

Sample 1-Point Response

Two companies raced to build the railroad. They joined the railroad with a golden spike.

Sample 0-Point Response

Work on the transcontinental railroad started after Abraham Lincoln signed the Pacific Railroad Act of 1862.

2-Point Research Rubric

Question 2:

What happened around 1865 that affected work on the railroad? Use details from the sources in your answer.

Evaluate Information/Source	
2	<p>The response gives sufficient evidence of the ability to distinguish relevant from irrelevant information such as fact from opinion.</p> <p>The response includes a thorough explanation that soldiers went to work on the railroad when the Civil War ended, and Chinese workers were hired to fill the labor shortage. The response is supported with relevant details from the sources.</p>
1	<p>The response gives limited evidence of the ability to distinguish relevant from irrelevant information such as fact from opinion.</p> <p>The response includes a limited explanation that soldiers went to work on the railroad when the Civil War ended, and Chinese workers were hired to fill the labor shortage. The response is supported with limited relevant details from the sources.</p>
0	<p>The response provides no evidence of the ability to distinguish relevant from irrelevant information such as fact from opinion.</p> <p>The response does not include an explanation that soldiers went to work on the railroad when the Civil War ended, and Chinese workers were hired to fill the labor shortage. The response does not include relevant details and may be vague, incorrect, or completely absent.</p>

Sample 2-Point Response

There was a shortage of workers because many of them left to mine for silver in Nevada. Chinese immigrants were hired because there weren't enough people to fill all the jobs. After the Civil War ended in 1865, many soldiers came to work on the railroad.

Sample 1-Point Response

Some soldiers worked on the railroad. Thousands of workers were needed.

Sample 0-Point Response

There was a Civil War in the United States.

2-Point Research Rubric

Question 3:

The article says that building the transcontinental railroad was one of the most remarkable accomplishments in the history of the United States. What was so remarkable about it? Use details from the sources in your answer.

Interpret and Integrate Information	
2	<p>The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information.</p> <p>The response includes a thorough explanation of what was remarkable about building the transcontinental railroad, including the challenges and impediments, and the effect of the railroad on commerce; the response is supported with relevant details from the sources.</p>
1	<p>The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information.</p> <p>The response includes a limited explanation of what was remarkable about building the transcontinental railroad, including the challenges and impediments, and the effect of the railroad on commerce; the response is supported with limited relevant details from the sources.</p>
0	<p>The response provides no evidence of the ability to locate, select, interpret, and integrate information within and among sources of information.</p> <p>The response does not include an explanation of what was remarkable about building the transcontinental railroad and the effect of the railroad on commerce. The response does not include relevant details and may be vague, incorrect, or completely absent.</p>

Sample 2-Point Response

The transcontinental railroad connected the two coasts of the United States. The railroad covered thousands of miles and required thousands of workers to build it. The workers sometimes had to work in very difficult conditions. After the railroad was finished, people could travel across the country in less than a week, and businesses could sell things to people living far away. That changed the United States forever.

Sample 1-Point Response

It was very dangerous work to blast through rock to build the transcontinental railroad. Many Chinese laborers worked on the railroad. It was finished in 1869.

Sample 0-Point Response

Nobody had ever built a railroad like this before. It was a big job.

Student Handout 1

NAME _____ DATE _____

Video Notes
How was the railroad built?
What were the challenges in building the railroad?
Why was the transcontinental railroad so important for the United States?
Other Notes:

Your notes will not be scored.

Student Handout 2

NAME _____ DATE _____

Student Directions for Part 1

Part 1 (35 minutes)

Your Task

You will watch the video again and then read an article about the transcontinental railroad to learn more about the topic. Then you will answer three research questions about what you have learned. In Part 2, you will write a report about the transcontinental railroad. You will be able to refer to the sources, your notes, and the answers to the research questions when you write your report.

Steps to Follow

In order to plan and write your report, you will do the following:

1. Examine the sources.
2. Take notes about the information in the sources using graphic organizers.
3. Answer three research questions to help you think about key information in the sources.

Directions for Beginning

You will have 35 minutes to examine the sources, take notes, and answer the research questions. Your answers will be scored.

BUILDING THE Transcontinental Railroad

During the 1800s, there were many railroads. However, none of them connected the Pacific Ocean to the Atlantic Ocean. Some people dreamed of connecting the two coasts by rail. Several had even begun the planning. However, it wasn't until President Abraham Lincoln signed the Pacific Railroad Act of 1862 that the first transcontinental railroad got underway.

TWO RAILROAD COMPANIES, ONE GOAL

Leland Stanford has been given a lot of credit for getting the railroad started.

He was the president of the Central Pacific Railroad Company. C. P. Huntington was the vice president, and Mark Hopkins was the treasurer. Charles Crocker was in charge of the work. Together they were called "the big four."

Two railroad companies were hired to do the job. The Union Pacific Railroad Company would work west from Omaha, Nebraska. The Central Pacific Railroad Company, headed by Stanford, would work east from Sacramento, California. The company that laid the most track would receive more money and land grants.



The Central Pacific Railroad Company built east from Sacramento while the Union Pacific Railroad Company built west from Omaha. The two railroads came together at Promontory Point in Utah.

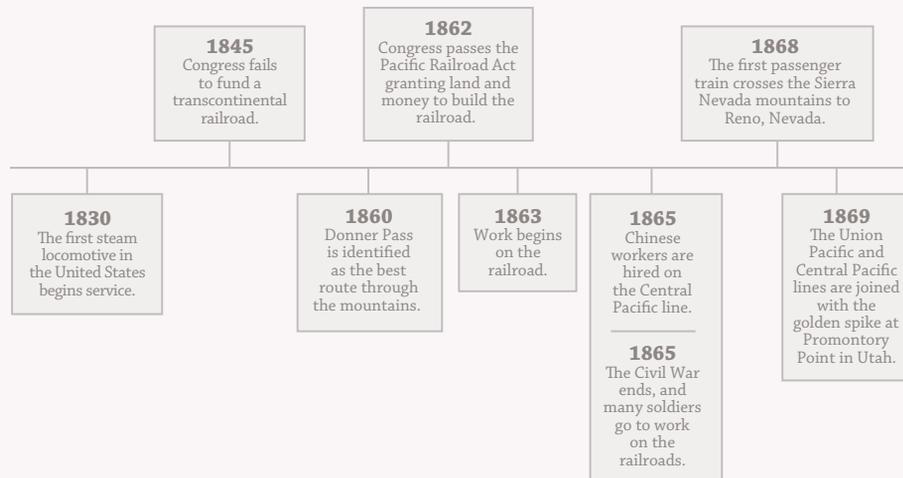
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(continues)

Student Handout 3 *(continued)*

TRANSCONTINENTAL RAILROAD TIMELINE



A CHALLENGING TASK

Most of the Union Pacific Railroad workers were Irish immigrants and Civil War veterans. Bad weather and flooding slowed them down. Bridges were washed out and had to be rebuilt. Strong trees for building railroad ties and bridges were not available in the plains. Sometimes trees had to be hauled from miles away.

The Central Pacific Railroad laid track through California and Nevada and into Utah. They had to build in both the desert and through the Sierra Nevada mountains. The conditions were both harsh and dangerous. Winters in the mountains were very cold with deep snow. In the desert, there was no shade to protect against the heat.

It was also hard for the Central Pacific Railroad Company to find and keep workers. Silver was discovered in Nevada

around this time. Many of the workers left the railroad to mine for silver. There weren't enough men to build the railroad. In 1865 Charles Crocker started to hire Chinese immigrants.

The Chinese workers quickly showed they could work long hours in harsh conditions. One of the most dangerous jobs was using explosives to blast through rock to build tunnels and lay track. Men sometimes had to hang over cliffs by ropes to place the explosives. The Chinese workers did most of the blasting needed to build tunnels and lay track.

By 1869 more than 11,000 railroad workers were Chinese. They proved themselves to be skilled and hardworking laborers who played a significant role in building the transcontinental railroad.

(continues)

Student Handout 3 *(continued)*

JOINING THE RAILROADS

Both railroads were joined on May 10, 1869, at Promontory Point in Utah. People gathered to celebrate the completion of one of the most remarkable accomplishments in the history of the United States. To honor the occasion, the last railroad tie was hammered down with a golden spike by representatives from both railroads.

**TO HONOR THE OCCASION, THE
LAST RAILROAD TIE WAS HAMMERED
DOWN WITH A GOLDEN SPIKE
BY REPRESENTATIVES FROM
BOTH RAILROADS.**

Train service began five days later. The first trip was from Omaha, Nebraska, to Sacramento, California. It was now cheaper and faster to ride trains across the country than to travel any other way. The sea voyage around the southern tip of South America took at least four months. The land voyage by wagon took about six months. It took less than a week by rail! People and goods could at last move quickly across the country. It's fair to say that the transcontinental railroad changed America forever.



Many people gathered to celebrate the completion of the transcontinental railroad.

The Last Spike by Thomas Hill © 2001-2010 by Corbis Corporation. All Rights Reserved.

Student Handout 4

NAME _____ DATE _____

Article Notes
How was the railroad built?
What were the challenges in building the railroad?
Why was the transcontinental railroad so important for the United States?
Other Notes:

Your notes will not be scored.

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Student Handout 6

NAME _____ DATE _____

Student Directions for Part 2

Part 2 (70 minutes)

Your Task

You will have 70 minutes to write your report. You should review your notes and sources. Then plan, write, and revise your writing. You may also refer to the answers you wrote to the research questions in Part 1, but you cannot change those answers.

Your Writing Assignment

Your class is getting ready for an open house for parents. Student reports will be on display. Write a report about the transcontinental railroad to present at the open house.

Here are some ideas about what to include in your report:

- How the railroad was built
- What the challenges were in building it
- Why the railroad was so important

Begin Work on Your Report

Manage your time carefully so that you can:

- Plan your report (15 minutes)
- Write your report (40 minutes)
- Revise and edit for a final draft (15 minutes)

You may use a dictionary to check spelling.

Things to Remember

Remember that a well-written report:

- Establishes a main idea
- Gives evidence from the sources to support the main idea
- Is well-organized and stays on topic
- Explains information clearly
- Uses language appropriate to the purpose and task
- Follows rules for spelling, punctuation, capitalization, and grammar

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Class Assessment Records

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Are partners able to agree about what information to include in their notes? 			
<ul style="list-style-type: none"> Are they recording their notes in the appropriate section on their graphic organizers? 			
<ul style="list-style-type: none"> Are they writing notes in their own words? 			
Other observations:			

Considerations:

If you notice many students having difficulty writing notes, call for the class’s attention and have a few volunteers share their ideas for what to write. Then model writing each idea in the appropriate section on the chart. As necessary, encourage the students to reread the article to collect the information they need.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Do the students' responses indicate that they understand what each question is asking? 			
<ul style="list-style-type: none"> ▪ Are they able to incorporate details from their notes and the sources in their responses? 			
<p>Other observations:</p>			

Considerations:

If you notice the students struggling to write responses, support them by asking questions such as:

- Q *What information is the question asking for?*
- Q *Where in your notes can you find that information? Where in the source can you find that information?*
- Q *How might you include information from your notes and the sources in your answer?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Does the students' writing indicate that they understand the task?			
▪ Are they able to introduce the topic in the opening paragraph of the report?			
▪ Does their writing stay on topic?			
▪ Are they able to incorporate information from their notes and the sources into their reports?			
Other observations:			

Considerations:

If you notice a student having difficulty starting to write after 5-10 minutes, help stimulate his or her thinking by asking questions such as:

- Q *What is the topic of your report? What might you write in the opening paragraph to introduce the topic?*
- Q *How might you use your notes to help you organize your report?*
- Q *What information from your notes or the sources might you use to explain [the challenges of building the railroad]?*

Unit

Opinion Writing

During this one-week unit, the students prepare for the opinion writing portion of a standards-based end-of-year writing performance task. They discuss what they have learned about opinion writing and complete a practice performance task as a class, guided by the teacher. The students begin by reading and discussing a blog, an interview, and a letter to the editor on the topic of whether the school board should buy educational video games and the electronic devices needed to play them in the classroom. They each take notes about what they learn, and use information from the sources and their notes to answer research questions and write an opinion essay about the topic. Socially, the students listen respectfully to the opinions of others and share their own, make decisions with their partners, and explain their thinking.



RESOURCES

Source Materials

- *The Teacher’s Room* blog
- “Q&A with Mrs. Garcia, 5th Grade Teacher” interview
- “Video Games and Education” letter to the editor

Extensions

- “Complete a Diagnostic Proofreading Passage”
- “Complete a Writing Practice Performance Task Independently”

Guided Practice Performance Task: Opinion Writing

- Task Overview
- Teacher Directions
- Scoring Rubrics for Research Questions
- Student Handouts 1–8

Assessments

- “Class Assessment Record” sheets



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA7

Reproducibles

- *The Teacher’s Room* blog (BLM1)
- “Student Directions for Part 1” (BLM2)
- “Q&A with Mrs. Garcia, 5th Grade Teacher” interview (BLM3)
- “Interview Notes” graphic organizer (BLM4)
- “Video Games and Education” letter to the editor (BLM5)
- “Letter to the Editor Notes” graphic organizer (BLM6)
- “Research Questions” sheet (BLM7)
- “Student Directions for Part 2” (BLM8)

Assessment Forms

- “Class Assessment Record” sheets (CA1–CA3)

OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
Week	<p>Reading a Blog and Interview and Taking Notes: <i>The Teacher’s Room</i> blog, “Q&A with Mrs. Garcia, 5th Grade Teacher” interview</p> <p>Focus:</p> <ul style="list-style-type: none"> Thinking about what they learned about good opinion writing Taking notes from an interview transcript Using graphic organizers to sort information 	<p>Reading a Letter to the Editor and Taking Notes: “Video Games and Education” letter to the editor</p> <p>Focus:</p> <ul style="list-style-type: none"> Taking notes from a letter to the editor Using graphic organizers to sort information 	<p>Writing Responses to Research Questions</p> <p>Focus:</p> <ul style="list-style-type: none"> Using multiple sources to write responses to research questions Reflecting on and revising responses to research questions 	<p>Writing an Essay</p> <p>Focus:</p> <ul style="list-style-type: none"> Using multiple sources to write essays 	<p>Revising and Proofreading an Essay</p> <p>Focus:</p> <ul style="list-style-type: none"> Revising essays Proofreading essays



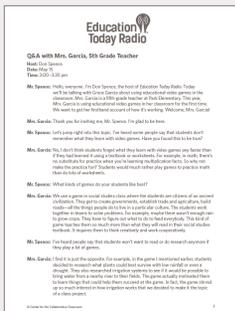
The Teacher's Room blog (BLM1)

Teachers comment on their experiences with using educational video games in the classroom on Diana Wu's blog.



"Video Games and Education" letter to the editor (BLM5)

One man expresses his concerns about using educational video games in schools.



"Q&A with Mrs. Garcia, 5th Grade Teacher" interview (BLM3)

Don Spence interviews a fifth-grade teacher on *Education Today Radio* about the benefits of using educational video games in the classroom.

Writing Focus

- Students reflect on what they have learned about opinion writing.
- Students read and discuss a blog about the topic.
- Students read an interview and letter to the editor about the topic, and take notes.
- Students answer research questions about the topic, and plan and write opinion essays.
- Students revise and proofread their writing.

Social Development Focus

- Students listen respectfully to the opinions of others and share their own.
- Students make decisions together.
- Students explain their thinking.

DO AHEAD

- ✓ Prior to Day 1, read “Guided Practice Performance Task: Opinion Writing” on pages 136–140. This unit’s lessons are based on this guided practice performance task. During the unit, the students complete this performance task with instructional support and guidance from the teacher. For more information about how the performance task is used in the lesson, see “About the Guided Practice Performance Task” on page 112.
- ✓ Prior to Day 1, read the blog *The Teacher’s Room* (BLM1) and the interview “Q&A with Mrs. Garcia, 5th Grade Teacher” (BLM3) to familiarize yourself with the content in each source.
- ✓ Prior to Day 1, prepare a sheet of chart paper so that it resembles the “Interview Notes” graphic organizer (BLM4) the students will use.
- ✓ Prior to Day 1, visit the CCC Learning Hub (ccclearninghub.org) to access and print the student handouts (see “Reproducibles” on page 108). Make a class set of copies of the handouts listed, except for the “Student Directions for Part 1” (BLM2). You might want to have extra copies of the graphic organizers available for the students.
- ✓ Prior to Day 1, prepare a class set of writing folders for the students to use to organize their materials throughout the week.
- ✓ Prior to Day 2, read the letter to the editor “Video Games and Education” (BLM5) to familiarize yourself with the content.
- ✓ Prior to Day 2, prepare a sheet of chart paper so that it resembles the “Letter to the Editor Notes” graphic organizer (BLM6) the students will use.
- ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA1) on page 156.
- ✓ Prior to Day 3, prepare a sheet of chart paper so that it resembles the “Research Questions” sheet (BLM7) the students will use. You may want to write each question on a separate piece of chart paper.
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA2) on page 157.
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA3) on page 158.

“If you’re not assessing all the time, how do you know if [students] are getting it or not? We need to know what they know so we can teach them what they don’t know.”

— Jan Borelli, educator

All educators recognize the importance of assessing students to inform classroom instruction, but there is less agreement about the value of standardized testing as an assessment tool. What is your opinion of standardized testing? Do standardized tests help you “know what they know”? Do you have concerns about these tests? Write your thoughts and feelings about standardized testing in your journal.

Day 1

Reading a Blog and Interview and Taking Notes

Materials

- Copy of the blog *The Teacher's Room* (BLM1) for each student
- Copy of the interview "Q&A with Mrs. Garcia, 5th Grade Teacher" (BLM3) for each student
- Chart paper and a marker
- "The Teacher's Room Blog" chart (WA1)
- "Student Directions for Part 1" chart (WA2; also available as BLM2)
- "Q&A with Mrs. Garcia, 5th Grade Teacher" chart (WA3)
- "Interview Notes" chart, prepared ahead
- Copy of "Interview Notes" graphic organizer (BLM4) for each student

Teacher Note

▪ A writing folder for each student
We recommend that you teach this unit after the class completes the Opinion Writing genre unit.

This lesson may require an extended class period. You might want to stop the lesson at the end of Step 6 and then finish the lesson later in the day or the next day.

Teacher Note

The partners you assign today will stay together for the entire unit.

In this lesson, the students:

- Work with new partners
- Reflect on what they know about good opinion writing
- Read and discuss a blog
- Read and discuss an interview
- Take notes on the interview as a class and in pairs
- Explain their thinking

ABOUT THE GUIDED PRACTICE PERFORMANCE TASK

During this unit, the students complete an opinion writing performance task as a class with instructional support from you. The purpose for this guided practice performance task is to prepare the students for standards-based end-of-year performance tasks they will be required to complete independently. Five days of instruction are provided during which the students' writing is neither timed nor scored. This unit's performance task is not computerized and can be administered in a classroom environment, using pencils, paper, and other classroom resources.

The topic of the performance task is whether schools should spend money for educational video games and the devices needed to play them. The task consists of three sections: an Introductory Classroom Activity (students are introduced to the topic and examine one of the sources), Part 1 (students examine additional sources and answer research questions about the topic), and Part 2 (students write their own opinion essays). For more information about each section, see "Task Overview" on page 136. For the complete performance task on which this unit's instruction is based, see "Guided Practice Performance Task: Opinion Writing" on pages 136-140.

GETTING READY TO WRITE

1 Pair Students and Introduce the Performance Task

Randomly assign partners and make sure they know each other's names. Have the students bring their pencils and sit at desks with partners together.

Tell the students that at the end of the school year, all the students in their grade will complete a reading and writing assignment called a *performance task*. (You might explain that a *task* is a “job that needs to be done.”) Explain that the purpose for the performance task is to show how well they are developing and growing as readers and writers. This is important information for them as students, as well as for their families, teachers, and principal.

Remind the students that for the past several weeks they have been doing opinion writing, and explain that opinion writing is one type of writing they will do on the end-of-year performance task. Tell the students that during the next several days they will learn strategies for doing well on the opinion writing portion of the performance task.

2 Discuss What the Class Has Learned About Opinion Writing

Point out that the students have learned a lot about how to write good opinion pieces, and explain that they can use what they have learned to help them do well on the performance task. Ask and discuss the questions that follow as a class. Encourage the students to use the discussion prompts they have learned as they talk to one another.

- Q *What have you learned about good opinion writing?*
- Q *What did you do to make your opinion piece interesting and easy to read?*

Students might say:

“It clearly states an opinion in the opening sentence or paragraph.”

“I agree with [Lani]. It also gives several reasons that support the opinion.”

“It uses transition words to connect thoughts.”

“In addition to what [Miles and Phoebe] said, it is clearly organized and makes sense.”

“It often restates the opinion at the end of the essay.”

As the students respond, record their ideas on a sheet of chart paper titled “What We Have Learned About Opinion Writing.” If the students do not mention the following qualities of good opinion writing, briefly review them and add them to the chart.

Teacher Note

The discussion prompts are:

- “I agree with _____ because...”
- “I disagree with _____ because...”
- “In addition to what _____ said, I think...”

What We Have Learned About Opinion Writing

- Clearly states an opinion in the opening sentence or paragraph
- Gets the reader interested in knowing more
- Gives reasons that support the opinion
- Uses transition words
- Is clearly organized and makes sense
- Includes a conclusion that wraps up the writing and restates the opinion
- Follows writing rules for spelling, punctuation, capitalization, and grammar

Tell the students that you will post the chart where everyone can see it so that they can keep what they have learned about good opinion writing in mind as they prepare for the opinion writing performance task.

3 Introduce the Topic of the Guided Practice Performance Task

Explain that today you will introduce the students to the topic of the performance task, and they will read a blog and an interview about the topic. In the coming days, they will learn more about the topic by reading a letter to the editor. Then, as a class, they will use what they learned to answer research questions and write essays about the topic.

Tell the students that they are going to read about using educational video games in school and then write opinion essays about whether their school board should spend money to buy them.

Ask:

Q *Do you play video games at home? If yes, what are your favorite video games to play?*

Point out that there are many different types of video games and that educational video games are a type of video game that is sometimes used in schools. Explain that educational video games are designed to be fun and to help you practice a skill or teach you something new.

Write the word *device* where everyone can see it, and explain that a *device* is “something made for a specific purpose.” Tell the students that there are many electronic devices that can be used for playing educational video games in school, such as computers, game systems, tablets, and smartphones.

4 Introduce and Read the Blog

Tell the students that the first source of information about educational video games that they will read today is a blog. Explain that a *blog* is a “website on which people share opinions, thoughts, and information.” Display “*The Teacher’s Room Blog*” chart (🎧 WA1) and distribute a copy of the blog (BLM1) to each student. Explain that the blog they will read is called “*The Teacher’s Room*” and that the author of the blog is a teacher named Diana Wu. Point to the “Welcome to *The Teacher’s Room*” section and tell the students that authors of blogs usually include a few sentences to introduce themselves to the reader and to explain why he or she is writing the blog; then read the section aloud.

Point to the blog post written by Diana Wu and the comments that follow it. Explain that the students will read one of Ms. Wu’s blog posts, as well as the comments from four teachers about the topic of her post—using educational video games in the classroom. Explain that the four teachers write about the reasons for and against using educational video games in the classroom. Explain that the “reasons for” are called *pros*, and the “reasons against” are called *cons*. Tell the students that for this task you will read the blog aloud, but when they do performance tasks on their own, they will read any source materials independently. Ask them to follow along as you read the blog aloud, slowly and clearly. Then ask:

Q *What did you learn from reading the blog post and the comments?*

Students might say:

“The teachers have different opinions about using educational video games in school.”

“One teacher says that math video games can be fun for kids and get them motivated about math.”

“Another teacher likes the games because they allow kids to learn at their own pace.”

If necessary, point out that teachers have many different opinions about using educational video games in the classroom.

5 Introduce Student Directions for Part 1

Display the “Student Directions for Part 1” chart (🎧 WA2). Explain that these are directions for the first part of the performance task in which the students examine two more sources about educational video games and write responses to research questions. Tell the students that, because they are working together to practice for the end-of-year performance task, they will not follow these directions exactly. For example, you will continue to read the sources aloud, rather than have the students read the sources on their own, and they will take more time than the directions say to complete the steps. Explain that when the students do performance tasks on their own later, they will follow the directions exactly.

Teacher Note

You might explain that a *source* is “something that information comes from, such as a book, video, article, or website.”

Teacher Note

The purpose for showing the “Student Directions for Part 1” chart (WA2) is to briefly introduce the students to the type of directions they will encounter when they do performance tasks by themselves. It is not necessary to take the students through all the directions now. They will have the experience of “following” the directions over the next few days. As you complete various parts of the directions, you might redisplay the chart and point out the steps the students have completed.

6 Introduce the Interview and Read It Aloud with Stops

Tell the students that the next source of information they will read about educational video games is an interview with a fifth-grade teacher named Mrs. Garcia. Display the “Q&A with Mrs. Garcia, 5th Grade Teacher” chart (WA3) and distribute a copy of the interview (BLM3) to each student. Tell the students that Mrs. Garcia was interviewed on a radio program called *Education Today Radio* by a man named Mr. Spence. Explain that in the interview, Mrs. Garcia describes her experience with using educational video games in her classroom.

Ask the students to follow along as you read the interview aloud, and explain that again you will stop to have pairs discuss what they are learning. Then read the title and the first part of the interview aloud, slowly and clearly. Stop after:

“... the game stirred up so much interest in how irrigation works that we decided to make it the topic of a class project.”

Ask:



Q *What did you learn about Mrs. Garcia’s experience with video games in the part of the interview you just heard? Turn to your partner.*

Without sharing as a class, continue reading to the end of the interview. Following the same procedure, have the students discuss what they learned.

WRITING TIME

7 Reread the Interview and Take Notes as a Class and in Pairs

Post the “Interview Notes” chart that you prepared ahead and distribute a copy of the “Interview Notes” graphic organizer (BLM4) to each student.

Tell the students that you will reread the interview, and that as a class they will use this note-taking chart, called a *graphic organizer*, to take notes about what they are learning about using educational video games in school. Explain that the graphic organizer has columns to write the pros and the cons of using the games in the classroom. Explain that, as you read the interview, you will stop in the middle so that the students can discuss what they have learned and record their notes on their graphic organizers. Then you will do the same with the second half of the interview.

Read the interview and stop after:

“... the game stirred up so much interest in how irrigation works that we decided to make it the topic of a class project.”

Discuss as a class:

Q *What did you learn about using educational video games in school in the part of the interview you just heard?*

Students might say:

"I learned that educational video games can help make practicing math facts fun. I think that's a reason for using them because it will make kids want to practice more."

"Some people think that kids won't remember what they learn in video games. That's a reason not to use them in school."

"Mrs. Garcia tells about a video game that allows her students to work together in teams to solve problems. That's a reason to use the games."

As the students respond, model writing their responses as notes on the chart, and then ask:

Q *Is the fact that [some games allow students to work cooperatively] a pro or a con for using the games? Why do you say that?*

Have the students copy the notes onto their own graphic organizers.



Continue reading to the end of the interview. Have the students discuss what they learned in pairs (rather than as a class) and record their notes on their graphic organizers. Then have a few volunteers share what they discussed with the class and explain where on their graphic organizers they wrote their notes. As they share, add their ideas to the chart.

Interview Notes	
Pros (Reasons for)	Cons (Reasons against)
<ul style="list-style-type: none">- make practicing a skill (like math facts) fun- students can work at their own pace- some are team-based and teach students to work together- some allow students to solve problems together- help students get interested in learning more about a topic- provide fun learning experiences that motivate students- help students learn how to use technology	<ul style="list-style-type: none">- not all schools have the technology needed to use educational video games

Teacher Note

You may want to review that notes are most helpful when they are brief and written in the writer's own words rather than copied exactly from the source.

Teacher Note

Save the “What We Have Learned About Opinion Writing” chart and the “Interview Notes” chart to use throughout the unit.

Day 2

Materials

- Copy of the letter to the editor “Video Games and Education” (BLM5) for each student
- “Interview Notes” chart from Day 1
- “Video Games and Education” chart (WA4)
- “Letter to the Editor Notes” chart, prepared ahead
- Copy of “Letter to the Editor Notes” graphic organizer (BLM6) for each student
- A marker
- “Class Assessment Record” sheet (CA1)

Tell the students that tomorrow they will learn more about using educational video games in the classroom by reading and discussing a letter to the editor of a newspaper.

Distribute a writing folder to each student and explain that this is where the students will keep all of their materials for the week. Have the students put their materials inside their folders and keep them in their desks.

SHARING AND REFLECTING

8 Reflect

Ask and briefly discuss:

Q *What did you and your new partner do to work well together today?*

Reading a Letter to the Editor and Taking Notes

In this lesson, the students:

- Review what they have learned about using educational video games in the classroom
- Read and discuss a letter to the editor about the topic
- Take notes on the letter to the editor in pairs
- Make decisions together
- Work in a responsible way

GETTING READY TO WRITE

1 Briefly Review

Have the students bring their folders and pencils, and sit at desks with partners together. Review that the class is working together to complete an opinion writing task about the use of educational video games in the classroom to prepare for the end-of-year performance task. Remind the students that yesterday they discussed what they have learned about good opinion writing. They also read a blog and an interview about using educational video games in the classroom, discussed them as a class, and took notes on the interview.

Direct the students’ attention to the “Interview Notes” chart from Day 1. Briefly review the notes by asking:

Q *What did you learn about using educational video games in school from the interview we read yesterday?*

Tell the students that today they will read another source of information about educational video games. Remind them that they will then use the information they have collected to answer research questions and write essays about whether the school board should buy the electronic devices needed to use educational video games in school.

2 Introduce the Letter to the Editor and Read It Aloud with Stops

Tell the students that today's source is a letter to the editor of a newspaper. Display the "Video Games and Education" chart (WA4) and distribute a copy of the letter to the editor (BLM5) to each student. Explain that the author, Bob Gebhart, wrote the letter to express his opinions about using educational video games in the classroom. Ask them to follow along as you read the letter aloud, and explain that you will stop twice to have pairs discuss what they are learning.

Read the title of the letter and the first three paragraphs aloud, slowly and clearly. Stop after:

"But we can't do this at school unless we keep games out of the classroom."

Ask:



Q *What did you learn about Mr. Gebhart's opinion of educational video games in the part of the letter you just heard? Turn to your partner.*

Without sharing as a class, continue reading to the end of the letter and follow the same procedure to have the students discuss what they learned.

WRITING TIME

3 Reread the Letter and Take Notes in Pairs

Post the "Letter to the Editor Notes" chart that you prepared ahead and distribute a copy of the graphic organizer (BLM6) to each student.

Point out that this graphic organizer is organized just like the "Interview Notes" graphic organizer. Explain that as you read the letter again you will stop, and partners will discuss what they learned and then write notes in the appropriate places on their own graphic organizers.

Read the letter and stop (as you did before) after:

"But we can't do this at school unless we keep games out of the classroom."

Ask the following questions one at a time, without discussing them as a class:

Q *What did you learn about Mr. Gebhart's opinion of educational video games in the part of the letter you just heard?*

Q In which column of the graphic organizer will you write a note about what you learned, and why will you write the note there?



Say “Turn to your partner,” and give partners a few minutes to share their thinking and write notes about what they learned on their graphic organizers. As they work, circulate, observe, and offer assistance.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are partners able to agree about what information to include in their notes?
- Are they recording notes in the appropriate section on their graphic organizers?
- Are they writing notes in their own words?

If you notice many students having difficulty writing notes, call for their attention and have a few volunteers share their ideas for what to write. Then model writing each idea in the appropriate section on the chart. As necessary, encourage the students to reread the letter to collect the information they need.

Record your observations on the “Class Assessment Record” sheet (CA1); see page 156.

After a few minutes, ask volunteers to share their thinking about what they learned and where they recorded notes on their graphic organizers. Then add their ideas to the chart.

Continue reading to the end of the letter and using the same procedure, stop, discuss, and take notes.

Letter to the Editor Notes	
Pros (Reasons for)	Cons (Reasons against)
- some are designed well and allow players to solve problems	- school is not for “playing” - they discourage kids from going outside and exercising

(continues)

(continued)

Letter to the Editor Notes	
Pros (Reasons for)	Cons (Reasons against)
	<ul style="list-style-type: none">- that is all kids will want to do- parents can't control the amount of time kids are playing them at school- the devices needed to play them are expensive- money should be spent on books not games- most don't require thinking to win- more research is needed to determine if they increase student learning

Tell the students that tomorrow they will work together, using the sources and their notes, to answer research questions about using educational video games in the classroom. Have them put their materials inside their folders.

SHARING AND REFLECTING

4 Reflect

Ask and briefly discuss:

- Q *Why do you think it is a good idea to read a source more than once, like we did today?*
- Q *What did you do today to work in a responsible way?*

Teacher Note

Save the "Letter to the Editor Notes" chart to use throughout the rest of the unit.

Day 3

Writing Responses to Research Questions

Materials

- “Interview Notes” and “Letter to the Editor Notes” charts from Days 1 and 2
- “Video Games and Education” chart (WA4) from Day 2
- “Q&A with Mrs. Garcia, 5th Grade Teacher” chart (WA3) from Day 1
- “The Teacher’s Room Blog” chart (WA1) from Day 1
- “Research Questions” chart, prepared ahead
- Copy of “Research Questions” sheet (BLM7) for each student
- A marker
- “Class Assessment Record” sheet (CA2)

Teacher Note

The consortia that are developing the end-of-year performance tasks plan to deliver the assessment electronically. This means that individual students will have computer or tablet access to all research sources as they respond to questions and write extended pieces.

In this lesson, the students:

- Read and discuss research questions about using educational video games in the classroom as a class
- Identify words in the questions that give clues about what to write
- Write responses to the questions as a class and independently
- Reflect on and revise their responses

GETTING READY TO WRITE

1 Briefly Review

Have the students bring their folders and pencils, and sit at desks with partners together. Remind the students that they are learning strategies they can use to do well on the end-of-year performance task. Review that the students read a blog, an interview, and a letter to the editor about using educational video games in the classroom and took notes about what they learned. Explain that today they will use their notes and the sources to answer research questions about using video games in school.

2 Model Reading a Question and Writing a Response

Post the “Research Questions” chart that you prepared ahead. Distribute a copy of the “Research Questions” sheet (BLM7) to each student, and have the students write their names and the date on their sheets. Explain that these are the questions the students will answer in Part 1 of the performance task.

Tell the students that the first step in writing a response to a question is to read and think carefully about the question. Point to Question 1 on the chart and ask the students to listen closely as you read it aloud twice. Discuss:

Q *What information is this question asking for?*

Have a few volunteers share their thinking. If necessary, point out that the question is asking for “Mrs. Garcia’s opinion about using educational video games in the classroom.” Underline that key phrase on the chart.

Point to the statement following the question and read it aloud. Explain that “provide two reasons she gives for her opinion” means that the students should look for at least *two* reasons in their notes and the interview itself to write their responses.

Ask the students to watch as you model writing a response to the first question on the chart, thinking aloud as you write. Display the “Q&A with Mrs. Garcia, 5th Grade Teacher” (WA3) and be sure to model reviewing your notes and the interview for the information you need.

You might say:

"I know that the question is asking for Mrs. Garcia's opinion about using educational video games in the classroom. In my notes on her interview, I wrote many more pros than cons, so Mrs. Garcia clearly supports using educational video games. I'll write: *Mrs. Garcia thinks that using educational video games in the classroom is a good idea.* That answers the question, but I need to write two reasons she gives for her opinion. I'll write: *One reason is that certain educational video games allow students to work together to solve problems.* Now I'll add another reason that Mrs. Garcia mentioned at the end of her interview. I'll write: *Mrs. Garcia also points out that educational video games can help students learn to use technology, which is an important skill.*"

Research Questions

1. What is Mrs. Garcia's opinion about using educational video games in the classroom? Provide two reasons she gives for her opinion.

Mrs. Garcia thinks that using educational video games in the classroom is a good idea. One reason is that certain educational video games allow students to work together to solve problems. Mrs. Garcia also points out that educational video games can help students learn to use technology, which is an important skill.

3 Read and Discuss Questions as a Class

Explain that the students will read and discuss Questions 2 and 3 as a class. Then, during Writing Time, the students will work in pairs to discuss what they might write in response to those questions, and each write their own responses on their "Research Questions" sheets.

Point to Question 2 on the "Research Questions" chart and read it aloud twice. Ask and discuss:

Q *What information is this question asking for?*

Have a few volunteers share their thinking. If necessary, point out that the question is asking for "Mr. Gebhart's opinion" and "two reasons" he gives for his opinion. Underline those key phrases on the chart.

Follow the same procedure to discuss Question 3 as a class. If necessary, explain that the question is asking for the "many things schools must consider to help make educational video games successful learning tools for students" and for "details from the sources."

WRITING TIME

4 Discuss Questions in Pairs and Write Answers



Have partners discuss what they might write in response to Questions 2 and 3. Review that each student will write his own response to the questions on his “Research Questions” sheet. Remind the students to use details from their notes and from the sources in their responses. As the students work, circulate, observe, and offer assistance.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students’ responses indicate that they understand what each question is asking?
- Are they able to incorporate information from their notes and the sources in their responses?

If you notice the students struggling to write responses, support them by asking questions such as:

- Q *What information is the question asking for?*
- Q *Where in your notes can you find that information? Where in the source can you find that information?*
- Q *How might you include information from your notes and the sources in your answer?*

Record your observations on the “Class Assessment Record” sheet (CA2); see page 157.

5 Facilitate Guided Rereading and Revising of Responses

Tell the students that they will now reread their responses to Questions 2 and 3 and then reflect on the quality of their responses by thinking about the questions you will ask.

Have the students quietly reread their responses to Question 2 and look up when they are finished. Ask the following questions one at a time, pausing after each one to give them a moment to review their writing and, if necessary, their sources and notes:

- Q *Do you think your response does a good job of clearly stating Mr. Gebhart’s opinion about using educational video games in the classroom? If not, what might you write instead?*

Q Does your response include at least two reasons Mr. Gebhart gives for his opinion? If not, what reasons might you add?

Without discussing as a class, have the students revise their responses as necessary. Remind them to refer to their sources and notes if needed.

Using the same procedure, ask the following questions and then have the students reflect on and revise their responses to Question 3:

Q Do you think your answer clearly explains what schools must consider to help make educational video games successful learning tools for students? If not, what might you add or take out to improve it?

Q Do you think your response includes enough details from the sources? If not, what details might you add?

SHARING AND REFLECTING

6 Share Responses and Reflect

After several minutes, have a few volunteers share with the class what they wrote in response to Question 2. As they share, use their ideas to model writing a well-crafted response to the question on the “Research Questions” chart.

Following the same procedure, model writing a response to Question 3.

Research Questions

2. Bob Gebhart wrote the letter to the editor. What is Mr. Gebhart's opinion about using educational video games in the classroom? Provide two reasons he gives for his opinion.

Bob Gebhart is against using educational video games in the classroom. One reason is that he thinks they keep children from playing outside and getting exercise. Another reason is that the devices needed to play the games are expensive, and he thinks schools should be spending money on more and better books.

3. There are many things schools must consider to help make educational video games successful learning tools for students. In addition to buying the actual games, what else do schools need to think about and plan for? Use details from the sources in your answer.

Schools need enough electronic devices for students to play games. Teachers need to know how to use the devices and which games are best for learning.

Teacher Note

Save the “Research Questions” chart to use on Day 4.

Day 4

Materials

- “Student Directions for Part 2” chart (WA5)
- Copy of “Student Directions for Part 2” (BLM8) for each student
- “Interview Notes,” “Letter to the Editor Notes,” and “Research Questions” charts from Day 3
- “Video Games and Education” chart (WA4) from Day 2
- “Q&A with Mrs. Garcia, 5th Grade Teacher” chart (WA3) from Day 1
- “*The Teacher’s Room* Blog” chart (WA1) from Day 1
- Lined writing chart (WA6) for modeling
- “Writing Time” chart (WA7)
- Supply of lined paper for writing essays
- “Class Assessment Record” sheet (CA3)

Teacher Note

This lesson may require an extended class period. You might want to stop the lesson at the end of Step 3 and then finish the lesson later in the day or the next day.

Have the students reflect on their work by asking:

Q *Do you think your notes helped you write good responses to the questions? Why or why not?*

Tell the students that tomorrow they will use the sources, their notes, and their answers to the questions to each write opinion essays about whether the school board should buy the electronic devices needed to play educational video games in the classroom. Have them put their materials inside their folders.

Writing an Essay

In this lesson, the students:

- Plan and write opinion essays about using educational video games in schools
- Include qualities of a well-written opinion essay in their writing
- Reflect on how they felt about writing their essays
- Respectfully consider the opinions of others

GETTING READY TO WRITE

1 Briefly Review

Have the students bring their folders and pencils, and sit at desks with partners together. Point to the “Research Questions” chart and remind the students that yesterday they completed the first part of the guided practice performance task—answering questions about the pros and cons of using educational video games in school. Explain that today partners will work together on the second part of the task—writing opinion essays about the topic.

2 Introduce and Discuss the Essay-writing Task

Display the “Student Directions for Part 2” chart (WA5) and distribute a copy of the directions (BLM8) to each student. Explain that these are directions for the second part of the performance task, in which the students each write an opinion essay on the topic of using educational video games in schools. Review that, because they are working together to practice for the end-of-year performance task, they will not follow these directions exactly. For example, they will take more time than the directions say to write their essays. Remind the students that when they do performance tasks on their own later, they will need to follow the directions exactly.

Ask the students to listen as you read from each section of the directions aloud, using the following procedure:

1. Read the section “Your Task” aloud and review that the students may use the sources, their notes, and their answers to the research questions to help them write their essays. Remind the students that when they do performance tasks on their own they will be timed, but that today they will not be.
2. Read the section “Your Writing Assignment” aloud and review that each student needs to write an essay that tells his opinion about whether the school board should or should not buy educational video games and the electronic devices needed to play them in classrooms. The students will need to support their opinions with reasons from the sources—the blog, interview, and letter.
3. Read the section “Begin Work on Your Essay” aloud, point out the information that is relevant for this performance task (for example, “plan,” “write,” and “revise”), and underline it.
4. Read the list of qualities of a well-written opinion essay aloud. Point out that the list is similar to the list the class created on the “What We Learned About Opinion Writing” chart. Tell the students that they may refer to both lists as they write their essays.

Ask and briefly discuss:

- Q** *What questions do you have about the directions for writing the opinion essay?*

Tell the students that they will do the writing task together as a class and that this will help prepare them to do tasks like this on their own.

3 Model Planning and Starting the Essay

Tell the students that you will model writing the first two paragraphs of the essay. Remind them that the essay needs to state an opinion clearly and support the opinion with reasons from the sources. Tell them that you will write an opening paragraph that states your opinion, and then you will write a paragraph describing one reason that supports your opinion. Direct the students’ attention to the qualities of a well-written opinion essay in the directions (BLM8) and explain that as you write the essay, you will include these qualities in your writing.

Display the lined writing chart (WA6) and model writing the first two paragraphs of the essay. Think aloud as you write, and remember to model reviewing your notes and the sources to find the information you need. Be sure to include qualities of a well-written opinion essay, such as clear organization and an opening paragraph that states your opinion.

You might say:

"My opening paragraph needs to state my opinion on the topic clearly. I also want the opening to get the reader interested in reading my essay. I'll write: *Our school board should definitely buy educational video games and the devices we need to play them in our classrooms! Educational video games are the learning tool of the future, and every student should have the opportunity to benefit by playing them in school.* This shows I understood the assignment because I've stated my opinion clearly in the opening sentence. I think by saying that educational video games 'are the learning tool of the future,' I will make my reader want to keep reading.

The next paragraph will describe one reason that supports my opinion. I have a lot of information about the pros of using educational video games in my notes. One important pro is that they let students work at their own pace. I'll write: *One of the most important benefits of educational video games is that they allow students to learn at their own pace.* I will use Mrs. Garcia's point that this keeps students from getting bored or frustrated. I'll add: *When students can work at their own pace, they are less likely to get frustrated or bored in school."*

WA6

Our school board should definitely buy educational video games and the devices we need to play them in our classrooms! Educational video games are the learning tool of the future, and every student should have the opportunity to benefit by playing them in school.

One of the most important benefits of educational video games is that they allow students to learn at their own pace.

When students can work at their own pace, they are less likely to get frustrated or bored in school.

Teacher Note

You might point out that the students' opinions may be different from yours and that is fine. Remind them that what is important is that they support their opinions with reasons from the sources.

After you have modeled writing the first two paragraphs of the essay, stop and explain that during Writing Time today the students will write their own opinion essays. Explain that the students will use their notes and sources to each write an opening paragraph that clearly states their opinions and then describe several reasons that support their opinions. Use "Think, Pair, Share" to discuss:



Q *What might you write about in your essay today?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and remind them that each student will write her own essay. Explain that you will also finish your essay and share it with the class tomorrow.

WRITING TIME

4 Write Opinion Essays

Explain that when the students complete the actual performance task they will write their essays using computers, but that today they are practicing on paper. Distribute loose, lined sheets of paper and explain that they will use this paper to write their essays. Display the “Writing Time” chart (WA7) and have them work quietly for 30–40 minutes. As they work, circulate, observe, and offer assistance.

WA7

Writing Time

- Reread the writing assignment in “Student Directions for Part 2.”
- Write an opening paragraph that states your opinion and gets the reader interested in reading more.
- Give reasons to support your opinion.
- Include transition words and other qualities of a well-written essay in your piece.
- Write a conclusion that wraps up the writing.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Does the students’ writing indicate that they understand the task?
- Are they able to clearly state their opinion in the opening paragraph of the essay?
- Does their writing stay on topic?
- Are they able to incorporate information from their notes and the sources into their essays?

If you notice a student having difficulty starting to write after 5–10 minutes, help stimulate his thinking by asking questions such as:

- Q *What is the topic of your essay? What might you write in your opening paragraph to clearly state your opinion about the topic?*
- Q *How might you use your notes to help you decide what to write in your essay?*
- Q *What information from your notes or the sources can you use to support your opinion?*

Record your observations on the “Class Assessment Record” sheet (CA3); see page 158.

Signal the end of Writing Time. Tell the students that tomorrow they will have time to revise and proofread their essays. Have them put their essays and other materials in their folders.

Teacher Note

Prior to teaching the Day 5 lesson you will need to write the rest of your story (see the diagram in Day 5, Step 2 on page 131). Include reasons for your opinion, transition words, and other qualities of a well-written opinion essay in your piece. Save the completed essay on the lined writing chart (WA5).

Day 5

Materials

- Completed essay on the lined writing chart (WA6) from Day 4
- “Student Directions for Part 2” chart (WA5) from Day 4

SHARING AND REFLECTING

5 Reflect on Writing Essays

Ask and briefly discuss:

- Q *What did you enjoy about writing your opinion essay today? What did you find challenging?*
- Q *What did you and your partner do to show respect for each other’s opinions as you shared ideas about your essays?*

Revising and Proofreading an Essay

In this lesson, the students:

- Revise their essays
- Proofread their essays
- Express interest in and appreciation for one another’s writing
- Reflect on what they have learned and how that will help them on the end-of-year performance task

GETTING READY TO WRITE

1 Briefly Review

Have the students bring their folders and pencils, and sit at desks with partners together. Remind them that yesterday they each planned and wrote an opinion essay about whether the school board should buy educational video games and the electronic devices needed to play them in school. Explain that today they will have the opportunity to revise and proofread their essays.

2 Discuss Your Essay

Display the completed essay on the lined writing chart (WA6) from Day 4 and tell the students that yesterday you completed your opinion essay. Ask them to follow along as you read it aloud. Review that the opening paragraph clearly states your opinion and gets the reader interested in reading more. In the remaining paragraphs, point out the clear organization, the reasons to support your opinion, the use of transition words to connect ideas, and other qualities of a well-written essay.

You might say:

"I clearly stated my opinion about educational video games in the first paragraph. I tried to get the reader interested by saying that *educational video games are the learning tool of the future*. I think that will make the reader want to keep reading to find out more.

My essay is clearly organized. After stating my opinion in the introduction, I wrote a paragraph for each of the reasons supporting my opinion. I also stayed on the topic throughout the essay.

I used details from the sources in each paragraph. For example, when stating that educational video games are motivating for kids, I referred to Mrs. Garcia's point about video games being a fun way for kids to practice their math facts. Also, in the third paragraph I used her point that some educational video games require students to solve problems and work together as a team.

I used transition words to connect one idea to the next. For example, I wrote *one*, *another*, and *finally* at the beginning of each paragraph to help the reader keep track of the reasons for my opinion. In the third paragraph, I used the phrase *in addition* in my list of the skills educational video games require.

My concluding sentence, *For all of these reasons, I think our school board should buy educational video games and the devices we need to play them in the classroom*, restates my opinion and lets the reader know the piece has come to an end."

WA6

Our school board should definitely buy educational video games and the devices we need to play them in our classrooms! Educational video games are the learning tool of the future, and every student should have the opportunity to benefit by playing them in school.

One of the most important benefits of educational video games is that they allow students to learn at their own pace. When students can work at their own pace, they are less likely to get frustrated or bored in school.

Another great thing about educational video games is that some require students to solve problems. All teachers and parents will be happy about that! In addition, there are games in which students need to work as a team and cooperate with each other in order to be successful. Those kinds of learning experiences are very useful for students.

(continues)

(continued)

WA6

Finally, video games can motivate students to practice a skill. For example, students who need to practice their math facts might be more motivated if they are allowed to practice them using an educational video game. For all of these reasons, I think our school board should buy educational video games and the devices we need to play them in the classroom.

WRITING TIME

3 Facilitate Guided Rereading of Essays

Tell the students that they will have time today to finish their essays, but that first they will reread what they have written. Then you will ask some questions for them to think about. Have them quietly reread their writing and look up when they are finished.

Ask the following questions one at a time, giving the students 1–2 minutes after each question to quietly review their writing and mark passages:

- Q** *Do you think your opening paragraph states your opinion clearly and gets the reader interested in reading more? If not, what might you write instead?*
- Q** *Will the organization of your essay be clear to the reader? If you don't think the organization is clear, what might you move around to make it clearer? Underline parts of the essay you might change or move around.*
- Q** *Are there places where you gave, or could give, reasons from the sources to support your opinion? Put a check mark in the margin next to those places.*
- Q** *Are there places where you used, or could use, transition words to connect one idea to the next? Put a star in the margin next to each of those places.*
- Q** *Do you think your conclusion does a good job of wrapping up your writing and letting the reader know that the essay has come to an end? If not, what might you write instead?*

Without discussing as a class, have the students resume writing for another 10–15 minutes.

4 Facilitate Proofreading of Essays

Display the “Student Directions for Part 2” chart (🗨️ WA5) and remind the students that it states that a well-written essay “follows rules for spelling, punctuation, capitalization, and grammar.” Explain that the students will proofread their essays to find and correct any spelling, punctuation, capitalization, and grammar errors. Ask:

- Q *Why will you want to proofread your essay before turning it in?*
- Q *What will you check for when you are proofreading?*

Students might say:

“Mistakes could make my writing harder to read and understand.”

“I will check to make sure I’ve capitalized names and the beginning of every sentence.”

“In addition to what [Lenny] said, I want to make sure every sentence ends with a period, a question mark, or an exclamation point.”

“In addition to what [Lenny and Karis] said, I want to correct any spelling errors I find.”

Give the students 5–10 minutes to proofread their essays and make any necessary corrections. As they work, circulate, observe, and offer assistance.

SHARING AND REFLECTING

5 Share Writing and Reflect

Have a few volunteers share their essays with the class; then ask:

- Q *What qualities of good opinion writing did you notice in [Takashi’s] essay?*
- Q *What questions can you ask [Takashi] about his writing?*

Review that this week the students have been learning strategies for doing well on the end-of-year performance task. Ask and briefly discuss:



- Q *What have you learned this week that will help you do well on the performance task? Turn to your partner.*

EXTENSIONS

Complete a Diagnostic Proofreading Passage

To assess how your students are progressing with Language Standards, you might choose to administer a Diagnostic Proofreading Passage in Appendix C of the *Skill Practice Teaching Guide* (also see “Assessing Language Skills” on page xi).

Complete a Writing Practice Performance Task Independently

Many states provide a practice performance task that students complete independently. It can be given right after the guided practice, or at a later time.

Introduce the performance task by reminding the students that they spent one week learning about and preparing for the opinion writing portion of the end-of-year writing performance task. Explain that the students will now have the opportunity to do a practice performance task on their own on a different topic, and that they can use what they learned to do their best work on the task. Tell them that they will do this practice performance task under conditions like those they will experience when completing the end-of-year performance task, and that this will help them to be better prepared to do well.

Guided Practice Performance Task

GUIDED PRACTICE PERFORMANCE TASK: Opinion Writing

EDUCATIONAL VIDEO GAMES

Resources

- Task Overview
- Teacher Directions for the Introductory Classroom Activity
- Teacher Directions for Parts 1 and 2
- Scoring Rubrics for Research Questions
- Student Handouts

Task Overview

Introductory Classroom Activity 20 MINUTES

This whole-class activity introduces the students to the topic of the performance task—whether a school should spend money for educational video games—and helps prepare the students to answer research questions and write opinion essays about the topic. As part of this activity, the students will discuss their experiences with video games and then read a blog about educational video games titled *The Teacher’s Room*. They will also be reminded of the features of good opinion writing.

During the introductory activity, the teacher will lead a whole-class discussion about the blog. The students may take notes using the provided graphic organizer to help them prepare for writing. The students may use their notes from the Introductory Classroom Activity when they plan, write, and revise their own multi-paragraph opinion essay about educational video games in Part 2.

Part 1 35 MINUTES

The students will examine two more sources about educational video games—an interview with a teacher and a letter to the editor for a newspaper. The students are encouraged to take notes using the provided graphic organizer to help them prepare for writing. Then the students will respond to three research questions that require them to analyze, evaluate, interpret, and integrate information.

Part 2 70 MINUTES

The students will plan, write, and revise opinion essays about whether their school board should approve a budget to buy educational video games and the electronic devices needed to play them. They may refer to all of the sources from the Introductory Classroom Activity and Part 1, any notes they took, and their answers to the research questions. The students may not, however, change their answers to the questions.

Scoring

The research questions in Part 1 can be scored with the rubrics included at the end of this performance task (see “Scoring Rubrics for Research Questions” on page 141). Any notes, prewriting, and drafts will not be scored.

Teacher Preparation

- Make sufficient blank paper and writing tools available for students to use in taking notes. You might make extra copies of the graphic organizers.
- Make a class set of copies of the student handouts on pages 144–153.
- Make dictionaries available to use during Part 2 of the performance task. (Some standards-based assessments are computer-based with many of the student materials, including access to spell-check, available within the testing environment. For the purpose of student practice, the materials for the guided practice performance task have been modified so that they can be administered using pencil, paper, and other classroom resources.)

Teacher Directions for the Introductory Classroom Activity

1 Introduce the Topic

Tell students that they are going to read about using educational video games in school and then write opinion essays about whether their school should spend money to buy them. Lead a whole-class discussion using the following question:

Question: *Do you play video games at home? If yes, what are your favorite video games to play?*

Point out that there are many different types of video games and that educational video games are a type of video game that is sometimes used in schools. Explain that educational video games are designed to be fun and help you practice a skill or teach you something new.

Write the word *device* where everyone can see it, and explain that a *device* is “something made for a specific purpose.” Tell the students that there are many electronic devices that can be used for playing educational video games in school, such as computers, game systems, tablets, and smartphones.

2 Examine a Source

Tell the students that they will read a blog about using educational video games in school and then discuss it as a group. Explain that a *blog* is a “website on which people share opinions and other information.” Tell the students that in this blog, teachers write about the reasons for and against using educational video games in the classroom. Explain that the “reasons for” are called *pros*, and the “reasons against” are called *cons*.

Distribute the blog *The Teacher’s Room* (see Student Handout 1 on page 144), and have the students read the blog to themselves.

Lead a whole-class discussion using the following question:

Question: *What did you learn from reading the blog post and comments?*

3 Explain the Writing Task

Tell students that in a few minutes they will examine two additional sources about using educational video games in schools. Then the students will use all of the sources to answer some research questions and write their own essay about whether their school board should approve a budget to buy the games and electronic devices needed to play them in classrooms.

Discuss with the students the characteristics of a well-written opinion essay. An opinion essay:

- States an opinion
- Gives reasons that support the opinion
- Explains information clearly
- Provides a conclusion
- Uses language appropriate to the purpose and task
- Follows rules for spelling, punctuation, capitalization, and grammar

Answer any questions the students might have and then move on to Part 1 of the performance task. Students should keep any notes they took during the Introductory Classroom Activity to help them with their writing.

Teacher Directions for Parts 1 and 2

Part 1 35 MINUTES

1. Distribute copies of the sources, graphic organizers, student directions, and research questions (see Student Handouts 2–7 on pages 146–152) to each student, and have the students write their names on all materials. Note that the students should not receive the directions specific to writing their essays until Part 2.
2. Tell the students to read “Student Directions for Part 1” (see Student Handout 2 on page 146). Remind the students they will have 35 minutes for Part 1, and then tell them to begin.
3. To help the students plan their time, alert them when 15 minutes and 5 minutes remain in Part 1.
4. Signal to let the students know that Part 1 is over.

BREAK

Part 2 70 MINUTES

1. Distribute a copy of “Student Directions for Part 2” (see Student Handout 8 on page 153) to each student. Make sure that the students have access to all of the sources from the Introductory Classroom Activity and Part 1, and any notes they took, as well as their answers to the research questions. Remind the students that they may not change the answers to the questions from Part 1.
2. Tell the students to read “Student Directions for Part 2” and explain that their writing assignment is included in these directions.
3. After 15 minutes have elapsed, suggest that the students begin writing their essays.
4. Alert the students when 30 minutes remain.
5. Alert the students when 15 minutes remain, and suggest that they begin revising their essays.
6. Signal to let the students know that Part 2 is over and collect all materials from each student.

Scoring Rubrics for Research Questions

2-Point Research Rubric

Question 1:

*What is Mrs. Garcia's opinion about using educational video games in the classroom?
Provide two reasons she gives for her opinion.*

Interpret and Integrate Information	
2	The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response states that Mrs. Garcia is for using games in the classroom and provides two relevant reasons from the source that show strong support for her opinion.
1	The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response states that Mrs. Garcia is for using games in the classroom and provides two reasons with limited relevance and support for her opinion.
0	The response provides no evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response does not include an explanation of Mrs. Garcia's opinion and reasons for holding this opinion. The response may be incomplete, incorrect, vague, or completely absent.

Sample 2-Point Response

Mrs. Garcia thinks that using educational video games in the classroom is a good idea. One reason is that certain educational video games allow students to work together to solve problems. Mrs. Garcia also points out that educational video games can help students learn to use technology, which is an important skill.

Sample 1-Point Response

Mrs. Garcia is for video games. She thinks they are fun and students like them.

Sample 0-Point Response

Mrs. Garcia likes having games in her class.

2-Point Research Rubric

Question 2:

Bob Gebhart wrote the letter to the editor. What is Mr. Gebhart's opinion about using educational video games in the classroom? Provide two reasons he gives for his opinion.

Interpret and Integrate Information	
2	<p>The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information.</p> <p>The response states that Bob Gebhart is against using games in the classroom and provides two relevant reasons from the source that show strong support for his opinion.</p>
1	<p>The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information.</p> <p>The response states that Bob Gebhart is against using games in the classroom and provides two reasons with limited relevance and support for his opinion.</p>
0	<p>The response provides no evidence of the ability to locate, select, interpret, and integrate information within and among sources of information.</p> <p>The response does not include an explanation of Bob Gebhart's opinion and reasons for holding that opinion. The response may be incomplete, incorrect, vague, or completely absent.</p>

Sample 2-Point Response

Bob Gebhart is against using educational video games in the classroom. One reason is that he thinks they keep children from playing outside and getting exercise. Another reason is that the devices needed to play the games are expensive, and he thinks schools should be spending money on more and better books.

Sample 1-Point Response

Bob Gebhart is against educational video games. He thinks we should wait for more research. Sooner or later everybody will use them.

Sample 0-Point Response

Bob Gebhart doesn't want students to play video games.

2-Point Research Rubric

Question 3:

There are many things schools must consider to help make educational video games successful learning tools for students. In addition to buying the actual games, what else do schools need to think about and plan for? Use details from the sources in your answer.

Interpret and Integrate Information	
2	The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response provides more than one issue from those presented in the sources.
1	The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response only mentions one issue, or may include a detail that is not an issue.
0	The response provides no evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response does not include issues that schools must consider. The response may be incomplete, incorrect, vague, or completely absent.

Sample 2-Point Response

Schools need enough electronic devices for students to play games. Teachers need to know how to use the devices and which games are best for learning.

Sample 1-Point Response

Schools have to buy electronic devices to play the games. Most students already know how to play video games.

Sample 0-Point Response

Schools need more books not games.

Student Handout 1

Previous post Sign in

The Teacher's Room

November 1

Using Educational Video Games in the Classroom

Recently, my school has been trying to decide whether we should start using educational video games as a way to help students learn. Some of our teachers think it's a great idea. Other teachers are against it. I'm interested in hearing the opinions of teachers who are already using educational video games with their students. What are the pros and cons of using educational video games in the classroom? Please share your experiences.

Posted by Diana Wu on November 1 at 1:17 pm

Comments:

Comment from: Olivia Darnell on November 1 at 3:34 pm
4th grade teacher, Ford Elementary School

When we started using educational video games in the classroom this year, some of the parents were upset. I needed a way to show them that educational games are different from the regular games kids play at home for fun.

When we had our first open house, I set up several computer stations for parents to try the educational video games. I even put cookies next to the computers so people would be drawn to the games. Well, it worked! The parents were all crowded around the computers, trying the various games. I heard people say things like, "Wish we could have had games like this when I was in school. This makes learning fun."

So if you are planning to start using games as a teaching tool, I suggest you find a way to reach parents. Let them know educational video games aren't all about "pow," "bang," "crash." I'm convinced the best way to do that is to let parents try these educational games for themselves.

Comment from: Kendra Stevenson on November 1 at 4:55 pm
5th grade teacher, Roosevelt Elementary School

I have one student who really struggles with math. He is often discouraged. Even though he tries hard, math is still a challenge. I gave this student an educational video game to practice multiplication. While it still wasn't easy, the game

Welcome to *The Teacher's Room*



My name is Diana Wu. I have been teaching for 16 years and have taught 3rd, 4th, and 5th grades most of those years. Writing is also a huge part of my life. I especially enjoy blogging about my experiences in the classroom and hearing from other teachers.

One of hardest things about being a teacher is keeping up with technology. I started *The Teacher's Room* so that I would have a place to share my experiences using technology with my students. I also hope to get ideas from other teachers who are trying new things. Please join in on the conversation!

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Student Handout 1 *(continued)*

The image is a screenshot of a digital interface, likely a social media or discussion board. At the top left, it says "Previous post" and at the top right, "Sign in". The main content is a post with two paragraphs of text. Below the post are two comments, each with a header indicating the commenter's name and school, followed by their text. The interface includes a scrollbar on the right side and a copyright notice at the bottom right.

changed his attitude. When he got a problem wrong, a buzzer went off and a balloon popped. It made him laugh. So he went on to the next problem in a good mood instead of feeling so discouraged. And when he got a problem right, there were fireworks, and a big gong made noise. That made him laugh even more.

It might take a while before I can tell if this student's math scores are improved. But in the meantime, I have a student with a whole different attitude about learning math. That's certainly a step in the right direction.

Comment from: Roy Steel on November 3 at 11:40 am
4th grade teacher, Parks Elementary and Middle School

I love using educational video games in the classroom because they allow students to learn at their own pace. I find that students who are struggling to learn something can get frustrated and bored easily.

On the other hand, students who are high achievers might get bored if the material is too easy. Both kinds of students benefit from games because they can learn as fast or as slow as they want. Nobody gets frustrated or bored.

Comment from: Suzanne Hellyer on November 3 at 6:03 pm
6th grade teacher, Collins Academy

It doesn't matter whether I think it's a good idea or not. My school does not have enough electronic devices for playing games. Even if we did have enough, I'm not sure I want my students playing games when they should be learning. I'm just not convinced these educational video games really work.

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Student Handout 2

NAME _____ DATE _____

Student Directions for Part 1

Part 1 (35 minutes)

Your Task

You will read two additional sources about educational video games. Then you will answer three research questions about what you have learned. In Part 2, you will write an opinion essay about whether a school should spend money for educational video games. You will be able to refer to the sources, your notes, and the answers to the research questions when you write your essay.

Steps to Follow

In order to plan and write your essay, you will do the following:

1. Examine the sources.
2. Take notes about the information in the sources using graphic organizers.
3. Answer three research questions to help you think about key information in the sources.

Directions for Beginning

You will have 35 minutes to read the sources, take notes, and answer the research questions. Your answers will be scored.

Student Handout 3



Q&A with Mrs. Garcia, 5th Grade Teacher

Host: Don Spence

Date: May 15

Time: 3:00–3:30 pm

Mr. Spence: Hello, everyone. I'm Don Spence, the host of *Education Today Radio*. Today we'll be talking with Grace Garcia about using educational video games in the classroom. Mrs. Garcia is a fifth-grade teacher at Park Elementary. This year, Mrs. Garcia is using educational video games in her classroom for the first time. We want to get her firsthand account of how it's working. Welcome, Mrs. Garcia!

Mrs. Garcia: Thank you for inviting me, Mr. Spence. I'm glad to be here.

Mr. Spence: Let's jump right into this topic. I've heard some people say that students don't remember what they learn with video games. Have you found this to be true?

Mrs. Garcia: No, I don't think students forget what they learn with video games any faster than if they had learned it using a textbook or worksheets. For example, in math, there's no substitute for practice when you're learning multiplication facts. So why not make the practice fun? Students would much rather play games to practice math than do lots of worksheets.

Mr. Spence: What kinds of games do your students like best?

Mrs. Garcia: We use a game in social studies class where the students are citizens of an ancient civilization. They get to create governments, establish trade and agriculture, build roads—all the things people do to live in a particular culture. The students work together in teams to solve problems. For example, maybe there wasn't enough rain to grow crops. They have to figure out what to do to feed everybody. This kind of game teaches them so much more than what they will read in their social studies textbook. It requires them to think creatively and work cooperatively.

Mr. Spence: I've heard people say that students won't want to read or do research anymore if they play a lot of games.

Mrs. Garcia: I find it is just the opposite. For example, in the game I mentioned earlier, students decided to research what plants could best survive with low rainfall or even a drought. They also researched irrigation systems to see if it would be possible to bring water from a nearby river to their fields. The game actually motivated them to learn things that could help them succeed at the game. In fact, the game stirred up so much interest in how irrigation works that we decided to make it the topic of a class project.

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Student Handout 3 *(continued)*

Q&A with Mrs. Garcia, 5th Grade Teacher

Mr. Spence: Do you find that students need some training to play the games?

Mrs. Garcia: Oh no! [laughter] They all know how to play the games. And if they don't, they pick it up really fast. It's the teachers who sometimes need training! [more laughter]

Mr. Spence: Would you recommend that other teachers use educational video games?

Mrs. Garcia: Well, there are certain things that are required to make educational video games part of classroom learning. First, a school must buy enough devices for use in the classroom so that all the students have an opportunity to use them, whether it's computers, tablets, or even a game system. Not all schools have this kind of technology. You also need principals and teachers who know how to use the technology and are aware of its benefits.

I've met some people, including teachers, who think that all video games are bad, even the educational ones. They think that learning and playing should be separate. Personally, I don't understand that point of view. I think learning should be as much fun as possible. I want my students to look forward to coming to school. Learning with games is one way to make it more fun. So if the technology is there, and teachers are on board with using technology in the classroom, then I would definitely recommend using educational video games.

Mr. Spence: Any other thoughts before we close the interview?

Mrs. Garcia: I have lots of other thoughts! But I'll stick to just one. Playing video games helps students learn how to use technology and gives them an opportunity to practice using it. The ability to use technology is an important skill for living in today's world. It's especially important for students who don't have access to technology outside of school. I'm really glad my students are getting the opportunity to learn how to use technology at the same time they are learning other subjects, such as social studies or math. In fact, one of my students has decided she wants to be a video game designer when she grows up!

Mr. Spence: Thank you so much for taking the time to talk with us today, Mrs. Garcia. Your students are lucky to have a teacher like you who cares not only about what they learn but also how they learn.

Student Handout 4

NAME _____ DATE _____

Interview Notes	
Pros (Reasons for)	Cons (Reasons against)

Your notes will not be scored.

Letters to the Editor

Video Games and Education

Dear Editor:

Our school board is going to meet next month. One of the items under consideration is educational video games.

I am strongly against using educational video games in our classrooms. We don't send our children to school to play video games. We send them to learn. Too many children already spend their free time in front of a screen playing games instead of getting fresh air and exercise. The last thing they need is even more time spent playing video games in school.

Some children even get addicted to video games. As parents, we can control how much time children play games at home. But we can't do this at school unless we keep games out of the classroom.

While the games themselves may not cost a lot of money, the devices used to play them are expensive. How much is it going to cost to buy the computers or tablets needed to play the games? Video games are not necessary in a classroom—books are. I think the money should be spent on more and better books.

I'll admit that there may be some educational video games that are very well designed and require some problem-solving. However, most of the games I've seen do not require much thinking.

Maybe in a few years each student in our classrooms will have an electronic device. By then, there may be more research that shows whether educational video games are effective. We should wait and see before spending our tax dollars on educational video games. I urge the school board to vote for spending the money on things we are sure will benefit our students.

Sincerely yours,

Bob Gebhart

Aurora, Illinois

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Student Handout 6

NAME _____ DATE _____

Letter to the Editor Notes	
Pros (Reasons for)	Cons (Reasons against)

Your notes will not be scored.

Student Handout 8

NAME _____ DATE _____

Student Directions for Part 2

Part 2 (70 minutes)

Your Task

You will have 70 minutes to write your essay. You should review your notes and sources. Then plan, write, and revise your writing. You may also refer to the answers you wrote to the research questions in Part 1, but you cannot change those answers.

Your Writing Assignment

Your school board is trying to decide whether to buy educational video games and devices that play them to use in classrooms. The school board has asked some students, including you, to share their opinions about whether this is a good idea. You will write an essay to present to members of the school board that states your opinion.

Here are some ideas about what to include in your essay:

- State your opinion about whether the school board should spend money for educational video games and devices to play them.
- Support your opinion with information from the sources you have read.

Begin Work on Your Essay

Manage your time carefully so that you can:

- Plan your essay (15 minutes)
- Write your essay (40 minutes)
- Revise and edit for a final draft (15 minutes)

You may use a dictionary to check spelling.

Things to Remember

Remember that a well-written essay:

- States an opinion
- Gives reasons that support the opinion
- Explains information clearly
- Provides a conclusion
- Uses language appropriate to the purpose and task
- Follows rules for spelling, punctuation, capitalization, and grammar

Class Assessment Records

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Are partners able to agree about what information to include in their notes? 			
<ul style="list-style-type: none"> Are they recording their notes in the appropriate section on their graphic organizers? 			
<ul style="list-style-type: none"> Are they writing notes in their own words? 			
<p>Other observations:</p>			

Considerations:

If you notice many students having difficulty writing notes, call for the class’s attention and have a few volunteers share their ideas for what to write. Then model writing each idea in the appropriate section on the chart. As necessary, encourage the students to reread the letter to collect the information they need.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Do the students' responses indicate that they understand what each question is asking? 			
<ul style="list-style-type: none"> Are they able to incorporate information from their notes and the sources in their responses? 			
Other observations:			

Considerations:

If you notice the students struggling to write responses, support them by asking questions such as:

- Q *What information is the question asking for?*
- Q *Where in your notes can you find that information? Where in the source can you find that information?*
- Q *How might you include information from your notes and the sources in your answer?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Does the students' writing indicate that they understand the task?			
▪ Are they able to clearly state their opinion in the opening paragraph of the essay?			
▪ Does their writing stay on topic?			
▪ Are they able to incorporate information from their notes and the sources into their reports?			
Other observations:			

Considerations:

If you notice a student having difficulty starting to write after 5-10 minutes, help stimulate his or her thinking by asking questions such as:

- Q *What is the topic of your essay? What might you write in your opening paragraph to clearly state your opinion about the topic?*
- Q *How might you use your notes to help you decide what to write in your essay?*
- Q *What information from your notes or the sources can you use to support your opinion?*



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Student Writing Handbook

Being a
Writer™
SECOND EDITION



Being a
WriterTM

SECOND EDITION

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Student Writing Handbook

Being a Writer™

SECOND EDITION





Poem

The Hippopotamushrooms

by Jack Prelutsky

The hippopotamushrooms
Cannot wander very far.
How fortunate they're satisfied
Precisely where they are.
They feel no need to travel,
They're forever at their ease,
Relaxing on the forest floor
Beneath the shady trees.

The hippopotamushrooms
Suffer from deficient grace,
And their tubby, blobby bodies
Tend to take up too much space.
But they compensate with manners
For the things they lack in style . . .
They are models of politeness,
And they always wear a smile.

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Poem

Oh Sleek Bananaconda

by Jack Prelutsky

Oh sleek Bananaconda,
You longest long long fellow,
How sinuous and sly you are,
How slippery, how yellow.

You slither on your belly,
And you slither on your chin.
You're only unappealing
As you shed your slinky skin.

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Poem

Lemonade

by Rebecca Kai Dotlich

We pour
its liquid sweetness
from a tall
glass pitcher,
splashing
sunshine
on frosty squares
of ice,
lemon light
and slightly tart,
we gulp its gold—
licking our lips
with summer.

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The evening star
beauties
of all stars

Poem

Backyard Bubbles

by Rebecca Kai Dotlich

One bubble
shimmies
from the wand
to waltz around
the backyard lawn.
One fragile globe
of soapy skin—
a glimmering
of breath within
a perfect pearl,
I blow again!
One more bubble
squeezes through,
one blushing bead
of water-blue;
and then
another
rinsed in pink
(shivering
with pastel ink)
dances on
a summer sigh,
shimmering
with shades of sky,
s-l-o-w-l-y slides
right out of sight;
backyard bubbles
taking flight.

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Excerpt

from “Mrs. Seeton’s Whistle”

in *Knots in My Yo-yo String* by Jerry Spinelli

In the warmer months of the year the hokey-pokey man roamed the streets of town, pushing before him a white wooden cart. The bed of the cart was occupied by a block of ice covered with a dishtowel. Flanking the ice were two rows of bottles containing flavored liquids in a variety of colors that always reminded me of a barbershop shelf.

The hokey-pokey man knew kids. He knew our ways better than we did. As we got older and our routes about town changed, he was always there, ahead of us, waiting: at the dead-end barrier, outside the school, clattering along a random street. Coming upon him, we crowded around the cart.

He went into action. He flipped off the dishtowel, grabbed the ice shaver, clacked it like a castanet, and scraped ice until the scoop was full. He deposited a white snowball into a paper cone and awaited the first order.

“Lime!”

He snatched the lime bottle, shook it, and—*presto*—bright green snowball.

“Grape!”

“Orange!”

“Lemon!”

I waited till last, thinking about the flavors. I always decided on root beer.

We took off then, relishing the winter on our tongues, giving no thought to the hokey-pokey man. For he was not someone to think about. He was simply there. Where we were.

(continues)

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Excerpt from “Mrs. Seeton’s Whistle” *(continued)*

And then, in time, he wasn’t. Though still, on a summer’s day, when heat waves dance above the street, I sometimes imagine I see him in the distance, waiting where I have yet to arrive.

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Essay

On Respect: What I Learned from Carl

by Nick Maney, age 17, from *Writing from the Heart: Young People Share Their Wisdom*, edited by Peggy Veljkovic and Arthur J. Schwartz

My mind seems always to return to the day that I met Carl. The city bus, with its mechanical hiss and its slightly dizzying engine-exhaust fumes, stopped at the corner of 31st and Centennial Drive to pick up the daily commuters, a group in which I was included. Boarding the bus, I looked, seemingly in vain, for a place to sit, because I hated standing in the aisle and being subjected to the rocking of the bus. At last, I spotted a place to sit near the back. The occupant of the seat next to the one I was going for was an older man in a grey suit, well-worn dress shoes, and a black hat like I always pictured reporters wearing, but without the little press card. Sliding into the seat next to the man, I began to read the book I'd been carrying, which was Jack Kerouac's *On the Road*. The man in the seat next to me introduced himself by asking if I'd read any other books like the one I was currently holding, books from the same era. When I told him I had, he seemed to become interested, and, to tell the truth, so did I.

He introduced himself as Carl. He told me about how he used to play the trumpet back in the fifties in jazz clubs. He asked if I like jazz, and I told him that I didn't really listen to it, that I liked punk music. Waiting for Carl to tell me that I should listen to "real music" I was shocked when he just smiled and nodded. He said, "you remind me of myself when I was your age. I remember how my parents hated jazz, how they couldn't see how I could listen to 'that awful noise.' I bet your parents say the same thing, don't they?" Now it was my turn to smile, amused with how right he was.

(continues)

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On Respect: What I Learned from Carl *(continued)*

As the bus ferried us from one side of the city to the other, Carl and I talked about a lot of different things. The more we talked, the more amazed I became at how much the two of us really had in common, despite the age difference. Finally, Carl got off at his stop, and mine was soon after. I haven't seen him since then, but the thought of our connection that day rarely leaves my mind.

Carl really made me think about how much we can learn from each other if we just break through the barriers we've got. I mean, I would have never thought before that day that I could have anything in common with someone so much older than I, just because of age. But Carl taught me that no matter what, we're all just people, and that we should make an extra effort to try and get to know our neighbors and people we see every day, regardless of age, or of race, religion, sex, or anything else. If we all took the time to attempt to understand each other, I think that the world would be a much better place that we could share together, as humans.

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Essay

On Helping Others: Learning a Valuable Lesson

by Laia Mitchell, age 19, from *Writing from the Heart: Young People Share Their Wisdom*, edited by Peggy Veljkovic and Arthur J. Schwartz

From my seat in the van, the rows of tomato plants looked like neatly laid pick-up-sticks. It was harvest time near Quincy, Florida, picking season for hundreds of migrant workers. With a team of youth, I was ready to spend a week renovating an old church and community center. Yet after that week of labor, my most valuable lesson came not from my own efforts, but from spending time with the church community.

One kind family invited us to come with them to the tomato fields. Early in the morning we rose, dressed in long sleeves for protection, and went to meet the family. They smiled, slowing their routine to be patient with us. I met their daughter, who was almost my age. She and her brother taught me how to pick the best tomatoes, those of good size and color. In the hot sun, they showed us where they kept water, and laughed with us when we took breaks. I realized how much I had in common with the girl, two young people with hopes and dreams, separated only by space and culture. I learned what it is to understand, to be open to new people and ways of life. That Sunday, I met the girl and her brother again. They came to the church bringing tomatoes and fresh watermelon to share. This family, whose life depended on filling baskets with tomatoes, took precious time to share their profits with us, with me. They understood the joy and goodness of life far better than any of us, teenagers from the city. We were the ones who seemed to have everything, yet it was I who had so much to learn. From their warm and open kindness, I saw the beauty of sharing with others. They, who had little, truly understood the value of giving.

(continues)

Excerpt from "On Helping Others: Learning a Valuable Lesson," by Laia Mitchell from *Writing from the Heart*, edited by Peggy Veljkovic and Arthur J. Schwartz, 2001. Reprinted with the permission of Templeton Foundation Press, Philadelphia, PA.

On Helping Others: Learning a Valuable Lesson

(continued)

I think often of the girl and her family, where they moved, and how they are living. Her family sparked my belief in the necessity of caring, compassionate respect for others. The migrant people showed me that I, one with so much, have a responsibility to share with those who have little. I went to spend a week giving and ended up receiving so much more. I believe that by giving, with honest respect and cooperation, we can truly be part of the human family.

Excerpt from “On Helping Others: Learning a Valuable Lesson,” by Laia Mitchell from *Writing from the Heart*, edited by Peggy Veljkovic and Arthur J. Schwartz, 2001. Reprinted with the permission of Templeton Foundation Press, Philadelphia, PA.

A purple rounded rectangle with the word "Excerpts" in white. The background of the rectangle features faint, overlapping text in a light purple color, including phrases like "I know by her voice," "but the others didn't know," "make it as long as you can," "said Paul," "her arms round Mother's waist," "a whole," "is known as the time," "the rich people do," "writing about the things that ought to be," "about the things that ought to be," "make our people better and happier. If".

Excerpts

Opening Sentences from Three Personal Narratives

In a green metal box in a bedroom closet, tucked into a fuzzy gray cotton pouch, lies the most cherished memento of my grade-school days. It is a gold-plated medal no bigger than a postage stamp.

— from “Never the Monkey” (from *Knots in My Yo-yo String*)

My mind seems always to return to the day that I met Carl. The city bus, with its mechanical hiss and its slightly dizzying engine-exhaust fumes, stopped at the corner of 31st and Centennial Drive to pick up the daily commuters, a group in which I was included.

— from “On Respect: What I Learned from Carl”

“From my seat in the van, the rows of tomato plants looked like neatly laid pick-up-sticks.”

— from “On Helping Others: Learning a Valuable Lesson”

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A purple rounded square graphic with the word "Excerpts" in white. The background of the square features faint, overlapping text from various sources, including phrases like "I knew by her voice," "said, but the others didn't know," "make it as long as you can," "Mother's waist," "her arms round Mother's waist," "is known at the time," "the rich people do," "something about the things that ought to be," "about the things that ought to be," and "take your people better and happier. It".

Excerpts

Closing Sentences from Three Personal Narratives

But that was yet to come. For the moment, as I slowed down and trotted into a sun the color and dazzle of the medal I was about to receive, I knew only the wonder of seven astounding seconds when no one was ahead of me.

— from “Never the Monkey” (from *Knots in My Yo-yo String*)

If we all took the time to attempt to understand each other, I think that the world would be a much better place that we could share together, as humans.

— from “On Respect: What I Learned from Carl”

I went to spend a week giving and ended up receiving so much more. I believe that by giving, with honest respect and cooperation, we can truly be part of the human family.

— from “On Helping Others: Learning a Valuable Lesson”

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Excerpt

from *The Sweetest Fig*

by Chris Van Allsburg

Monsieur Bibot, the dentist, was a very fussy man. He kept his small apartment as neat and clean as his office. If his dog, Marcel, jumped on the furniture, Bibot was sure to teach him a lesson. Except on Bastille Day, the poor animal was not even allowed to bark.

One morning, Bibot met an old woman waiting at his office door. She had a toothache and begged the dentist to help.

“But you have no appointment,” he told her.

The woman moaned. Bibot looked at his watch. Perhaps there was time to make a few extra francs. He took her inside and looked in her mouth. “This tooth must come out,” he said with a smile.

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Character (someone)	Plot (something happens)	Setting (somewhere in time)



Excerpt

from *Just a Dream* by Chris Van Allsburg

As usual, Walter stopped at the bakery on his way home from school. He bought one large jelly-filled doughnut. He took the pastry from its bag, eating quickly as he walked along. He licked the red jelly from his fingers. Then he crumpled up the empty bag and threw it at a fire hydrant.

At home Walter saw Rose, the little girl next door, watering a tree that had just been planted. “It’s my birthday present,” she said proudly. Walter couldn’t understand why anyone would want a tree for a present. His own birthday was just a few days away, “And I’m not getting some dumb plant,” he told Rose.

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Excerpts

Closing Sentences from Three Stories

And now every year my father and I plant a garden—tomatoes, peppers, onions, marigolds, and zinnias in neat, straight rows—and every year I hear the story of the summer my father was ten.

— from *The Summer My Father Was Ten*

Walter lay back and smiled. “I like it here,” he told the man, then drifted off to sleep in the shade of the two giant trees—the trees he and Rose had planted so many years ago.

— from *Just a Dream*

I wrapped my seed in a piece of silk and hid it in a secret place. Someday I will plant it and give the seeds to my own children and tell them about the day my grandmother saw the emperor cry.

— from *The Lotus Seed*

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Excerpt

from *The Summer My Father Was Ten*

by Pat Brisson

When the flowers bloomed, the old man gave my father bouquets to take to my grandmother. And when the tomatoes were red and ripe (and a little bit bigger than baseballs) and the peppers and onions were ready, my father helped Mr. Bellavista make spaghetti sauce. Then they all ate dinner together in Mr. Bellavista's apartment and listened to opera on the radio.

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Excerpts

Point of View in Two Stories

Jedediah Johnson was my granddaddy's brother. Everybody has their favorite relative. Well, Uncle Jedediah was mine.

He used to come by our house every Wednesday night with his clippers. He was the only black barber in the county. Daddy said that before Uncle Jed started cutting hair, he and Granddaddy used to have to go thirty miles to get a haircut.

— from *Uncle Jed's Barbershop*

Monsieur Bibot, the dentist, was a very fussy man. He kept his small apartment as neat and clean as his office. If his dog, Marcel, jumped on the furniture, Bibot was sure to teach him a lesson. Except on Bastille Day, the poor animal was not even allowed to bark.

— from *The Sweetest Fig*

Excerpt from *Uncle Jed's Barbershop* by Margaree King Mitchell. Text copyright © 1993 Margaree King Mitchell. Reprinted with the permission of Simon & Schuster Books for Young Readers, an imprint of Simon & Schuster Children's Publishing Division. Excerpt from *The Sweetest Fig* by Chris Van Allsburg. Copyright © 1993 by Chris Van Allsburg. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

Verb Tense in Two Stories

Monsieur Bibot, the dentist, was a very fussy man. He kept his small apartment as neat and clean as his office. If his dog, Marcel, jumped on the furniture, Bibot was sure to teach him a lesson. Except on Bastille Day, the poor animal was not even allowed to bark.

One morning, Bibot met an old woman waiting at his office door. She had a toothache and begged the dentist to help.

“But you have no appointment,” he told her.

The woman moaned. Bibot looked at his watch. Perhaps there was time to make a few extra francs. He took her inside and looked in her mouth. “This tooth must come out,” he said with a smile.

— from *The Sweetest Fig*

Every year my father and I plant a garden.

Tomatoes, peppers, onions, marigolds, and zinnias grow in neat, straight rows. We pull the weeds that pop up, and we water, mulch, and tend it all through the summer—cutting the flowers to make bouquets for the kitchen table or to give to Mrs. Murowski, our neighbor who broke her hip last winter and has to walk with a cane.

And every spring my father tells me about Mr. Bellavista and the summer my father was ten.

— from *The Summer My Father Was Ten*

Excerpt from *The Sweetest Fig* by Chris Van Allsburg. Copyright © 1993 by Chris Van Allsburg. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved. Text excerpt from *The Summer My Father Was Ten* by Pat Brisson. Copyright © 1988 by Pat Brisson. Published by Boyds Mills Press. Reprinted by permission.



Excerpts

Speech Punctuation in Two Stories

“C. J., where can my hat be?” called Uncle Click from the bathroom. “That photographer from *Highnote* magazine will be out front in an hour, and I’ve got to look good. It’s not every day a Harlem trumpet player gets his picture taken.”

— from *Sweet Music in Harlem*

“You are mistaken, my dear,” Mr. Sims said. “The whole world’s a stage—even 90th Street—and each of us plays a part. Watch the stage, observe the players carefully, and don’t neglect the details,” he said, stroking Olivier. “Follow an old actor’s advice and you will find you have plenty to write about.”

— from *Nothing Ever Happens on 90th Street*

Excerpt from *Sweet Music in Harlem*. Text copyright © 2004 by Debbie A. Taylor. Illustration copyright © 2004 by Frank Morrison. Permission arranged with Lee & Low Books Inc., New York, NY 10016. Excerpt from *Nothing Ever Happens on 90th Street* by Roni Schotter. Copyright © 1997 by Roni Schotter. Reprinted by permission of Orchard Books, an imprint of Scholastic Inc.



Excerpt

Run-on Fiction Sample

On Bernard's birthday he did not wish for toys, books, or games, like other kids he wished for gum Bernard loved to chew gum more than puppies love to chew socks and cows love to chew their cuds.

Excerpt from *Rainforests*

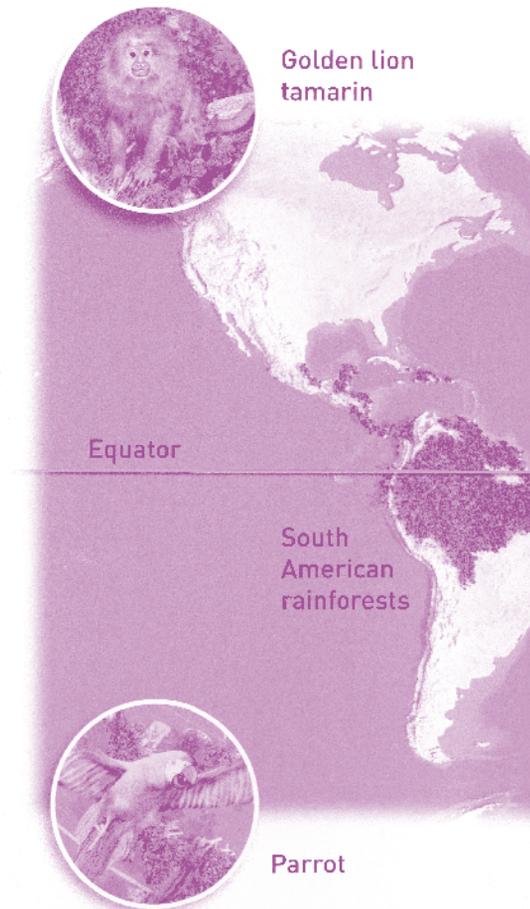
by James Harrison

Where are rainforests?

There are tropical rainforests on either side of the **equator**. The equator is an imaginary line that circles the middle of the world like a belt. The tropics are areas north and south of the equator. There are no seasons there, and the weather is hot and wet all the time. The tropics give their name to tropical rainforests.

Nearly half of all tropical rainforests are in South America. The next biggest rainforest area is in Africa. Other tropical rainforests are found in Southeast Asia and Australia.

The tropics: This map shows the tropical rainforests (in dark green) in a band around the equator. The equator is halfway between the North and South poles.



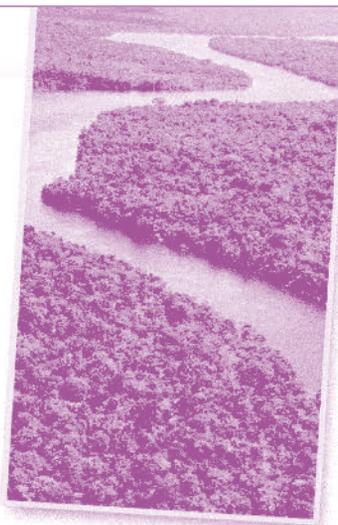
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Excerpt from *Rainforests* by James Harrison. Copyright © 2012 Kingfisher Publications.
Images © Jacques Janguoux/Science Photo Library.

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Excerpt from *Rainforests* (continued)

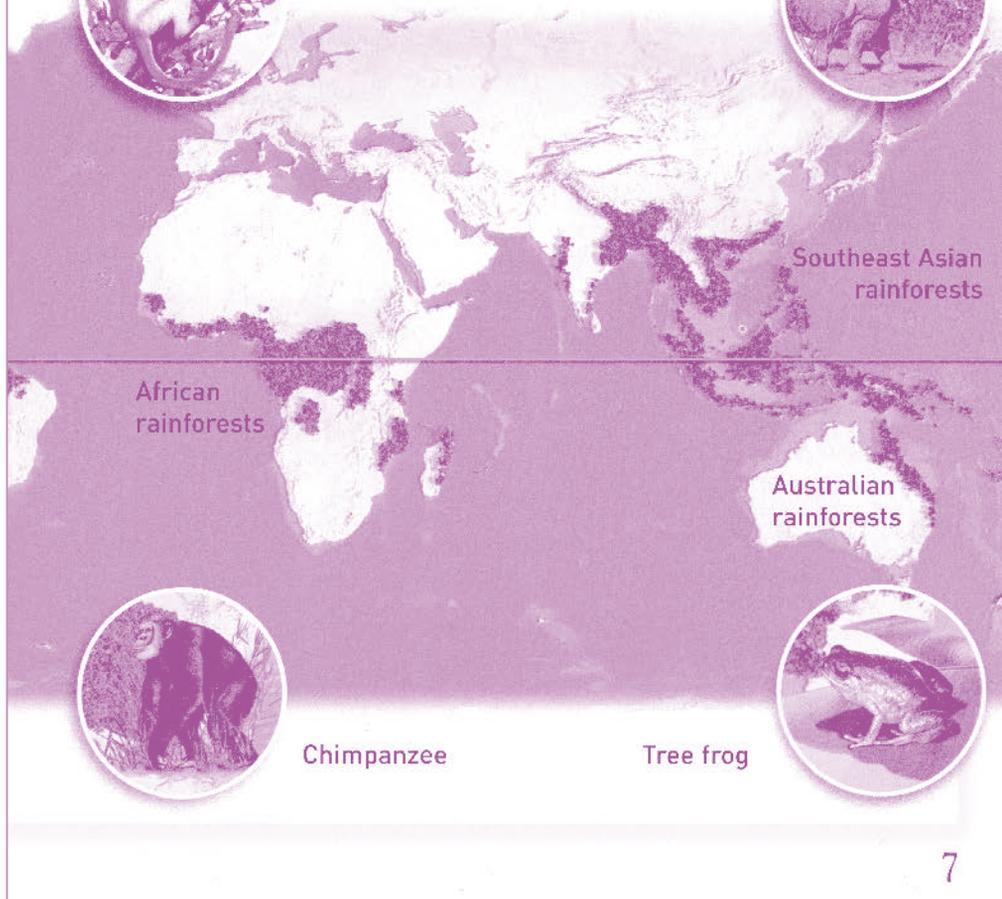
The world's largest rainforest is the Amazon rainforest (pictured right) in South America. It is almost as big as the United States mainland. The world's biggest river, the Amazon, runs through it.



Spider monkey



Rhinoceros



Chimpanzee



Tree frog

7

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Excerpt

from *Global Warming*

by Seymour Simon

Seymour Simon has been called “the dean of the [children’s science book] field!” by the *New York Times*. He has written more than 250 books for young readers and has received the American Association for the Advancement of Science/Subaru Lifetime Achievement Award for his lasting contribution to children’s science literature, the Science Book & Films Key Award for Excellence in Science Books, the Empire State Award for excellence in literature for young people, the New York State Knickerbocker Award for Juvenile Literature, the Hope S. Dean Memorial Award from the Boston Public Library, the *Washington Post*/Children’s Book Guild Award for Nonfiction, and the Educational Paperback Association Jeremiah Ludington Award. He and his wife, Liz, live in Great Neck, New York. You can visit him online at www.seymourscience.com.

Excerpt from *Global Warming* by Seymour Simon. Copyright © 2010 by Seymour Simon. Used by permission of HarperCollins Publishers.

Directions to the Skate Park

1. To get from Golden Elementary School to the skate park, go out the main entrance of the school and turn right. Follow the sidewalk around the parking lot go past the bike rack and stop at the crosswalk.
2. Wait for the crossing guard to signal you to cross the street. Once you cross the street, turn right and walk two blocks. You should see a house that has two big trees a birdbath and a bright blue doghouse in the yard.
3. Turn left at the stop sign. You will walk up a big hill down the other side and up another hill. Once you get to the top of the second hill, turn left.
4. The skate park is down the street on the left. You will know you are at the skate park if you see a purple and gold “Welcome Skateboarders” banner a half-pipe and lots of ramps.

WARNING: Too Much TV Is Hazardous to Your Health

adapted from a RealVision factsheet on the TV-Turnoff Network

More than four hours a day: that's how much television Americans watch on average. As an abundance of evidence makes clear, our television habit has serious negative consequences. Excessive TV-watching cuts into family time, harms our kids' ability to read and perform well in school, encourages violence, and promotes sedentary lifestyles and obesity.

TV Undermines Family Time

Many people feel that they do not have enough time to spend with their families. . . . Television plays a crucial role. In the average American household, there are at least two televisions, and 67 percent of Americans report always or often watching television while eating dinner. Families who watch little or no television often find that they have more time to spend with one another.

TV Harms Reading and Academic Performance

Excessive television-watching harms reading skills. . . . Researcher[s] [found] more than a decade ago that “reading scores diminished sharply for those students watching more than four hours a day.” Researchers such as Jane Healy of Harvard argue that watching TV instead of reading may actually [change] the physical structure of the brain as it develops, making learning and working in the schoolroom environment difficult.

TV Encourages Violence

The evidence is overwhelming: violence on TV promotes violent behavior in real life. The Center on Media and Child Health at Harvard lists more than 2000 reports on the links

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WARNING: Too Much TV Is Hazardous to Your Health *(continued)*

between media exposure and increases in violence. Those studies have established that the amount of media violence a child sees is similar to the amount of real violence that the child acts out. The connection between those two things is stronger than the connection between calcium intake and healthy bones! It's nearly as strong as the link between smoking and lung cancer.

TV Promotes Sedentary Lifestyles and Obesity

Americans, by and large, do not get enough physical exercise. We spend most of our free time watching television, which promotes obesity and its related illnesses. According to Dr. William Dietz at the Centers for Disease Control, “The easiest way to reduce inactivity is to turn off the TV set. Almost anything else uses more energy than watching TV.”

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Television: The Most Disparaged Resource of the Information Age

by Salmaan S., Westford, MA, adapted from www.TeenInk.com

Almost every day one can hear some mention of “The TV Generation.” Many harshly label television as a “drug,” claiming that millions of children every day waste their time in front of this electronic altar. Well, I strongly disagree with the viewpoint that television is a waste of time.

Today, there are many different ways to transfer thoughts and ideas. Of these, television, with its combination of audio-visual stimuli, is one of the quickest to present an idea clearly and completely. To say that television is not important is to say that learning about other cultures thousands of miles away by seeing and hearing is a waste of time. In this age of information, television is one of the most efficient means of mass communication available to man.

Millions of people keep up with the latest news thanks to television. They can stay informed about politics, witness historic events, cheer for their sports teams, and explore places they might never have seen otherwise, all because of television.

Television unites mankind because people separated by distance, skin color, language and wealth can all relate to some of the things they see on TV. No other appliance of the information age is as quick and widely used around the world as television. Failing to acknowledge the positive value of this resource to mankind is an enormous mistake.

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Animal Experimentation Saves Lives

by Giovanni P., San Gabriel, CA, adapted from
www.TeenInk.com

It may not be common knowledge, but animals save lives each and every day. Animal experimentation has existed since ancient times to contribute to human life and survival. These experiments became the building blocks of health and medicine, [including] research of diabetes, vaccines, cancer, AIDS/HIV, and open-heart surgery. As a result, many people have been saved. The use of animal experimentation should be recognized and accepted as a tool in saving lives.

In the 1940s and 1950s, a polio epidemic crippled and killed children and newborns. Without animal experimentation [to develop a polio vaccine], polio would still be claiming thousands of lives each year. Many would not be alive today without it.

Louis Pasteur, a French chemist, helped save animals as well as humans when he developed a vaccine for rabies [using animal experimentation]. Today, animal-lovers everywhere do not have to put their pets “to sleep” if they [catch] rabies. Instead they can just go to their veterinarian and get this preventive vaccine.

“Nobody I know of in biological research, who has to sacrifice animals, likes it,” says Richard Jones, a biology professor at Colorado University. “It is a matter of priorities. You work for the greater good.” [Millions of] animals are used [in experiments], of which 90% are rodents. So it’s not as if scientists experiment on endangered species; they use animals with a fast reproduction rate that are abundant.

Humans have vast intelligence, and through this intelligence, they have a moral duty: to protect all living things and make sure they survive and flourish. Animal experimentation helps humans help themselves, as well as the animals around them.

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Animal Testing: Here Is the Truth

by Emma H., New York, NY, adapted from
www.TeenInk.com

Almost every major company that sells detergents, body washes, or cosmetics tests their products on animals to assure the public that there will be no side effects when using their product. Even though animal testing is advantageous to humans, I believe humankind should not test products on animals. [It] is cruel and unnecessary.

Every year thousands of animals are killed, tortured, or left with burns, broken bones, and other terrible conditions. According to the National Anti-Vivisection Society, these are some of the most common yet horrifying tests used on animals: In the D test, solutions are dropped directly into the eyes of rabbits and in seven days of testing, the rabbits experience excruciating pain and most are blinded. Then there is the LD-50 test [which forces animals to inhale, swallow, and digest chemicals]. In this test, 50% of the animals die.

What will scientists test products on if not animals? With modern technology, many alternatives have been found by caring scientists [including computer tests and tests on cloned human cells]. These are only a few of the alternatives, but they show that animals are not the only choice for experimentation.

The Food and Drug Administration [urges] companies to conduct tests to ensure the safety of their products. As a result, animals continue to be the victims of harsh treatment and risk death. There are many alternatives to know if a product is safe. Animal testing is immoral and wrong.

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School Uniforms

by Akinyi R., Westford, MA, adapted from
www.TeenInk.com

Are school uniforms appropriate for public school students? Yes, and I believe students in public school should be required to wear them. Uniforms eliminate the distractions of designer clothes so students can focus on their studies. Uniforms also create an environment in which children will be judged on personality rather than style. Finally, uniforms save time and money.

While I was attending a parochial school, I experienced the luxury of wearing uniforms. At my school, students came from diverse backgrounds. Inside the building, however, our economic advantages or disadvantages were no longer obvious. My friends and I were able to focus on academics and concern for others rather than the latest fashions. Since we looked similar, we remained attentive to the teacher and our work. I learned that my effort, attitude and aptitude were more important than my clothes.

Wearing uniforms helped me realize I don't need to impress anyone by the clothes I wear. School uniforms helped children who did not have "stylish" clothes to be treated fairly. Consequently, I was judged by my character, not the price of my jeans. I had a chance to show my personality without worry that I was out of style. This set the tone in the school system that all individuals were to be treated as equals.

Moreover, I never had to waste time deciding what to wear before school. A clean uniform was easy to maintain. My parents saved a lot of money, too. I did not need a variety of colors, styles and designer fashions in my wardrobe. Wearing uniforms helped me learn I did not always have to buy clothes I wanted when I wanted them.

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School Uniforms *(continued)*

In conclusion, when I wore a uniform, I started my day worry-free, focused on my schoolwork and felt judged by who I was on the inside. My family and I saved time and money. I believe children should be required to wear uniforms in public schools.

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Excerpts

Persuasive Essay Excerpts with Sentence Fragments

On average, Americans watch more than four hours of television a day. As an abundance of evidence makes clear. Our television habit has serious negative consequences. Excessive TV-watching cuts into family time. Harms our kids' ability to read and perform well in school. Encourages violence, and promotes sedentary lifestyles and obesity.

Americans, by and large. Do not get enough physical exercise. We spend most of our free time. Watching television, which promotes obesity and its related illnesses. According to Dr. William Dietz at the Centers for Disease Control, “The easiest way to reduce inactivity is to turn off the TV set. Almost anything else. Uses more energy than watching TV.”

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A purple rounded square icon with the word "Excerpt" in white. The background of the icon features faint, overlapping text in a light purple color, including phrases like "I know by her voice", "said, but the others didn't know", "make it as long as you can," said Paul", "and her arms read Mother's wa", "is. In those at the time", "or writing about the rich people d", "or about the things that ought to be", "the poor people better and happier. It".

Excerpt

Persuasive Paragraph Without Commas Following Introductory Elements

On my wooden kitchen table I find a little money and a lot of injustice. Every single Monday morning my younger brother and I each receive one dollar. From my mother's purse the money comes in shiny coins or crisp bills. With sticky little paws my brother snatches his dollar and stuffs it in his pocket. I growl. On the one hand I know I'm being ungrateful. On the other hand I know I'm being cheated. Honestly I don't want to receive more money. I just want my brother to receive less. He's half my age. Therefore he should receive half my allowance.

— from "Lower My Brother's Allowance"



Poem

September

by John Updike

The breezes taste
Of apple peel.
The air is full
Of smells to feel—

Ripe fruit, old footballs,
Drying grass,
New books and blackboard
Chalk in class.

The bee, his hive
Well-honeyed, hums
While Mother cuts
Chrysanthemums.

Like plates washed clean
With suds, the days
Are polished with
A morning haze.

“September” from *A Child’s Calendar* by John Updike. Copyright © 1968 by John Updike, copyright renewed © 1993 by John Updike, used by permission of The Wylie Agency LLC, and by arrangement with Holiday House, Inc. All rights reserved.



Poem

The Sea

by Deborah Chandra

Clutching at the rocky cliffs,
The discontented sea
Slides slowly back into itself
On slippery hands and knees.

Gripping with its long green arms,
It hugs the grainy sand,
Searching for a fingerhold
To climb out on dry land.

“The Sea” from *Balloons and Other Poems* by Deborah Chandra, copyright © 1988, 1990, published by Farrar, Straus and Giroux, reproduced by permission of the author.



Poem

Porch Light

by Deborah Chandra

At night
the porch light
catches moths
and holds them,
trapped
and
flapping,
in a tight
yellow fist.
Only when I
turn the switch
will it loosen
its hot
grip.

“Porch Light” from *Rich Lizard and Other Poems*. Copyright © 1993 by Deborah Chandra. Reprinted by permission of Farrar, Straus and Giroux, LLC. All rights reserved.

The evening star
beauties
of all stars

Poem

Child Frightened by a Thunderstorm

by Ted Kooser

Thunder has nested in the grass all night
and ruffled it, and with its outstretched wings
has crushed the peonies. Its beak was bright,
sharper than garden shears and, clattering,
it snipped bouquets of branches for its bed.
I could not sleep. The thunder's eyes were red.

"Child Frightened by a Thunderstorm" from *Official Entry Blank*, University of Nebraska Press,
copyright © 1969. Reprinted by permission of Ted Kooser.

fireworks

by Valerie Worth

First

A far thud,

Then the rocket

Climbs the air,

A dull red flare,

To hang, a moment,

Invisible, before

Its shut black shell cracks

And claps against the ears,

Breaks and billows into bloom,

Spilling down clear green sparks, gold spears,

Silent sliding silver waterfalls and stars.



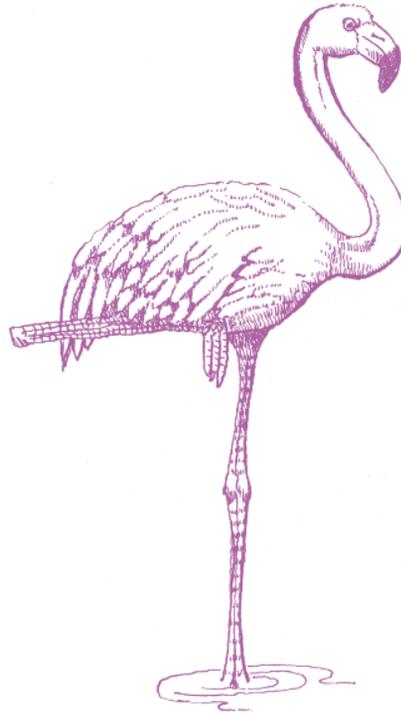
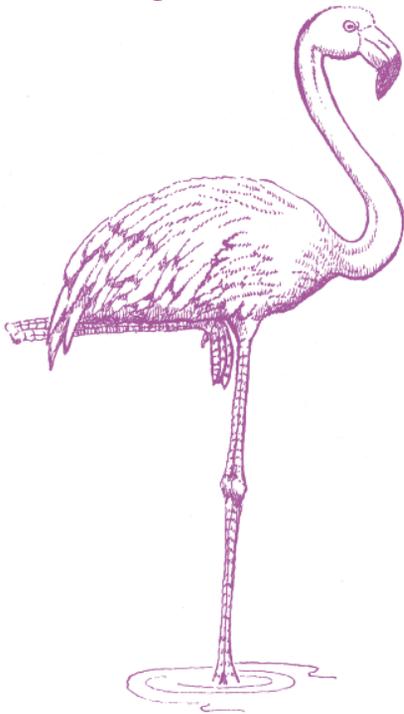
“fireworks” from *All the Small Poems and Fourteen More*. Copyright © 1994 by Valerie Worth. Illustrations copyright © 1994 by Natalie Babbitt. Reprinted by permission of Farrar, Straus and Giroux, LLC. All rights reserved.

flamingo

by Valerie Worth

The
Flamingo
Lingers
A
Long
Time
Over
One
Pink
Leg;

Later
He
Ponders
Upon
The
Other
For
A
While
Instead.



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Poem

Windshield Wiper

by Eve Merriam

fog smog fog smog
tissue paper tissue paper
clear the blear clear the smear

fog more fog more
splat splat downpour
rubber scraper rubber scraper
overshoes macintosh
bumbershoot muddle on
slosh through slosh through

drying up drying up
sky lighter sky lighter
nearly clear nearly clear
clearing clearing veer
clear here clear

“Windshield Wiper” from *Chortles* by Eve Merriam. Copyright © 1962, 1964, 1973, 1976, 1989 by Eve Merriam. Used by permission of Marian Reiner.



Poem

Gentle Sound of Rain

by Lee Emmett

gentle sound of rain
in puddles plopping
pings metal corrugations
dripping and dropping

swishing and rushing
gushing into gutters
gurgling in down-pipes
running water splutters

pushing into crevices
washing window-panes
dashing down drive-ways
flushing out drains

splashing onto roads
spatters parked cars
forms scatter-patterns
like pock-marked Mars

crashing to crescendo
as brassy cymbal's roar
cacophony on roof
deafening downpour

"Gentle Sound of Rain (Onomatopoeia)" by Lee Emmett. Copyright © Lee Emmett. Used by permission of the author. All rights reserved.



Poem

I Love the Look of Words

by Maya Angelou

Popcorn leaps, popping from the floor
of a hot black skillet
and into my mouth.

Black words leap
snapping from the white
page. Rushing into my eyes. Sliding
into my brain which gobbles them
the way my tongue and teeth
chomp the buttered popcorn.

When I have stopped reading,
ideas from the words stay stuck
in my mind, like the sweet
smell of butter perfuming my
fingers long after the popcorn
is finished.

I love the book and the look of words
the weight of ideas that popped into my mind
I love the tracks
of new thinking in my mind.

"I Love the Look of Words" by Maya Angelou, copyright © 1993 by Maya Angelou, from *Soul Looks Back in Wonder* by Tom Feelings. Used by permission of Dial Books for Young Readers, a division of Penguin Group (USA) LLC.



Excerpts

Poet Quotes: What Is Poetry?

“Poetry is the spontaneous overflow of powerful feelings.”

— William Wordsworth

“Poetry is language at its most distilled and most powerful.”

— Rita Dove

“Poetry is a mirror which makes beautiful that which is distorted.”

— Percy Bysshe Shelley

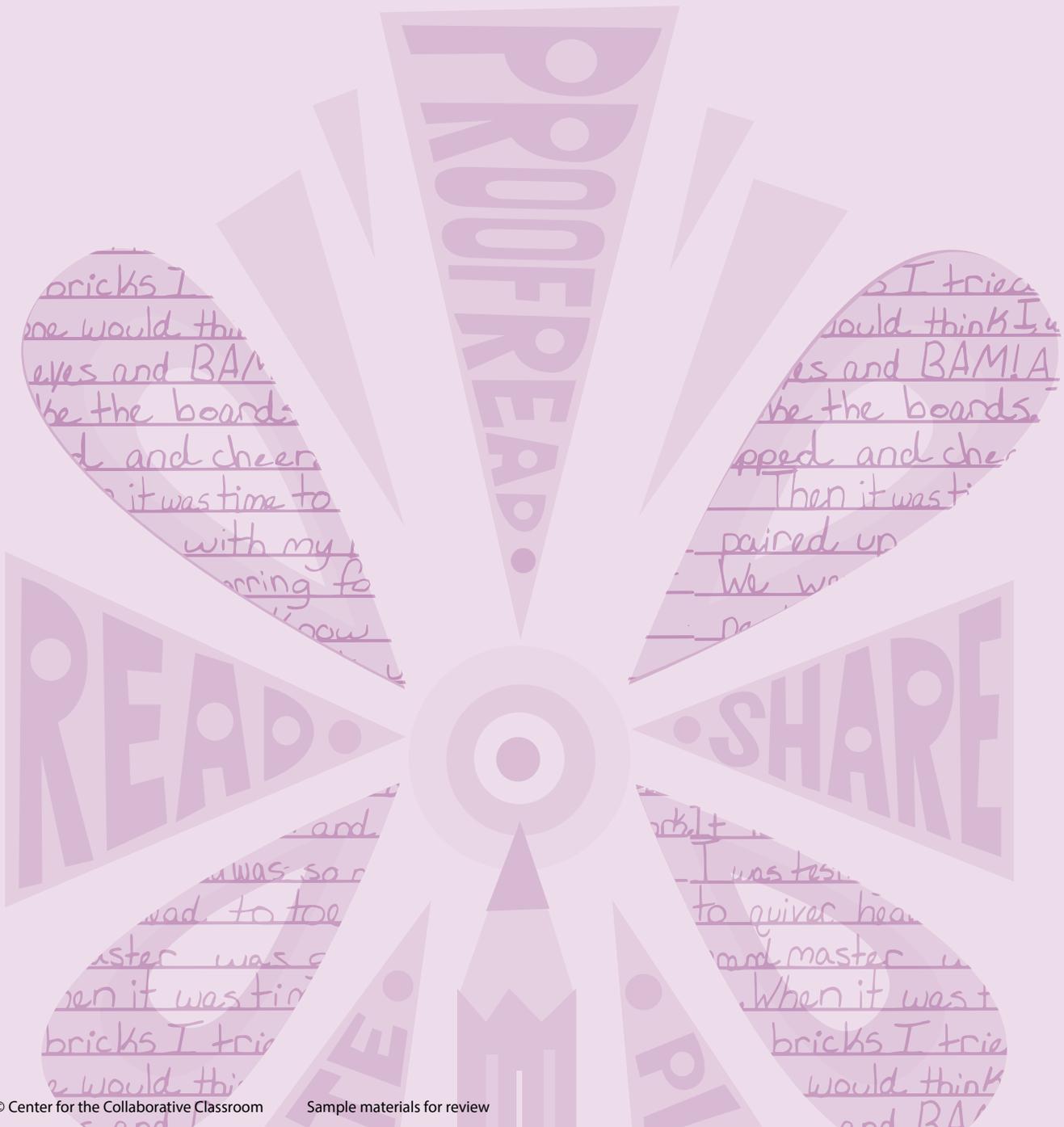
“Poetry is an echo, asking a shadow to dance.”

— Carl Sandburg

“Poetry is the art of creating imaginary gardens with real toads.”

— Marianne Moore

Word Bank



A

about	alley	anticipate	argument
absent	alligator	anxiety	around
absolutely	allowance	anxious	arrival
accept	almost	anymore	article
accidentally	along	anyway	assassin
accomplish	a lot	apartment	assignment
according	already	apologize	assume
accurate	although	apology	athlete
ache	aluminum	apparently	attach
achieve	always	appearance	attempt
actual	ambulance	appetite	attention
adapt	among	appliance	attitude
address	amphibian	appointment	attorney
adios	ancient	appreciate	aunt
advertisement	anesthetic	approval	author
advice	annihilate	approximately	autumn
advise	anniversary	apricot	available
again	announce	April	average
against	annoyance	architect	a while
aggression	annual	arctic	awful
agreement	answered	argue	awkward
all right	antarctic	arguing	



A writing template consisting of three vertical columns of horizontal lines. Each column contains 20 lines, providing a structured space for handwriting practice.

B

bagel	because	blackboard	breathe
balance	been	blackout	brilliant
balcony	before	blame	Britain
ballerina	beginning	blank	bruise
banana	behavior	blanket	built
bandage	belief	blaze	bureau
bandit	believable	bleed	burglar
bargain	bench	blend	buried
barrio	berry	blink	burrito
basement	bicycle	blister	bury
battery	bigger	blizzard	busy
bayou	biggest	blue	buy
beautiful	black hole	bought	

B

Handwriting practice lines for the letter B. The page contains three columns of horizontal lines, each with 20 lines, for a total of 60 lines.

C

calendar	challenge	close	conscious
campaign	chapter	coach	consistent
canceled	character	collar	continually
canine	chase	college	continue
canoe	cheap	color	control
captain	cheat	come	cooperate
career	checker	comedy	couldn't
carrying	cheek	coming	courage
cash	chief	commercial	courageous
cashew	children	commitment	courteous
castle	chimichanga	communicate	coyote
catastrophe	chimney	community	creepy
cauliflower	chipotle	comparison	crisis
cave	chocolate	competition	criticism
cease	choir	complain	crowd
ceiling	choose	compromise	cruel
celebrate	chutney	concert	cruiser
celebration	circuit	conclude	cupboard
cellar	circumstance	concrete	curiosity
cemetery	civilization	condition	curious
cereal	classroom	confidence	custom
chain	climate	congratulate	customer
chalk	climb	conquer	



A writing area consisting of three vertical columns of horizontal purple lines, providing space for text.

D

daily	describe	discipline	draft
dairy	description	discover	dragon
dangerous	desperate	discuss	drain
dear	development	disease	dreary
deceive	device	divide	drench
decided	diamond	dock	droop
decision	diary	doctor	dropped
decorate	diesel	dodge	drought
defense	difference	does	drowned
definite	difficulty	dollar	drowsy
definitely	dining	donkey	drummer
definition	disappear	donut	dune
delicious	disappoint	doubt	
descend	disastrous	downstairs	



A writing area consisting of three vertical columns of horizontal purple lines, providing space for text.

E

eagerly

early

easy

electricity

elephant

eliminate

embarrass

emergency

enchilada

encourage

enormous

enough

enthusiasm

enthusiastic

entrance

envelope

environment

equipment

essential

every

everybody

evidence

excellent

except

excite

excitement

exercise

exhausted

existence

expedition

expensive

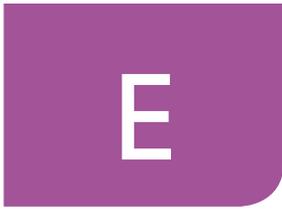
explanation

expression

extinct

extraordinary

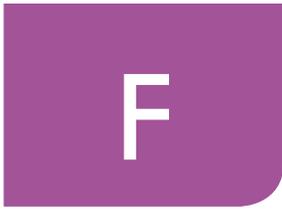
extremely



A writing area consisting of three vertical columns of horizontal purple lines, providing space for text.

F

familiar	finally	float	fortunate
fascinate	first	flood	forty
fatigue	flea	floppy	forward
faucet	flesh	floss	fountain
favorite	flicker	flour	fourth
feature	flies	flower	fragile
February	flight	fluff	Friday
fiend	flimsy	foam	friend
fierce	fling	football	fuel
fiesta	flipper	foreign	futon



A writing area consisting of three vertical columns of horizontal purple lines, providing space for text.

G

gadget

garage

gasoline

gauge

generally

generous

genius

geography

getting

giggle

ginger

giraffe

glacier

glance

glare

gleam

glide

glimpse

glint

glisten

glitter

gloomy

gnat

gnaw

goes

government

graduation

grammar

grateful

grease

grief

grocery

gruesome

guard

guess

guessed

guilty

guitar

guy

gym



A writing area consisting of three vertical columns of horizontal purple lines, providing space for text.

H

habitat

half

hammer

hamster

handkerchief

handsome

happened

happiness

haven't

hazard

hear

heard

heaven

hedge

height

hello

here

hero

heroes

hesitate

hidden

hide

hinge

hippo

hiss

hole

holiday

hoping

horrible

hospital

hour

house

humble

hundredth

hurricane

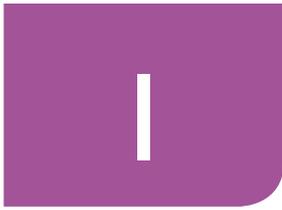
hustle



A writing area consisting of three vertical columns of horizontal purple lines, providing space for handwriting practice.

I

icicle	immense	independence	interpret
identical	immigrant	individual	interrupt
iguana	immortal	inferno	investigate
illegal	impatient	infinite	invitation
illusion	importance	innocent	irritate
illustrate	impossible	instance	its
imaginary	improve	instead	
imagination	improvement	intelligence	
immediately	incredible	interfere	



A large writing area consisting of three columns of horizontal lines, providing space for text entry.

J, K

jaguar

janitor

jealous

jerky

jewelry

joke

jolt

journal

journey

judge

judgment

juggle

jungle

justice

karate

knew

knife

knob

knot

know

knowledge

knuckle

koala

J, K

Lined writing area consisting of three columns of horizontal lines.

L

label	lessons	lizard	losing
latter	letter	llama	lovable
laugh	library	load	loving
laundry	license	loaf	luau
lawyer	lightning	lobster	lumpy
league	limb	locker	lurk
led	litter	loneliness	luxury
legal	little	lonely	lying
lemon	living	lose	



A writing area consisting of three vertical columns of horizontal purple lines, providing space for text.

M

macaroni

magazine

magnificent

maintain

majority

making

malihini

many

mattress

maximum

maybe

mayor

medicine

mediocre

medium

menu

message

million

millionaire

minimum

minnow

minute

mirror

miserable

miso

misspell

mitten

moan

mold

mole

molecule

monkey

monument

morning

mosque

moth

mother

muddle

munch

muscle

mushroom

musician

muskrat

mustache

mysterious



A writing template consisting of three vertical columns of horizontal lines. Each column contains 20 lines, providing a structured space for writing.

N

name

neighborhood

nibble

nice

nickel

nimble

ninja

noble

none

noodle

nostril

nuclear

nudge

nuisance

numb

nurse



A writing area consisting of three vertical columns of horizontal purple lines, providing space for text.



oak

obedience

obey

obstacle

occasion

o'clock

off

offense

often

once

operate

opinion

opponent

orange

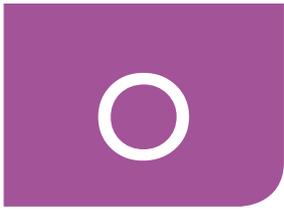
orchard

origami

ostrich

outrageous

outside



A writing area consisting of three vertical columns of horizontal lines, providing space for text entry.

P

package

paid

panic

paradise

parka

participant

party

patience

peace

pecan

peculiar

people

persimmon

pest

photo

piano

pickle

piece

pillow

pinch

pink

pizza

plague

plastic

played

pleasant

please

pleasure

plow

plumber

plunder

pneumonia

poison

popped

popularity

prairie

prejudice

prescription

pretzel

principal

prisoner

probably

pronounce

puma

pumpkin



A writing area consisting of three vertical columns of horizontal purple lines, providing space for text.

Q, R

quack

quake

quarter

quesadilla

quilt

quit

quite

quiver

rabbit

raise

ramen

ravioli

read

realize

receive

received

recipe

recommend

rehearse

religious

remember

repeat

reptile

respectfully

responsibility

responsible

restaurant

rhyme

rhythm

ridiculous

right

robot

rough

route

running

Q, R

Lined writing area consisting of three columns of horizontal lines.

S

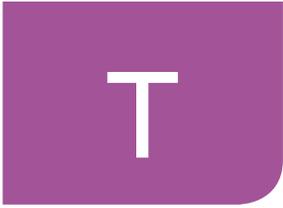
saddle	scratch	shoes	stomach
safety	scream	shout	stopped
said	screech	shove	store
sailor	screen	shriek	strategy
salami	screw	shudder	strict
samurai	scurry	since	stringy
sandwich	search	sincerely	stripe
satellite	seed	skis	studying
Saturday	seesaw	skunk	succeed
says	separate	slaughter	success
scab	serious	soldier	sugar
scamper	several	some	summer
scar	shack	something	Sunday
scarf	shade	sometime	suppose
scary	shadow	soon	sure
scatter	shake	source	surely
schedule	shallow	souvenir	surprise
school	shame	spaghetti	surrounded
schoolhouse	shampoo	special	sushi
science	shark	specific	suspicious
scissors	shelf	spontaneous	swing
scold	sheriff	sprout	sword
scorch	shield	squirrel	sworn
scorpion	shift	stab	sympathetic
scout	shining	stadium	symptom
scrabble	shirt	staple	
scrap	shoe	statue	



A writing area consisting of three vertical columns of horizontal lines. Each column contains 20 lines, providing a structured space for writing.

T

tamale	terrible	toboggan	traitor
tape	thank	tofu	tranquilizer
taste	theater	together	tries
tattle	their	tomato	trouble
taught	there	tomorrow	truly
taxi	thermos	tongue	tsunami
tea	they	tonight	Tuesday
teacher	thief	too	tuna
tear	thigh	tornado	turkey
tease	thirsty	tortilla	two
technique	though	tournament	typical
teeny	thought	toward	typing
temperature	through	toys	
temporary	ticket	tragedy	
tennis	tired	train	



A writing template consisting of three vertical columns of horizontal lines. Each column contains 20 lines, providing a structured space for writing.

U, V

unanimous

unconscious

unfortunately

unique

unity

university

until

upper

uproar

urgent

used

useful

using

usually

vacation

valuable

vanilla

vegetable

velocity

victim

villain

violence

violin

visible

visitor

volcano

vulture

U, V

Handwriting practice lines for the letters U and V, consisting of three columns of horizontal lines.

W

waffle	welcome	whirl	wolf
wallet	weld	whirlpool	woman
walrus	were	whisker	women
wand	we're	whisper	woodchuck
wander	whack	white	worm
watery	whale	whiz	would
wax	wham	whole	wreckage
wealth	whatever	whoops	wrestler
weapon	when	whopper	write
weasel	where	wiggle	writing
weather	which	wigwam	wrote
Wednesday	whiff	windmill	
weigh	whimper	witch	
weird	whip	wobble	



A large writing area consisting of three vertical columns of horizontal lines, providing space for text entry.

X, Y, Z

yank

yawn

yesterday

yoga

yogurt

you

your

you're

zero

zigzag

zipper



A series of horizontal purple lines forming a writing area, organized into three columns.

Proofreading Notes



Proofreading Notes

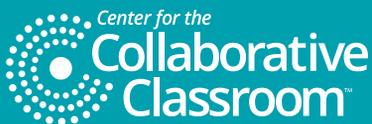
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Proofreading Notes

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Proofreading Notes

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Student Skill Practice Book

Being a Writer™

SECOND EDITION



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Sample materials for review

Student Skill Practice Book

Being a Writer™

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Dog at Work

A. Read each sentence. Underline the complete subject and circle the simple subject. If the sentence has a compound subject, circle the two simple subjects.

1. A guide dog can be very helpful to a blind person.
2. Chloe and Henry train guide dogs.
3. These animals learn to take people safely from place to place.
4. People should not pet or talk to a working guide dog.
5. The dogs' trainers and owners take good care of the animals.

B. Write a simple subject from the word box to complete each sentence. Then circle the complete subject. If the subject is a compound subject, write C at the end of the sentence.

dad Dana owner job dog

1. My neighbor _____ uses a guide dog _____
named Ernie.
2. Dana and the _____ go out each morning. _____
3. Ernie's _____ is to keep Dana safe while _____
walking outside.
4. Ernie and his _____ know how to work _____
together.
5. My mom and _____ remind me not to _____
bother Ernie while he is working.

C. Write a paragraph about an amazing animal that you know or have read about. Use complete sentences. Include at least one compound subject.

It's Not Monkey Business

A. Read each sentence. Underline the complete predicate. Circle the simple predicate. If the sentence has a compound predicate, circle both verbs.

1. Some monkeys help disabled people with everyday tasks.
2. Service monkeys put CDs in a player and turn the pages of a book.
3. These amazing animals attend a special school in Boston.
4. Trainers praise them and give them food as rewards.
5. Most monkeys learn the necessary tasks within two years.

B. Choose a simple predicate from the word box to complete each sentence. Then underline the complete predicate. If the predicate is a compound predicate, write C on the line at the end of the sentence.

understood put watched study

1. Ari and I _____ a TV program about _____ service monkeys last night.
2. Experts _____ these monkeys and learn all _____ about them.
3. One monkey picked up objects from the floor and _____ a woman's eyeglasses in place on her nose.
4. The two of us really _____ the importance _____ of these monkeys.

C. Write a short passage about something you learned from a book or TV program on nature. Use complete sentences. Include at least one compound predicate.

The Helpful Llama

- A.** Read the paragraph. Above each underlined word or phrase, write *simple subject*, *compound subject*, *simple predicate*, or *compound predicate*.

Llamas belong to the camel family. An average llama weighs up to 400 pounds and has soft pads on its feet. Sometimes these animals carry tents and other equipment for people. Day hikers and overnight backpackers enjoy being with these helpful creatures. A llama may even help keep hikers safe from wild animals.

- B.** What's missing to make each phrase a complete sentence? Write *S* (for *subject*) or *P* (for *predicate*) on the line.

1. Need much less water than other animals _____
2. The llama's soft padded feet and small size _____
3. The easy-going and calm llama _____
4. Pull heavy carts and guard the sheep _____
5. Live about twenty years _____

- C.** Write a paragraph about whether you think a llama would make a good pet. Include five complete sentences, with one compound subject and one compound predicate.

Rooting for Recycling

A. Read each sentence. Decide whether it is a simple or a compound sentence. Write *simple* or *compound* on the line. Circle the conjunction in each compound sentence.

1. I see a lot of trash around my school. _____
2. We have garbage cans, but they are always overflowing. _____
3. I can ignore the problem, or I can do something about it. _____
4. I would like to start a recycling program at my school. _____
5. I will come up with a plan, and then I will talk to the principal. _____

B. Complete each compound sentence by adding a comma and a conjunction. Use each conjunction from the word box one time.

and but or so

1. Tonight I will practice what to say _____ I will be convincing.
2. I know a lot of reasons to recycle _____ I want to present some strong information to the principal.
3. My dad gave me a book about recycling _____ my sister found some information on the Internet, too.
4. I can write down my plan for the principal _____ I could just explain it in detail.

C. Write a paragraph about a recycling program you participate in or have read about. Use both simple and compound sentences.

The Reading Rockets

- A. Complete the story by writing *and*, *or*, or *but* in each space. Add commas where needed.**

Patrick's friend, Rosie, belonged to a book club called the Reading Rockets _____ the club wanted more members. Rosie asked Patrick to join. Patrick really liked Rosie _____ he wasn't sure he'd enjoy a book club. Patrick could just tell her no _____ he could try going once. He decided to go.

- B. Draw a line from each sentence on the left to a sentence on the right. Write the new sentences on the lines, adding commas and conjunctions.**

The kids sat in a circle.	He decided to tell his friends about it.
A teacher led the discussion.	They started to discuss the book.
Patrick enjoyed the book club.	The kids did almost all of the talking.

1. _____

2. _____

3. _____

- C. Write a short passage describing a book you would recommend for a book club discussion. Use both simple and compound sentences.**

Moving On

- A. Read the paragraph. Find five mistakes with the compound sentences. Cross out each mistake you find and write the correction above it. Add any missing commas.**

Kia loves middle school now but last summer she worried about starting sixth grade. In fifth grade she had one teacher, or the next year she would have a different teacher for each class. The school would be really big And Kia would have to move from class to class. She might be late for class, but she might get totally lost. Kia wanted to get over her worries, so she talked to her older sister.

- B. Draw a line from each sentence on the left to a sentence on the right. Write the new sentences on the lines, adding commas and conjunctions.**

Kia met lots of new kids.

Other kids helped her get to class.

She got lost once.

She thought they were friendly.

1. _____

2. _____

- C. Write a paragraph about going to middle school. Include two simple sentences and two compound sentences.**

A Family of Fifty

A. Read each sentence. Draw a line under the independent clause. Draw two lines under the dependent clause. Circle the subordinating conjunction.

1. My family is going to Idaho because we are having a big family reunion.
2. We have not all been together since my brother was born five years ago.
3. Although I know a lot of my cousins, I haven't met the youngest ones yet.
4. My brother Luke doesn't want to go unless his favorite cousin is going.
5. If everyone in the family shows up, fifty people will be attending.
6. When we all get together, we play silly tricks on each other.

B. Draw a line from each clause on the left to a clause on the right. Circle each subordinating conjunction. Draw a box around each comma that follows a dependent clause.

1. Although it rained one day, because five people had birthdays.
2. We had five cakes everyone exchanged e-mail addresses.
3. When it was time to leave, if there is a reunion next year.
4. My sister will fly in from Ohio we still had a great time.

C. Write a paragraph about having a good time with family or friends. Use both simple and complex sentences.

Who Needs a Car?

A. Read the passage. Circle the subordinating conjunctions that work best.

Most people drive cars (if, because) they make traveling so easy. (Although, Unless) Gita and her family lived in the city, they didn't use public transportation. Gita's parents drove her to school, and a friend's dad drove her home. (When, Unless) Gita's family decided to use less gas, they looked for other ways to get around. (If, Since) her family made the decision to give up driving, Gita has been walking to school.

B. Choose a subordinating conjunction from the word box to complete each sentence. Write the conjunction on the line. Then circle the dependent clause.

although because if unless when

1. Gita's mom always takes the Linwood bus line to work
_____ it stops right in front of her office.
2. _____ there is a traffic jam, the bus ride is fast and easy.
3. _____ the family gets through a whole year without driving, they may sell the car.

C. Write a short passage about something you can do to help protect the environment. Use a mix of simple and complex sentences.

It's a Chore

- A. Read the passage. Circle the correct conjunctions. Add commas where they belong.**

Sal had just turned eleven. (Unless, Although) he was the youngest in the family, he still had chores to do. He usually didn't like doing chores (because, unless) they took time away from working on his rock collection. (Unless, When) his older sister was around Sal tried to convince her to do his chores.

- B. Read the complex sentences. Rewrite them by switching the order of the dependent and independent clauses. Write the sentences on the lines, adding commas and capital letters where they belong.**

1. His sister agreed when Sal promised to stay out of her room for a month.

2. If she has to dry dishes, Sal's sister listens to music to pass the time.

3. She really doesn't mind the chore because she loves music more than anything!

- C. Write a paragraph about ways to make chores fun. Include two simple sentences and three complex sentences.**

On the Trail

A. Read each sentence pair. Circle *S* if the subjects can be combined to form one sentence. Circle *P* if the predicates can be combined.

1. Hannah liked to hike. Her brother liked to hike. **S** **P**
2. Some park trails were unsafe. Some park trails **S** **P**
needed repair.
3. The kids wanted to help. The kids volunteered to **S** **P**
clean the trails.
4. Weeds had to be removed. Rocks had to be **S** **P**
removed.

B. Read each sentence pair. Form a compound subject or compound predicate using the conjunction *and* or *or*. Write the compound subject or compound predicate on the line to complete the new sentence.

1. Hannah felt good about helping. The other volunteers felt good about helping.
_____ felt good about helping.
2. Now the trails look great. The trails are safe.
Now the trails _____.
3. The volunteers spent a day outside. They got a lot of exercise.
The volunteers _____.
4. Hannah could help again tomorrow. Hannah could take the day off.
Hannah _____.

C. Write a short passage about a time you helped someone do something. Include one compound subject and one compound predicate.

Pancakes for Pennington

A. Read the sentences. Write A if the sentence has an appositive. Then circle the appositive.

1. My town, San Pedro, is having a pancake breakfast. _____

2. The breakfast will take place next Sunday morning. _____

3. We are raising money for Pennington, our middle school. _____

4. My mom and my brother, Bernie, plan to go. _____

5. I am helping to make posters, flyers, and radio ads. _____

B. Combine each sentence pair to form a sentence with an appositive. Write the appositive on the line to complete the new sentence. Add commas where they belong.

1. Noreen is my best friend. Noreen is going to help cook.

Noreen _____ is going to help cook.

2. Noreen makes great pancakes. Pancakes are my favorite food.

Noreen makes great pancakes _____.

3. We expect Ms. Chin to come. Ms. Chin is the mayor.

We expect Ms. Chin _____ to come.

4. A reporter from *The Daily* might come. *The Daily* is our local paper.

A reporter from *The Daily* _____ might come.

C. Write a short passage about your city or town. Include two sentences with appositives.

Run for the Money

- A. Read the paragraph. Underline the compound subjects, compound predicates, and appositives. Above each one, write *compound subject*, *compound predicate*, or *appositive*.**

Shomer and Kamela plan to take part in a 10-mile race. The race will raise money for charity. Kamela, a strong athlete, is helping Shomer get in shape. Both participants run every day or ride their bikes. The athletic coach, Mr. Travers, helps them train.

- B. Combine each sentence pair to form a sentence with a compound subject, a compound predicate, or an appositive. Use the suggestion in parentheses.**

1. The race attracts a lot of attention. The race is called Jaspers' Jolly Jog.
(appositive)

2. Kamela finishes the race. Shomer finishes the race, too.
(compound subject)

3. The runners raise a lot of money. The runners feel proud.
(compound predicate)

- C. Write a paragraph about something you did that made you feel proud. Include five sentences, with one compound subject, one compound predicate, and one appositive.**

Doing the Impossible

A. Circle R if the sentence is a run-on sentence. Circle C if the sentence is correct.

- | | | |
|---|---|---|
| 1. Some people have a strong desire to set world records. | R | C |
| 2. Ashrita Furman is one of those people he has become famous. | R | C |
| 3. He has set hundreds of records, and he is not done yet. | R | C |
| 4. He set his first record in 1979 he did 27,000 jumping jacks. | R | C |
| 5. Furman is determined this man believes anything is possible. | R | C |

B. Read the paragraph. Correct each run-on sentence by forming a compound sentence, a complex sentence, or two sentences.

Ashrita Furman must be fit he must also be able to concentrate. In Antarctica he broke the record by traveling the fastest mile on a pogo stick he also raced a yak in Mongolia. Some people call him crazy he doesn't care at all. Breaking records may sound silly it is hard work. I admire Ashrita Furman he is talented and inspiring.

C. Write a short passage about something you do that takes practice and concentration. Be sure to use complete sentences.

Train Your Brain

A. Proofread the passage. Correct the fragments and run-on sentences.

My friend Ellen is very curious, she is constantly asking questions. Reads books in search of the answers. My friend knows about space travel and other serious things, she also knows a lot of fun facts. How does my friend fit all that information in her head? According to Ellen, we use only about ten percent of our brains, there is always room in our heads for more information. Our brains!

B. Correct each fragment or run-on sentence. Write the new sentence or sentences on the line.

1. I want to try to use more of my brain I am going to read more.

2. Read a book last week about how to become a spy.

3. Today I might learn about caves I might read about flying fish.

4. I don't read as much as Ellen, I am reading more than before.

5. Maybe some day!

C. Write a paragraph about things you are curious about. Include five complete sentences.

Whale Sharks

- A. Read the paragraph. Draw a line under the complete subject in each sentence. Circle the simple subject. If the sentence has a compound subject, circle the two simple subjects.**

Shauna Jackson's father knows everything about sharks.

Mr. Jackson is a marine biologist. He and his co-worker came to talk to our class about sharks. These two marine experts shared many fascinating facts about whale sharks and other sea creatures. Their presentation and their videos had us on the edge of our seats!

- B. Read the paragraph. Draw a line under the complete predicate in each sentence. Circle the simple predicate. If the sentence has a compound predicate, circle the two simple predicates.**

The whale shark is a huge, slow-moving fish. It measures about 40 feet in length and is the largest fish in the world. The whale shark lays eggs the size of footballs. The whale shark's color blends into its surroundings and protects it. These sharks are very rare. Scientists study and learn more about them. Whale sharks are actually quite gentle, according to experts. This fact surprises many people.

- C. Write a paragraph about another sea creature. Use complete sentences and at least one compound subject and one compound predicate.**

Do It Yourself

- A. Read the paragraph. Draw a line under each compound sentence and circle the coordinating conjunction. Draw two lines under each complex sentence, and circle the subordinating conjunction.**

Marissa had been asking her dad to redecorate her bedroom for months, so finally she decided to do it herself. She scraped off the old wallpaper behind her bed, and she glued some blank notepaper onto the walls. When she finished doing that, she drew pictures on the notepaper. Next, she started ripping up the carpet, but it was too much for her to handle. Because it was tough work, Marissa knew she needed some help.

- B. Read each pair of sentences. Use a coordinating or subordinating conjunction to combine the sentences and form a new sentence.**

1. Marissa's dad knocked on the door. Marissa said, "Come in!"

2. He saw dust and glue everywhere. He shook his head.

3. There was a lot of work to do. Marissa and her dad worked together.

- C. Write a paragraph about a time when doing a project with someone made it easier. Use simple, compound, and complex sentences.**

Babylon

- A. Read the paragraph. Circle the sentence fragments. Draw a line under the run-on sentences.**

Babylon, a great city of the ancient world. It was built about four thousand years ago and had many magnificent palaces and temples it stood on the banks of the Euphrates River near what is now the town of Al Hillah. Iraq long ago. When the king died, people began to leave eventually the beautiful city fell into ruins.

- B. Read the paragraph. Correct the sentence fragments and run-on sentences.**

Kings in ancient times ruled over separate cities they often tried to bring people from different cities together as one nation. Didn't usually work. The king of Babylon, Hammurabi. Made some special laws to try to keep all his people together. Wanted to create the Babylonian Empire. The laws were called the Code of Hammurabi copies of this code still exist today.

- C. Write a passage about an ancient, historical, or imaginary king or queen. Use complete sentences.**

To the Rescue!

A. Read each sentence. Underline the nouns in each sentence. Write *S* above the noun if it is singular. Write *P* above the noun if it is plural.

1. There are many times when wild animals need to be rescued.
2. The best way a person can help is to call a rescue center.
3. There, men and women with special skills know what to do.
4. These workers are specially trained to save the lives of very young animals that might need a gentle touch.

B. Circle the noun that correctly completes each sentence. Then write the noun on the line.

1. Animals with _____ can be dangerous.
(injurys, injuries)
2. Untrained adults and _____ should never touch these animals. (children, childs)
3. Hurt animals are frightened and may use their sharp _____ to bite. (teeth, tooths)
4. Putting _____ over animals that are lying still helps them feel calm. (boxs, boxes)
5. Helping injured animals is a rewarding _____ as long as everyone stays safe! (activity, activities)

C. Write a short passage explaining why you would or would not like to work with animals. Use singular and plural nouns.

Saving Sea Animals

A. Circle the possessive noun in each sentence. Circle *S* if the noun is singular possessive or *P* if it is plural possessive.

1. Lily's job allows her to work with seals and other ocean animals. **S P**
2. Sick or injured sea mammals are found on California's beaches. **S P**
3. Lily and her co-workers save injured animals' lives. **S P**
4. A day's work might include feeding animals and giving them medicine. **S P**
5. Lily also answers children's questions. **S P**

B. Circle the possessive noun that correctly completes each sentence. Then write the noun on the line.

1. Sea creatures can be injured by _____ trash that has been tossed into the ocean. (people's, peoples')
2. A _____ deep cuts may be caused by a boat or a shark bite. (seals', seal's)
3. A baby _____ recovery at a rescue center may take several weeks. (animal's, animals')
4. Some _____ websites list information about each animal being treated. (center's, centers')
5. A _____ help at a rescue center is always appreciated. (volunteer's, volunteers')

C. Write a short passage about a sea animal, such as a sea otter, whale, shark, or seal. Use at least three possessive nouns.

Puppy Love

- A. Proofread the passage. Cross out each incorrect form of a singular, plural, or possessive noun. Write the correct form of the noun above it.**

Guss' dog, Penny, came from the local animal shelter.

The shelters' purpose is to care for sick, lost, or abandoned animals. Some peoples take their animals to a shelter when they cannot care for them anymore. Familys often come to shelters to adopt dogs or cat's.

- B. Replace each underlined word or phrase with the correct singular, plural, or possessive noun. Then write the new sentence on the line.**

1. Guss took several classis on animal training at the shelter.

2. When Guss went to the shelter with his parents, he observed the behavior of the dog.

3. The dog, Penny, looked eagerly at the toys that were on two shelfs.

4. Still, she obeyed the command of Guss to sit.

- C. Write a paragraph about your pet or about an animal you would like to have for a pet. Include six sentences, and use singular, plural, and possessive nouns.**

How to Crack an Egg

- A. Read the passage. Circle each pronoun. Above it, write *SP* (for *subject pronoun*) or *OP* (for *object pronoun*).**

Uncle Leo tried to teach me how to crack an egg. He said, “First, you must tap the egg against the side of a bowl. Don’t tap it too hard, though, or pieces of the shell will get into the yolk. Here, I will show you what to do.” Uncle Leo got out two eggs and cracked them perfectly. They slid right into the bowl.

- B. Read the passage. Circle the correct form of each pronoun in parentheses.**

My sister and (I, me) decided to make scrambled eggs. “First, (we, us) must crack the eggs,” I told (she, her). (She, He) handed me the egg carton. There were six eggs in (it, them). (I, They) took the first one and hit it against a bowl. The shell broke into tiny pieces. I tried to remove (him, them), but (they, it) were too slippery. The same thing happened with two more eggs.

“(You, She) better go get Uncle Leo,” I said. “I think we need (he, him). Maybe he can help (us, it) before we run out of eggs.”

- C. Write a paragraph about cooking with a friend or a relative. It can be about a real or made-up experience. Use at least three different pronouns.**

Stuffed Peppers

- A. Read the passage. Write a pronoun from the word box to complete each sentence. Use each pronoun only once.**

I You he she it They We us me them her him

Claudio's class was having a Food Fair. Everyone was supposed to bring a different dish to _____. Claudio had no idea what to bring, so _____ asked his aunt Iris. She said, "_____ should bring stuffed peppers. Your classmates will love _____. _____ will give you my special recipe. _____ can even make them together."

Claudio did not like Aunt Iris's stuffed peppers. _____ were too spicy. "No thank you," he said to _____.

Aunt Iris glared back at _____. "Why not?" _____ asked.

Claudio thought quickly. "Well, you shouldn't share your special recipe with _____ or anyone else. Mom and I love those peppers. You should only make them for _____."

- B. Write about a time when someone offered you something you didn't want. Use at least four different pronouns. Try to use a combination of subject and object pronouns.**

Chef Jeff and His Sister Steff

A. Complete each sentence by writing a pronoun that could replace the underlined word or words.

1. Chef Jeff filled a big pot with water and put _____ on the stove.
2. He cut up chunks of vegetables and tossed _____ in the pot.
3. Jeff knew the soup would take a while to cook, so _____ left the kitchen.
4. Jeff's sister Steff came by and noticed something funny. _____ laughed.
5. "The stove is not on, Jeff!" she called to _____.

B. Proofread the passage. Cross out each incorrect pronoun and write the correct pronoun above it.

Steff was hungry, so her decided to make a snack. She asked Chef Jeff for help. He said, "Sure! Us should make some real popcorn in a pot instead of in a bag. Me will cook it on the stove, and this time I promise to turn them on." He both laughed out loud together.

C. What do you think happens to Jeff and Steff next? Write about it, using at least five pronouns. Include both subject and object pronouns.

What a Stinger!

A. Read the sentences. Circle the possessive pronouns. (Hint: Two sentences have more than one pronoun.)

1. My friend, Theresa, got a bee sting while hiking.
2. According to her mom, lots of people in our state get stung each year.
3. Sometimes their pets also get stung.
4. If a bee stings your dog, don't panic.
5. Mine got stung last year on its paw and survived with no problems.

B. Read the passage. Circle each possessive pronoun.

The bee will leave its stinger in your dog's skin. My neighbor, Clara, works in an animal hospital. She helped me get the stinger out of Rosco's skin. First, we had to remove the stinger using a pair of tweezers. I couldn't find mine, so we used hers. Then we applied a paste made from baking soda and water to draw the poison out of Rosco's skin. His bravery was amazing! Finally, we put an ice pack over the sting. We stayed with him to make sure he was OK.

C. Write a short passage telling what you know about bees or describing an experience you had with one. Use at least five possessive pronouns.

Hungry Birds

A. Read each sentence. Circle the possessive pronoun that correctly completes it. Then write the pronoun on the line.

1. _____ family had a picnic in the park to celebrate Memorial Day. (My, Mine)
2. Granny and Uncle Sid brought _____ favorite foods. (our, ours)
3. _____ was a turkey and cheese sandwich, with pickles. (Hers, Mine)
4. As we began to eat, we noticed the sound of birds flapping _____ wings. (its, their)
5. Granny said, “Those birds probably think this food is _____.” (theirs, his)
6. Suddenly, one noisy bluejay made _____ way to the picnic table. (our, its)
7. “This sandwich is not _____,” I yelled out as it headed toward me. (your, yours)
8. Just then another hungry jay landed near Granny and grabbed a slice of apple right off _____ plate! (her, hers)
9. I guess the bird wanted a lunch as good as _____! (theirs, ours)

B. Write a short passage about a family gathering when something funny or unusual happened. Use at least five possessive pronouns.

The Big Mix-up

- A. Proofread the passage. Cross out each incorrect possessive pronoun. Write the correct pronoun above it.**

One windy weekend my family went camping with Josh's family. Each family brought equipment to share. The tents were our, and the coolers were their. We put all of its food in the two coolers. Josh brought her own sleeping bag and so did I. Josh's sister and my sister even brought his own special pillows. When it was time to go home, we had a lot to pack up!

- B. Read the passage. Then write a possessive pronoun on each line to complete the sentences.**

As we packed up, we tried to sort things out. "Are these hiking boots _____ or your sister's?" Dad asked me as he pointed to a pile of boots.

I replied, "The ones that match Laurie's orange raincoat are _____, and the green ones are _____." Then we couldn't figure out whose pillow was whose. Just when we thought we were ready to go, I realized Josh had picked up _____ backpack by mistake.

"I'll help you find _____," I told Josh. At that second we spotted it hanging on a tree branch. A silly squirrel was sitting right on top of it!

- C. Write a paragraph about a big mix-up you had with a friend or family member. Include five possessive pronouns.**

Memories

A. Read each sentence. Circle the antecedent of the underlined pronoun. Draw an arrow from the pronoun to its antecedent.

1. Last Sunday Mom got a trunk out of the attic and opened it.
2. In the trunk there was a beautiful photo of Mom and Dad at their wedding.
3. Dad looked handsome in his tuxedo.
4. The trunk also contained some baby clothes with old stains on them.
5. My mother had worn these clothes when she was little!

B. Read the passage. Circle the correct form of each pronoun in parentheses.

Mom found a tiny dress that (he, she) had worn as a little girl. The dress had purple frogs on (them, it). I could not imagine (my, her) mother in that dress! She said that Great-Gramps had given it to (him, her) just before (he, we) had taken the picture. Mom loved the purple frogs. I thought (it, they) looked like blobs of grape jelly. "I would never wear that dress," I said.

"But you did," Mom replied. "It was (their, your) favorite outfit a long time ago. (You, We) just don't remember."

C. Write a paragraph about a memory you have of when you were younger. Use at least three different pronouns. Be sure they agree with their antecedents.

Studying for the Test

- A. Choose pronouns from the word box to complete the story. Then write them on the lines. Use each pronoun once.**

he she it we they him her them his our your

Chelsey and Hiroto had a big spelling test coming up, so _____ decided to study together. Chelsey invited Hiroto over to _____ house. When Hiroto arrived, he had a box full of sticky notes with _____.

Chelsey was puzzled. "What are those for?" _____ asked.

"These will help us study," _____ answered. "You and I will write the spelling words on the notes. Then _____ will each take a note, say the word, and stick _____ on the other's back. You must spell the word I put on _____ back, and I must spell the word you put on mine. Then we will check each other's words. If both of us spelled _____ words correctly, we take two more words. But if either word was misspelled, we have to stick both of _____ on our foreheads!"

Chelsey laughed. But she liked _____ idea.

- B. What do you do to prepare for a test? Write a paragraph about it. Use at least four pronouns. Be sure they agree with their antecedents.**

Forget It

- A. Proofread the passage. Cross out each incorrect pronoun and write the correct pronoun above it.**

Ash is a very forgetful boy. She leaves their sneakers at school and homework at home. When Ash borrows books from the library, he forgets to return it. Once the neighbors asked Ash to watch her little dog, Lola. Ash took Lola to the park and left him there! Luckily, Lola can find her way home.

- B. Read each sentence. Above each underlined word or phrase, write the pronoun that could replace it.**

Ash once forgot Ash's own birthday. Ash went downstairs for breakfast and saw presents on the table. "Who is getting the presents?" he asked.

Ash's mom could not believe Ash's mom's ears. "The presents are for you! Don't you know what today is? Today is your birthday!"

- C. Write a paragraph about something that is hard for you to remember. Use at least four pronouns. Include one subject pronoun, one object pronoun, and two possessive pronouns.**

The Art of Escaping

A. Circle the noun that correctly completes the sentence. Write the noun on the line.

1. Some _____ have unusual talents. (people, peoples)
2. They can escape from locked rooms and _____ nailed tight. (boxses, boxes)
3. These performers, called escape artists, do not pull rabbits from a hat or long _____ from their sleeves. (scarves, scarfs)
4. One amazing escape artist whom _____ enjoyed watching was a man named Harry Houdini. (familys, families)

B. Circle the possessive noun that correctly completes each sentence. Write the noun on the line.

1. Born in 1874 in Hungary, _____ real name was Erik Weisz. (Houdini's, Houdinis')
2. He began performing in New York City as a teen and later used his _____ assistance in his shows. (wife's, wives)
3. Just imagine the _____ reaction when Houdini escaped from ten pairs of handcuffs! (audience's, audiences)
4. _____ mouths hung open in astonishment. They couldn't believe their eyes! (Childrens', Children's)

C. Write a short passage about an amazing performer you have seen in person, on TV, or in a movie. Use singular, plural, and possessive nouns.

Up in the Air

A. Circle the pronoun that correctly completes each sentence. Then write the pronoun on the line.

1. Last week _____ mom told me about a man who walks on wires high above the ground. (my, mine, me)
2. _____ name is Nik Wallenda. (His, Her, He)
3. In 1981 at age two, Nik had _____ first performance. (he, his, him)
4. _____ was dressed as a tiny clown. (Him, He, His)
5. Yesterday Mom and _____ watched Nik on TV as he walked across Niagara Falls on a high wire. (me, us, I)
6. _____ hearts were thumping as Nik began the walk almost 200 feet above the rushing water. (Ours, Our, My)
7. _____ heart was beating harder than Mom's. (Ours, My, Mine)
8. Nik completed the dangerous walk although some people thought _____ couldn't be done. (its, it, he)
9. Nik Wallenda performs such daring acts to inspire people to follow _____ dreams. (them, their, theirs)

B. Write a short passage about something that takes a lot of courage to do. Use subject, object, and possessive pronouns.

Lions and Tigers

- A. Proofread the passage. Cross out each incorrect pronoun and write the correct pronoun above it.**

Patricia White loves lions, tigers, and leopards. In fact, her worked with these wild cats in circuses. Pat trained the animals by giving them rewards and took very good care of him. To train wild animals, Pat knows that it is important to understand its behavior. She says that each animal has their own personality. Pat thinks tigers are harder to train than lions. Still, she worked with tigers, and them were part of her circus act.

- B. Read the passage. Complete each sentence by writing the correct pronoun on the line. Then draw an arrow from the pronoun to its antecedent.**

Dan and Ahmed went to the circus for the first time.
_____ were excited. Dan brought along _____
camera. He quickly snatched _____ from his pocket as
the elephants paraded into the circus tent. The boys laughed as
the huge elephants pointed _____ trunks right at them.
Ahmed smiled at Dan and said, “_____ are lucky to have
such great seats.”

- C. Write a paragraph about a wild animal such as a lion, a tiger, or an elephant. Use at least one subject pronoun, two object pronouns, and two possessive pronouns. Make sure each pronoun agrees with its antecedent.**

Wake Up!

- A. Read the passage and underline each verb. Above the verb, write *AV* if it is an action verb, *LV* if it is a linking verb, or *HV* if it is a helping verb.**

Most of us yawn throughout the day. Why? It feels good. We may be tired or bored. Our brain needs oxygen. So it sends a signal to our mouth, which stretches wide open. Air rushes in, and oxygen flows into our bloodstream. This wakes our brain. A yawn might look silly, but it is great for your body.

- B. Read the passage and underline each verb. Above the verb, write *past*, *present*, or *future* to show what tense it is.**

Every morning my alarm rings at 6:30 a.m. I wake slowly and prepare for school. I catch the bus at 7:15. This morning, however, was different. When I woke and opened my eyes, the clock said 7:10! I jumped out of bed and ran downstairs. My parents were in the kitchen. “Why are you up so early?” Dad asked. “You usually sleep late on Saturdays.” I felt so silly! Tomorrow will be different. I will enjoy Sunday morning in bed.

- C. Write a short story about getting up in the morning. Use at least four different verbs, including one past-tense, one present-tense, and one future-tense verb.**

Night Life

- A. Write a verb from the list to complete each sentence. Use each verb only once. Change the form of the verb, if necessary, to show the correct tense.**

wake be run tip search get

1. Raccoons are animals that often _____ for food at night.
2. Last night a raccoon _____ over a garbage can under my window.
3. The loud noise _____ me from a deep sleep.
4. I opened the window and yelled, "Hey, _____ out of there!"
5. The raccoon _____ away into the darkness.
6. I wonder if the raccoon _____ back tonight.

- B. Read the passage. Circle the correct form of each verb in parentheses.**

When I got up this morning, I (tell, told) my mom about the raccoon. She (was, will be) not surprised. She (said, say), "Raccoons (do, did) things like that all the time. They (looked, look) cute, but they (are, were) still wild animals. Tonight we (check, will check) the garbage can to make sure the lid is on tight. Otherwise, the raccoons (will make, made) a big mess."

- C. Imagine that you hear a noise in the night. Write a short story about it, using at least five verbs. Include past-tense, present-tense, and future-tense verbs.**

Am I Dreaming?

A. Complete the chart. Fill in the missing tenses of the verbs to show their correct forms.

Present	Past	Future
1. _____	laughed	will laugh
2. is	_____	will be
3. begin	began	_____
4. hurry	_____	will hurry
5. feel	_____	will feel

B. Proofread the passage. Cross out any verb that is not in the correct tense. Write the correct form of the verb above it.

I had a funny dream last night. It will be about a mouse in a clown costume. The mouse said, "Please followed me." When I asked where we were going, the mouse reply, "You see soon enough." Then suddenly I become a mouse, and we went to the circus!

C. Write about a funny or scary dream you have had. Use at least five verbs, including one present-tense, one future-tense, and three past-tense verbs.

Excitement on the Ice

- A. Read the passage. Draw one line under each present-perfect verb phrase, two lines under each past-perfect verb, and three lines under each future-tense verb.**

My cousins Tina and Tayhon love hockey. They have played since they were little. For years their favorite professional team has been the Philadelphia Flyers. Until last week, though, neither of them had gone to a real game. They had watched the Flyers play only on TV. Then one day Aunt Annalise came home with a surprise. She had bought four tickets!

“Yahoo!” shouted Tayhon. “By this time next week, we will have seen the Flyers beat the Rangers!”

- B. Read the passage. Circle the correct helping verb or past participle to complete each sentence.**

The arena was filled with fans who (have, had) come to see the hockey game. The Flyers were losing, and their star player had (be, been) injured. Suddenly, one of the Flyers zoomed down the ice and scored. “Yes!” Tina shouted. “He (has, had) just tied the game! If the Flyers score once more, we will have (taken, took) the lead!”

- C. Write a paragraph about watching an athlete or your favorite team in action. Use one present-, past-, and future-perfect tense.**

Battle on the Ball Field

- A. Write the correct perfect-tense form of each verb shown in parentheses to complete the paragraph.**

“This is Ned Lane coming to you from Gigantic Stadium, where the Muskrats _____ the lead.
(take)

A few moments ago, they were losing 6 to 3, but Ira Blansky’s home run _____ all that. Let’s go to
(change)
Lisa Lu on the field.”

“Hi, Ned! When I interviewed Blansky yesterday, he was in a great mood. He _____ his hand a few
(injure)
weeks ago, but now the injury _____. He
(heal)
told me, however, that he needs knee surgery. He will do it later this year, but by next season he _____
(recover)
fully. Also, the Muskrats _____ another
(get)
strong catcher by then, so fans shouldn’t worry. Back to you, Ned!”

“Thanks, Lisa. Today’s game sure _____
(be)
interesting. Before today I _____ the
(expect)
Muskrats to lose. But now, well, who knows?”

- B. Imagine you are a sports announcer describing an exciting game or race. Write what you would be saying. Use at least four perfect-tense verbs.**

Super Football

A. Complete the chart. Fill in the missing forms of the verbs.

	Present-perfect	Past-perfect	Future-perfect
1. score	has or have scored	_____	_____
2. break	_____	had broken	_____
3. go	_____	_____	will have gone

B. Proofread the sentences. Cross out each incorrect verb form and write the correct form above it.

- The San Francisco 49ers have win the Super Bowl five times since 1982.
- Before he retired from the team in 2005, Jerry Rice had brokeed many records.
- If the San Francisco 49ers win the Super Bowl next year, it has been the first time since 1994.
- The New Orleans Saints finally won the Super Bowl in 2010. They have never played in the Super Bowl before that.
- I have watch the Super Bowl with my friends every year for the past four years.

C. Pretend you have just broken a record in your favorite sport. Write about it, using at least four perfect-tense verbs.

The Roller Coaster Ride

- A. Draw one line under each present-progressive verb phrase, two lines under each past-progressive verb phrase, and three lines under each future-progressive verb phrase.**

My heart was pounding as I climbed into the little car. Levi and Alondra were sitting in front of me. “Don’t be afraid,” shouted Alondra, but her voice was shaking. “In a few minutes, we will be having more fun than we’ve ever had in our lives!”

“I’m not so sure of that!” I shouted back. Then the ride started. The wheels were squeaking as the car crept upwards along the track. “This is feeling pretty good,” I said. “We are moving at the perfect speed!”

- B. Read the rest of the passage. Circle the correct form of the verb to complete each sentence.**

Suddenly, the car reached the top of the track and we (are, were) zooming toward the ground. Alondra (was, were) shrieking with delight. Before I knew it, the car (was, were) whipping around a curve and going up again. “I (am, is) closing my eyes,” I screamed. “And they (will be, were) staying shut until the end of the ride!”

- C. Write a paragraph about a thrilling experience you have had. Use at least one verb in the present-progressive tense, one in the past-progressive tense, and one in the future-progressive tense.**

Whirling and Twirling

A. Write the correct progressive-tense form of each verb shown in parentheses to complete the passage.

As we walked away from the roller coaster, my legs

_____ . Levi _____ .
(shake) (laugh)

“Come on,” he said. “Let’s go on the Whirl-and-Twirl next!”

“No way,” I replied. I saw a bench and said, “I

_____ down. You can go if you want.
(sit)

I _____ right here when you get back.”
(wait)

Levi and Alondra ran off. I _____
(feel)

thirsty, so I bought a cold drink and returned to the bench.

“This drink _____ me feel better,” I said.
(make)

A little while later, Levi and Alondra reappeared. Both of them

_____ ill. “How was the ride?” I asked.
(look)

“Right now we _____ we had not gone
(wish)
on it,” said Alondra.

“Yeah,” admitted Levi. “My head _____
(spin)

for the rest of the day.”

B. Write the beginning of a story about a group of friends at an amusement park. Use at least four progressive-tense verbs in your writing.

Tunnel of Fun

A. Complete the chart. Fill in the missing forms of the verbs.

	Present-progressive	Past-progressive	Future-progressive
1. laugh	She _____.	She _____.	She _____.
2. stop	We _____.	We _____.	We _____.

B. Proofread the passage. Cross out each incorrect verb form and write the correct form above it to make it the progressive tense.

“You is now entering the Tunnel of Mirrors,” said the man at the gate. He is wearing a purple hat. “I will be your guide. In a moment you are seeing some unusual things, so be prepared!” He led us into a dark hall. I am getting scared. Then the lights came on, and we were stare at millions of copies of ourselves.

C. Pretend you are walking into a dark room. Write about it, using four progressive-tense verbs. Include each type of progressive tense—present, past, and future—at least once.

A Woman for President

- A. Read the passage. Circle the correct form of the verb to complete each sentence.**

Victoria Woodhull (was, is) a newspaper owner in the 1800s. She also (buys, bought) and (sells, sold) stocks on Wall Street. Today these (are, were) not unusual activities for a woman. But back then, Woodhull (is doing, was doing) something that few other women (did, do). In 1872 women could not even vote, yet Woodhull (will run, ran) for U.S. president. She (did, does) not win. However, she (gets, got) a lot of attention from people.

- B. Read each pair of sentences. If the verb tense in the second sentence is correct, write C above it. If it is incorrect, write I.**

1. Victoria Woodhull died in 1927. Today few people remember Woodhull's amazing story.
2. Shirley Chisholm became the first African American woman elected to Congress in 1968. Then in 1972 she runs for the U.S. presidency.
3. Hillary Clinton ran for president in 2008. Her husband, Bill Clinton, is president from 1993 to 2001.

- C. Write a paragraph about a woman you admire. She can be famous or someone you know. Include at least three verbs, and make sure they are the correct tense.**

Mr. Baker

A. Read the story. Write the correct form of the verb to complete each sentence.

Mr. Baker had recently _____ next door to Felipe and Juan from another state. The boys' mother _____ them to drop a "Welcome" card into Mr. Baker's mailbox.

Felipe and Juan _____ the card into the mailbox. Then they _____ that all the windows were open.

"Yum," _____ Juan. "Something _____ good in there."

Just then, Mr. Baker _____ the boys and _____. He _____ the front door. "Would you like some fresh bread?" he _____ to them. "I just _____ a few loaves."

The boys _____. "Are you a baker?"

"Yes! In my old town, I _____ an award-winning bakery. Next month I _____ one here."

B. Write a story about someone in your neighborhood with an interesting job. Use at least four verbs. Use each tense at least once.

The Sky Is the Limit

A. Read each set of verbs in the word boxes. Write the correct form of the verb on each line.

flies flew will fly

1. When my grandfather was in the Navy, he _____ helicopters.

Now he _____ passenger planes for an airline. Next week he _____ to Japan.

visit visited will visit

2. I always _____ my grandma when Grandpa goes on a long trip.

So I _____ her next week. Last month I _____ her when Grandpa went to Spain.

B. Proofread the paragraph. Look for incorrect verb tenses. Cross out each one and write the correct tense above it.

In 1991 Dr. Ellen Ochoa becomes an astronaut. She was already an engineer and inventor. Two years later she went into space. She will be the first Hispanic woman to do so. Then in 1999 Ellen will fly on the Space Shuttle *Discovery*. This flight made history when the shuttle docks with the International Space Station.

C. Pretend it is 50 years from now, and you are looking back on your life. Write a paragraph about what you have done or become. Use five verbs. Be sure to use tenses correctly.

Music for Everyone

A. Read each sentence. Underline the complete subject and circle the verb. Above the subject, write *S* if it is singular or *P* if it is plural.

1. Mrs. Garafoli and her husband teach music at the
Community Center.
2. Mrs. Garafoli goes to the Community Center every day.
3. She gives piano and guitar lessons.
4. Jazz, blues, and hip-hop are her favorite types of music.
5. Mr. Garafoli likes classical music and opera.

B. Read each sentence. Make the subject and verb agree by circling the correct word or words in parentheses.

1. Mr. Garafoli (was, were) an opera singer many years ago.
2. He and his wife (has, have) beautiful voices.
3. (Mr. Garafoli, Mr. and Mrs. Garafoli) also writes songs.
4. (The songs, One song) are funny and clever.
5. The words and the music (go, goes) together perfectly.
6. Bobby and Billy Thompson (take, takes) voice lessons from
Mr. Garafoli.
7. Bobby or Billy (sing, sings) the melody.
8. Mr. Garafoli's (student, students) learn a lot from him.

C. Imagine you are taking a lesson with Mr. or Mrs. Garafoli. Write a paragraph about it, using at least two compound subjects.

Band Practice

- A. Write a verb from the word box to complete each sentence. Add an ending to the verb if it needs one.**

sing	wonder	bang	want	break
play	screech	miss	name	say

Edwardo and his friends start a band. They _____ themselves The Tuners. Carter _____ that he will play the drums. Shakir and Chloe _____ to play their trumpets. Trevor and Ziva both _____ guitar. Edwardo is the lead singer.

The first practice does not go well. Carter _____ noisily on his drums. Shakir's trumpet _____ loudly like a parrot. One of Trevor's guitar strings _____ into two parts. Chloe _____ some of the notes completely. Edwardo _____ at the wrong time. They all _____ if the band should change its name to The Out-of-Tuners.

- B. Imagine you are in a band. Write a short story about it, using singular and plural subjects. Include at least two compound subjects.**

Strumming and Plucking

A. Write the correct word from the word box to complete each sentence.

is are pluck strums have has

1. A guitar and a banjo _____ both string instruments.
2. A player _____ the instrument.
3. Guitar and banjo players also _____ the strings.
4. The two instruments _____ different-shaped bodies.
5. A banjo _____ a body shaped like a circle.
6. A guitar's body _____ curved like an hourglass.

B. Proofread each pair of sentences. Cross out the incorrect verb and write the correct form above it to show subject-verb agreement.

1. The Rock and Roll Hall of Fame is in Cleveland. It have a huge collection of guitars.
2. The electric guitar was invented by George Beauchamp. He and John Dopyera was trying to make their guitars louder.
3. An electric guitar plug into an amplifier. The amplifier sends a signal to a speaker.
4. The amplifier and speaker works together to produce sound.
The sound comes out of the speaker.

C. Invent an instrument. Write five sentences to describe it.

A Southwestern Sight to See

- A. Read the passage and circle each verb. Above the verb, write *AV* if it is an action verb, *LV* if it is a linking verb, or *HV* if it is a helping verb.**

The Rio Grande is the fifth-longest river in the United States. This famous river flows for about 1,900 miles through Colorado, New Mexico, and Texas. Along the way, it becomes the border between Texas and Mexico.

The river may seem calm in some places, but other sections are fast and wild. In New Mexico, people ride down the rapids in huge rafts. You can also hike along the banks.

- B. Proofread the passage. Cross out each incorrect verb and write the correct form above it to show subject-verb agreement.**

Every year a place in the southwestern United States attract thousands of visitors. At Four Corners Monument, you can stand in four different states at once! Arizona, New Mexico, Colorado, and Utah all meets at a point here. You put your right foot in Arizona. Your left foot go in Utah. Then you bend down and places your hands in the other two states. One hand touch Colorado while the other hand are in New Mexico.

- C. Write a brief passage about an interesting place you visited or want to visit. Be sure to use action, linking, and helping verbs correctly.**

What's New in New Jersey?

A. Read the passage. Circle the correct form of each verb in parentheses.

Yesterday our teacher (tells, told) us some interesting facts about New Jersey. For instance, the state (has, have) one of the largest seaports in the United States. Also, the light bulb, phonograph, and movie camera (was, were) invented by Thomas Edison in New Jersey. But our teacher's favorite thing (may be, been) the spoon collection at the Lambert Castle Museum. There you (saw, can see) hundreds of different spoons from all over the world.

B. Write a verb from the word box to complete each sentence. Change the form of the verb, if necessary, to show the correct tense. Use each verb only once.

find	donate	have	tell
------	--------	------	------

If you go to the Lambert Castle Museum, you _____ some amazing spoons. A woman named Bertha Schaefer-Koempel _____ the collection to the museum in 1966. She _____ more than 5,400 spoons in her possession when she died. Every spoon _____ a story about someone's adventures.

C. Write a brief passage about something that you or someone you know collects. Use past-, present-, and future-tense verbs.

Travel Plans

- A. Read each sentence. Write the missing helping verb to correctly form the perfect or progressive tense.**

Last night my family and I _____
discussing our plans for the summer. My older brother
Sam _____ complaining because he
_____ hoped for something other than a
trip to see Grandma. She moved to Chicago five years ago,
and she _____ lived there ever since.
“I _____ not going,” Sam announced.

“If you don’t go, you _____ missing all the
fun,” said Dad. “I _____ already bought tickets to
a Cubs game and the Planetarium. Also, we _____
going to a big festival in Millennium Park. Besides, by next
month, it _____ been two years since we
_____ seen her.”

- B. Write a brief passage about a discussion you have had recently about making plans with friends or relatives. Use perfect- and progressive-tense verbs correctly.**

The Most Important Star

- A. Read the passage. Circle each adjective. Draw an arrow to the noun or pronoun it describes.**

On dark, cloudless nights, the sky twinkles with stars.

However, there is one star that is special, and it can be seen only during the day. That star is the sun. The sun provides us with bright light, warmth, and energy. Green plants convert the sun's energy into food. So when you eat a crunchy carrot or a sweet, juicy strawberry, it is as if you are eating a small piece of sunshine.

- B. Read the passage. Circle the correct form of the adjectives in parentheses to complete the sentences.**

The sun is not the (brighter, brightest) star in the universe, but it is the (closest, most close) one to us. And it is (hotter, hottest) than any other object in our solar system. That is why you should protect your skin when you are outside. Your skin is (more important, importanter) than you may realize. Always wear sunscreen with the (most highest, highest) amount of protection you can find.

- C. Write a paragraph about how the sun makes you feel. Use at least four adjectives.**

Extreme Planets

- A. Read the passage. Write an adjective from the word box to complete each sentence. Use each adjective only once.**

three largest many hottest nearest tiny rough smaller hot
--

Jupiter is a gigantic ball of swirling gas. It is the _____ planet in our solar system. The size of Earth is _____ compared to Jupiter. In fact, only _____ planets are _____ than Earth: Mercury, Venus, and Mars.

Mercury is the planet that is _____ to the sun. It is made of rock, so its surface is hard and _____. It has _____ craters, similar to our moon's craters. Because Mercury is next to the sun, you can imagine how _____ it is. However, Mercury is actually not the _____ planet in the solar system—Venus is. The temperature on Venus can get up to around 880 degrees Fahrenheit!

- B. Imagine you discover a new planet. Write a brief description of it. Use at least four adjectives, including one comparative and one superlative adjective.**

Moonlight

A. Read each sentence. Write the adjective from the word box that means about the same thing as the underlined adjective.

eerie feathery distant quiet single

1. The full moon rose over the faraway mountains. _____
2. A lone star twinkled in the sky. _____
3. Soft, wispy clouds floated past the moon. _____
4. The moonlight cast strange shadows on the ground. _____
5. The night air was still and silent. _____

B. Proofread the passage. Cross out each incorrect adjective form. Write the correct form above it.

Did you see the full moon last night? I think it was the beautifulest moon I have ever seen. It was brighter and more larger than it has been all month. Tomorrow night it will start to get thinnest again. In two weeks we won't see it at all. The sky will be much dark than it is tonight. But that's OK. A moonless night is the most best time to see stars.

C. Imagine you are looking down on Earth from the moon. Write a description of what you see and how it makes you feel. Use at least five adjectives, including one comparative and one superlative adjective.

The Audition

- A. Read the passage. Draw an arrow from each underlined adverb to the verb or adjective being described.**

Yesterday I auditioned for the part of Little Mouse in the school play. I read each line loudly and dramatically. I thought I had performed well. When I was done, Ms. Partridge applauded politely and said that my voice was certainly powerful. Ms. Partridge always says nice things. I walked away, feeling very happy.

- B. Read the passage. Circle the correct form of the adverb in parentheses to complete each sentence.**

I did not get the part of Little Mouse. Ms. Partridge says I spoke (more forcefully, forceful) than I needed to. The character of Little Mouse is shy and speaks (least boldly, less boldly) than I did. Now I realize I should have studied the part (most careful, more carefully)! But I did speak the (loudest, most loudest) of anyone, and I pronounced my words the (more clearly, most clearly). So Ms. Partridge gave me the role of Narrator. I like that job (better, weller) anyway, because I get to be in every scene.

- C. Write a paragraph about how you think you'd act during an audition. Use at least four adverbs in your paragraph.**

On the Red Carpet

A. Read the passage. Write an adverb from the word box to complete each sentence. Use each adverb only once.

often	forward	meanly	more gracefully
brightly	worst	confidently	badly

Cameras flashed _____ at the movie stars as they entered the theater. The actors waved to their adoring fans, who leaned _____ to get autographs. Action hero Ryan Duckling looked handsome in his tuxedo, strutting _____ down the red carpet. He was with Britney Glass, who wore a beautiful blue gown. She moved _____ than a ballet dancer, even though everyone knew she was suffering _____ from a toe injury.

Next came movie director Charlie Keaton, who dressed the _____ of anybody in Hollywood. He _____ came to events wearing weird hats and shoes. A few people booed at him _____.

B. Imagine you see your favorite movie or TV star on the street. Write a paragraph about your experience. Use at least five adverbs.

In the Audience

- A. Read each sentence. Write the adverb from the word box that means about the same thing as the underlined adverb.**

outdoors noisily frequently quite gradually

1. The lights in the theater dimmed slowly. _____
2. Someone in the audience just sneezed loudly. _____
3. I often go to performances at the community theater. _____
4. From the balcony those actors look very small. _____
5. At intermission people strolled outside to stretch their legs. _____

- B. Proofread the passage. Cross out each incorrect adverb form. Write the correct form above it.**

Benji shifted nervous in his chair. It was almost time for his little sister's dance performance. He hoped she would dance weller than everyone else in her class. She had certainly practiced the most hard of everyone. Finally she came out on stage and bowed graceful. Benji clapped most proudly than anyone else in the audience.

- C. Write a story about a time when you were nervous about something. Use at least five adverbs, including one that describes *where* and one that describes *when*.**

Olympic Heroes

- A. Read the passage. Each prepositional phrase has been underlined. Circle its preposition, and draw a box around the object of the preposition.**

In 1904 a man with a wooden leg won six medals at the Olympics. The man, George Eyser, was a gymnast from St. Louis. The Olympics were in St. Louis that year. Eyser received three gold medals, two silver, and one bronze for his performance in the gymnastics events.

- B. Read each sentence. Underline the prepositional phrase in each sentence. Circle its preposition and draw a box around the object of the preposition.**

1. Gymnast Kerri Strug was 18 years old when she went to the 1996 Olympics.
2. Strug helped the women's gymnastics team win a gold medal for the United States.
3. Strug had to perform on a badly injured ankle.
4. She felt terrible pain in her ankle, but she finished perfectly.
5. Strug's teammates on the sidelines clapped and cheered wildly.
6. The coach lifted her up and carried her in his arms.
7. Everyone knew Kerri Strug's name after that day.
8. People are still amazed by her accomplishment.

- C. Write a paragraph about something difficult that you are proud of having done. Use at least three prepositional phrases.**

Swimming in Sync

- A. Complete each sentence by writing a prepositional phrase from the word box. Use each phrase only once.**

for a long time about an interesting sport in swimsuits with their arms and legs of the water
--

Last night I saw a television program _____
_____. This sport is called synchronized
swimming, and it's a team sport. Swimmers perform difficult
tricks on the surface _____ and below it.
They must be able to hold their breath _____
and coordinate their movements with their teammates. The
swimmers make precise movements _____,
stretching and twirling like ballet dancers _____.

- B. Rewrite each sentence. Add a prepositional phrase that answers the question in parentheses.**

1. I went swimming. (When?)

2. I put my towel down. (Where?)

3. After swimming ten laps, I ate lunch. (With whom?)

- C. Imagine you are at the Olympics, watching your favorite sport. Describe what you see, using at least four prepositional phrases.**

Diving Lessons

A. Circle the preposition in each sentence. Write *position, direction, or time* to tell what the preposition shows.

1. Jeremy walks toward the diving board's edge. _____
2. The crowd below him chants his name. _____
3. After a moment Jeremy takes a deep breath. _____
4. He springs from the board and does a _____
double-rotating-triple-back-flip.
5. The spectacular dive is only in his imagination, _____
though.

B. Draw a line from each incomplete sentence to the prepositional phrase that completes it. Then write each new sentence.

- | | |
|-----------------------|--------------------------------|
| Stand | off the edge. |
| Put your hands | over your head. |
| Lean forward and bend | with your knees slightly bent. |
| Use your feet to push | at the waist. |

1. _____
2. _____
3. _____
4. _____

C. Think of something you know how to do well. Write steps to explain it. Use at least six prepositional phrases.

The Salad Bar

A. Read each sentence. Circle the correct conjunction to complete the sentence.

1. At Biggerson's Salad Bar, you can get not only salad (or, but also) sandwiches.
2. The sandwiches come on (either, neither) wheat bread or a roll.
3. At the salad bar, people both build their salads (and, or) add to their sandwiches.
4. Neither burgers (or, nor) hot dogs are served at Biggerson's.
5. The food at Biggerson's is (not only, both) delicious but also healthful.
6. You can either eat there (but also, or) order the food to take home.

B. Read each sentence. Circle the conjunction that is in the wrong place, and draw an arrow to where it should go.

1. I both like tomatoes and cucumbers in my salad.
2. Carrots or celery either can make the salad extra crunchy.
3. My sister puts neither dressing on her salad nor adds any cheese.
4. The salad bar not only has lettuce but also peas and red beans.
5. My sister and my dad like to both put chopped egg in their salad.
6. Neither they add peppers nor onions.

C. Write a paragraph about what you like to put in your salad. Use the conjunction pairs *both/and* and *not only/but also*.

The Amazing Peanut

- A. Read the passage. Complete each sentence by writing a conjunction from the word box.

both neither either nor and not only but also or

Did you know that a peanut is _____ a pea nor a nut? It is actually a fruit. In fact, it is not only a fruit _____ a legume. Fruits are the part of a plant that has seeds, and legumes are fruits that grow in pods. Examples of legumes include _____ peas and lima beans. Most fruits either develop on a vine _____ hang from a tree. However, a peanut grows on neither a vine _____ a tree. It develops underground.

Peanuts are very nutritious. They contain _____ a lot of protein but also healthy fats. Plus, they are a good source of both vitamin E _____ fiber. So the next time you want a healthy snack, _____ grab a handful of peanuts or make a peanut butter sandwich.

- B. Write a paragraph about a kind of fruit or nut that you like. Use at least two of the following conjunction pairs: *either/or*, *neither/nor*, *both/and*, or *not only/but also*.

Lunchtime

A. Circle the conjunctions in each sentence. Write *choice*, *combination*, or *addition* to tell what each conjunction pair forms.

1. For lunch Patrick always brings either a sandwich or a burrito. _____
2. Both Patrick and I like to share our lunches with each other. _____
3. Today we not only shared sandwiches but also traded fruit. _____
4. Neither Patrick nor I brought any chips today. _____

B. Read the passage. Write the correct conjunction to complete each sentence.

both either and nor but also

“Oh no! Mom put both pickles _____ onions in my sandwich today,” said Patrick. “I don’t like _____ pickles or onions! They not only taste strong _____ give me a stomachache.”

“I love _____ pickles and onions!” I replied. “I’ll put yours on my sandwich. They neither taste bad to me _____ make me sick.”

C. What do you like to put on a sandwich? What don’t you like? Write a paragraph, using at least three conjunction pairs.

My Brother's Soccer Games

- A. Underline the interjections in the paragraph. Circle the punctuation that expresses strong feeling. Draw a square around the punctuation that expresses milder feeling.**

Boy, I'm tired of watching my little brother play soccer. My whole family goes to all his games. Hey, I know he's my little brother, but those games eat up most of my free time. Good grief! I could be doing dozens of other things instead. Last weekend my little brother scored a really difficult goal. After the game he told me that he'd made the goal because I was there cheering for him. Yikes! Did I feel guilty or what? Well, I guess it's important that I go to his games, after all. What's a big brother for?

- B. Rewrite the sentences, adding punctuation to indicate the emotion shown in parentheses. Capitalize words as needed.**

1. Boy it's awesome to have my big brother come to my soccer games.
(strong)

2. Oh I'd play my best whether he came to the games or not. (mild)

3. Well maybe I wouldn't push myself as hard if he weren't there.
(mild)

- C. Write a paragraph about an exciting sport. Use interjections and punctuation to show feelings.**

Well, Better Luck Next Time!

A. Rewrite the sentence using interjections from the word box to complete the sentences. Use punctuation to express feelings.

Good grief Hey Boy Ouch Oh

1. I wish I didn't have to go to swim practice today.

2. I blew it yesterday when I did a belly flop.

3. It hurt like crazy when I hit the water.

4. Will I ever live down that embarrassing moment?

5. We all make mistakes, so I just have to get over it.

B. Using a word from the word box above, write a sentence about swimming to match each description in parentheses.

1. _____

(strong feelings)

2. _____

(milder feelings)

3. _____

(strong feelings)

C. Write a paragraph about an activity that you have found challenging. Use interjections and punctuation to express emotions.

Riding the River!

A. Proofread the paragraph. Add punctuation to express emotion.

Wow We had the most amazing time rafting on the river
Boy, we had to work hard to avoid the rocks At one point our
raft got stuck between two big boulders Hooray we got out of
that jam.

B. Write an interjection from the word box on each line. Add the appropriate punctuation following each interjection.

Yikes Oh Phew Ah

1. _____ riding the river in calm places is so relaxing.
2. _____ I suppose there are more exciting ways to spend a day.
3. _____ Those rapids came up fast!
4. _____ We got through the rapids without flipping over!

C. Write a paragraph about an exciting adventure. Use at least three interjections and punctuation to express emotions.

About That Smell . . .

- A. Write *F* (for *formal*) or *I* (for *informal*) above each sentence.**

Dear Mr. Rose:

For several weeks, I have noticed an unusual smell in the hall outside apartment 212. Buddy, you gotta have something nasty in there! I am not sure whether the odor is due to a wet dog or a moldy carpet. Man, you better do something about it, though! I would prefer not to have to complain to the landlord.

Your neighbor,

Ms. Johnson

- B. Underline each sentence that is too informal for this informational paragraph on the water cycle.**

When the sun heats Earth, water on the surface of oceans and other bodies of water evaporates. What that means, dude, is that it turns into, like, vapor. The vapor rises into the atmosphere, where the cooler temperatures cause it to condense. So, like, this vapor stuff turns back into water droplets, forming a cloud thing. Then it rains. How cool is that?

- C. Write a short paragraph about something in nature that interests you. Write it in informal language, as if you were writing an e-mail to a friend.**

Didgeridoo

A. Circle *a.* or *b.* to show which sentence you would use for each type of writing.

1. Type of writing: a research report

- a. The didgeridoo is one of the world's oldest instruments.
- b. I think the didgeridoo is a really cool instrument.

2. Type of writing: an informative paragraph

- a. It is a heavy tube made by the native people of Australia.
- b. It's this tube-like thing that's made by these dudes in Australia.

3. Type of writing: an e-mail to a friend

- a. The native artists find a particular branch and cut it to match a certain length.
- b. These guys take a branch, and they, like, chop it into the size they want.

B. Read the paragraph. Rewrite it to sound more formal.

You oughta hear a didgeridoo when some dude blows away on it. Totally awesome! I gotta get me one.

C. Imagine you are giving a report at school about a kind of music or musical instrument that interests you. Write the first paragraph, using formal language.

What's Up?

- A. Read the paragraph. Cross out the informal sentences and rewrite them above in a more formal way.**

Most jewels are stones that are dug from deep inside the earth. Not pearls, man, no way. Pearls are hard, round objects that grow inside living oysters. See, when this oyster gets annoyed by something like sand, it makes, like, this thing to cover it. The layers of material grow big and round. Next thing you know, it's an awesome pearl!

- B. Read the informal sentences. Draw a line from each one to the sentence that shows a more formal way of writing it.**

- | | |
|------------------|-------------------------------|
| 1. No way. | a. I made a mistake. |
| 2. My bad. | b. What is going on? |
| 3. Chill. | c. That seems unlikely. |
| 4. What's up? | d. That isn't very appealing. |
| 5. That's yucky. | e. You should try to relax. |

- C. Write a short letter to your teacher. Then rewrite it, changing four words or phrases to make it an informal letter to a classmate.**

Diamond Hunt

- A. Read the passage. Circle each adjective and draw a box around each adverb. Then draw an arrow to the word that each adjective or adverb describes.**

Mario studied the old map carefully. It was badly wrinkled and smelled like a wet dog. Also, someone had spilled sticky liquid on it once. But Mario could read the five words on it clearly: *I buried the diamonds here.* A tiny arrow pointed to a spot next to a bridge. “This is a very special map,” said Mario excitedly.

- B. Read the passage. Cross out each adjective or adverb in parentheses and write the correct form above it.**

Mario was the (bestest) treasure hunter in the world. He knew he could find the diamonds (easily) than anyone else, but he would still have to move (quickly) than usual. The diamonds were the (valuable) treasure he had ever looked for!

Mario studied the ground next to the bridge, looking for where the dirt seemed the (loose). This was where the diamonds would be buried.

- C. Write a short story about finding a lost treasure. Use adjectives and adverbs in your story to give details and make comparisons.**

Cave of the Crystals

- A. Read the passage. Underline each prepositional phrase. Circle the preposition. Draw a box around the object of the preposition.**

There is a cave in northern Mexico where you will find an amazing treasure. To see it, you must go almost 1,000 feet below the ground. You must also fill your clothes with packs of ice because the air inside is so hot and humid.

What is so special about this cave? It contains gigantic, glittering crystals that are 36 feet long and several feet thick! Scientists travel to the cave from many countries to study these spectacular crystals.

- B. Write the correct conjunction to complete each sentence.**

either both and but also

1. The Cave of the Crystals is not only hot _____ dark and humid.
 2. Both time _____ temperature have allowed the giant crystals to grow.
 3. The crystals are _____ sharp and delicate.
 4. The crystals could _____ crack or fall if they are not protected.
- C. Would you want to go into the Cave of the Crystals? Why or why not? Explain your answer, using prepositional phrases and correlative conjunctions.**

Jazzy Jewelry

A. Read each paragraph. Underline the word or phrase in parentheses that best fits the style and purpose of the writing.

1. Hi, Aunt Theresa! Thanks (a whole bunch, quite sincerely) for the pretty ring. The purple stone in the middle is (totally amazing, an incredible specimen). I hope you (did not, didn't) spend too much money on this!
2. Gold is a type of mineral (that's called, known as) a metal. It is (considered quite valuable, worth tons of money) and is frequently used to make jewelry and other (stuff, decorative items) because it is easy to shape.

B. Write the interjection that best completes each sentence. Use each interjection only once. Add the correct punctuation after the interjection.

Hey Oh no Yay Well

1. _____ I can't believe I lost my favorite earrings!
2. _____ I guess I should have been more careful with them.
3. _____ are those my earrings under the couch?
4. _____ I'm so happy that I found them.

C. Write a paragraph about something you own that is special to you. Write it in two ways: one for a school assignment, and the other as a message to a friend.

The Strange Antelope

- A. Read the paragraph. Circle the commas that separate the items in a series.**

A very strange antelope lives in the desert in Mongolia. It has long legs, big eyes, and a huge nose. Its nose allows it to warm cold air, filter out dust, and find food.

- B. Read the paragraph. Underline the items in each series. Add commas where they are missing.**

Today this strange antelope has almost disappeared. The antelope once lived in Alaska Mongolia and the United Kingdom. Over the years people have hunted caught and killed many of them for their horns. The horns are taken shipped to other countries and used in medicines.

- C. Write a paragraph describing an animal you have seen or read about. Use items in a series in your description. Make sure you put the commas in the right places.**

Mountain Climber

- A. Read the paragraph. Underline the items in a series. Add commas where they belong.**

I have always wanted to be an outdoorsman a sportsman and a mountain climber. When I was little, I used to climb the sides of my crib other furniture and snow banks. Now I like to rock climb go on nature walks and camp with my family. I can't wait until I am old enough to backpack climb and explore mountains.

- B. Rewrite each sentence, adding commas to separate items in a series.**

1. A mountain is a beautiful lonely and dangerous place.

2. Mountain climbers face danger from snow ice and animals.

3. Some people say a mountain climber must be tough brave and crazy!

- C. Write a paragraph about something you would like to do. Use items in a series to describe what that is and how you would do it. Use commas to separate the items.**

The Loneliest Tree in the World

- A. Proofread this paragraph. Add any missing commas to separate items in a series.**

The loneliest tree in the world lived in the Sahara Desert. There was no other tree for 250 miles. Every animal in the desert nibbled at the tree picked its leaves and sat on it. Still the tree did not die. The secret of its survival was its roots, which were long sturdy and winding. They reached deep into the ground drank water and kept the tree alive.

In 1973 a truck hit the tree. The tree's flowers thorns and leaves started to die. People cut the tree down loaded it on a truck and drove it to the Niger National Museum. A metal sculpture now stands where the tree was. Travelers still stop there, rest in the shade and read about the tree.

- B. Write a descriptive paragraph about a special plant or tree. Include at least one series of items, and use commas to separate the items.**

Little Miss Tag-along

A. Read the sentences. Add commas to set off introductory words and introductory phrases of four or more words.

1. At the age of seven my little sister became my little responsibility.
2. On the weekends she was always tagging along.
3. Last Saturday I was shooting hoops with my friends while my sister watched.
4. With a ball heading toward her my sister saw her chance to get into the game.
5. Amazingly she was dribbling the ball down the court.
6. By the end of the game I knew that my little sister wasn't so bad.

B. Rewrite the sentence correctly, adding a comma after the introductory phrase.

1. From that day on my sister came to practice every Saturday.

2. To me as her older brother she was still an annoying pest.

3. To the other members of the team she was a superstar.

4. By the end of the year we had won more games than ever before.

C. Write a paragraph about a brother or a sister. Use a comma after introductory phrases of four words or more.

My Cousin Annie

A. Read the sentences. Underline the introductory phrase. Then add a comma if needed to set it off from the rest of the sentence.

1. As different as night and day my cousin Annie and I are best friends.
2. Every day I do my homework when I get home from school.
3. First thing after school Annie goes out to play.
4. By 8:30 at night I'm in bed with the lights off.
5. At Annie's house her lights are still on at 9:00.

B. Use a word or phrase from the word box to start each sentence. Add a comma if needed to set it off.

Fortunately In my aunt's large backyard On most rainy days Every weekend

1. _____ our families get together for Sunday dinner.
2. _____ we usually set up a baseball diamond.
3. _____ we have a talent show instead of outdoor games.
4. _____ the parents don't mind all the noise.

C. Write a paragraph about a friend or someone in your family. Use a comma to set off introductory phrases of four or more words.

Strange Bedfellows!

- A. Proofread the paragraph. Add any missing commas that should appear after introductory words or phrases.**

From his earliest memories Jamison and his family have always had pets. As of last week they had three cats, two dogs, a hamster, and a parakeet. At night the parakeet sleeps in his cage, and one of the dogs sleeps in the kitchen. On the floor of Jamison's bedroom you will find the other animals. Surprisingly the other dog, the three cats, and even the hamster snuggle together. On top of the pile you will find Jazz, the hamster. Barkley the dog provides a solid base at the bottom of the pile. As for the three cats they just slip in wherever they will fit.

- B. Underline the introductory phrase in each sentence. Add a comma if needed to set it off from the rest of the sentence.**

1. In true nursery-rhyme style the cats are called Wynken, Blynken, and Nod.
2. Along with his best friend Jamison's little brother named the cats.
3. During naptime Wynken, Blynken, and Nod always sleep in a pile.
4. Before too long Nod leaves the pile and snuggles with Jamison.

- C. Write a paragraph about a group of pets or other animals. Include five introductory words or phrases. Use commas to set them off as needed.**

Hey, Jo!

A. Read the sentences. Add commas to set off Yes, No, nouns of direct address, and tag questions.

1. “Jo where are you going?”
2. “Hi Monty. I want to get home in time for my favorite show.”
3. “That’s right. You always watch *Fighting Space Tigers* don’t you?”
4. “Yes it’s so cool when the Space Tigers capture the bad guys.”
5. “I told you why I can’t watch that show didn’t I?”
6. “No I thought you watched it all the time.”
7. “It’s on during my clarinet lesson Jo.”

B. Rewrite the sentences correctly, adding commas where they belong.

1. “Monty you told me before, but I forgot.”

2. “You like playing the clarinet don’t you?”

3. “Yes I just wish my lesson could be at a different time!”

C. Write a conversation between two friends about something they like to do. Use commas to set off nouns of direct address, the words yes and no, and tag questions.

Tyler's Blog

A. Add the word or phrase in parentheses to the sentence and rewrite it on the line. Make sure you put commas where they belong.

1. "Look at this!" said Tyler. (Leah)

2. "You're not on the school website again?" (are you)

3. "I wanted to see if they posted my blog." (Yes)

4. "That's old news," Leah said. "Forget about it." (Tyler)

5. "I had a good idea for our fifth-grade trip to Washington." (Well)

6. "I thought the teachers decided to call that off." (didn't they)

7. "It's still on, but we need to raise more funds." (No)

8. "You want your band to play at a fund-raising concert?" (don't you)

B. Write a dialogue between two people, with one person giving advice to another. Make sure you have used commas where they belong.

Let's Be Fair

- A. Proofread the dialogue between a son and his parents. Add commas where they belong.**

“Mom and Dad is it OK if my friends and I rehearse in my room tonight?”

“I’m not sure Kevin,” Mom said. “It gets awfully loud!”

“We’re supposed to take turns aren’t we?”

“Yes I guess you do have to take turns,” agreed Dad.

“Dad the next three weeks will be the other boys’ turns.”

“I’m really glad to hear that Kevin.”

“We aren’t that bad are we Dad?”

“No Kevin you are actually pretty good—just really loud!”

- B. Write a dialogue between a child and his or her parent. Include at least two nouns of direct address, one tag question, and the words *yes* and *no*. Make sure to put commas where they belong.**

Stuck in the Doghouse

- A. Read the passage. Add single or double quotation marks to set off the dialogue and direct quotations.**

Uncle Lee and I were trying to put together a doghouse that we bought from the hardware store. The man at the store promised us that it was easy to put together. It will take ten minutes, he said.

Well, Uncle Lee and I had been at it for three hours. The garden was covered with wood, nails, and tools.

This is ridiculous, Uncle Lee said. The book says, Put the corners together. Where are the corners?

Let me see that, I said. I looked at the book. It says, This birdhouse will provide a warm, dry shelter for the birds in your garden.

Uncle Lee's face turned red. We're building a birdhouse! he yelled.

- B. Write a dialogue between two family members who are working together on something. Use commas and double and single quotation marks to set off the exact words of the speakers.**

Fear of Sharks

- A. Add double or single quotation marks where they belong in the dialogue. Circle each comma that sets off the quoted material from the words that indicate who is speaking.**

Hey, Dad, Yasmin said. We should go to the aquarium on Saturday. They have sharks there.

Dad cleared his throat. Have you asked Mom?

I asked her, Yasmin said. Her exact words were, What a great idea! It's time that your father faces his fear of sharks.

I see, said Dad. What else did she say?

Yasmin thought for a moment and then replied, Oh, she just said, The first step is to face your fear. It would really help Dad to be face-to-face with a shark.

Wow, said Dad. Mom really said that?

She really did, Yasmin answered.

- B. Write a dialogue about facing a fear. Use double and single quotation marks and commas correctly.**

Thunder and Lightning

- A. Proofread the passage. Add double and single quotation marks where they belong.**

My brother and I were fighting when Dad said, “Have either of you heard the story of Thunder and Lightning?

No,” we both said at once.

“There once were two brothers named Thunder and Lightning, Dad began. All they ever did was fight and shout things like, ‘Why don’t you go back to your cloud?’”

My brother and I rolled our eyes, but Dad went on.

- B. Proofread the passage. Add commas where they belong to set off dialogue from the words that tell who is speaking.**

“After years of fighting, Lightning said to himself ‘I can’t take this anymore! Thunder will have to live without me.’ So Lightning zigzagged across the sky to find a new home.”

My brother said “I bet Thunder said ‘I’m glad he’s gone!’”

“No, he didn’t” my dad responded. “In fact, they missed each other terribly.”

“So what happened to them?” I asked.

“They decided to work together doing what they both do best” said Dad with a smile.

- C. Write a dialogue between two people discussing a story or a folktale. Use single quotation marks, double quotation marks, and commas to set off dialogue.**

It's All About the Sources

A. Read the sentences. Underline the titles of books and movies. Add quotation marks to the titles of poems, songs, and magazine articles.

1. For my report on Antarctic expeditions, I found a book called
Race to the Top.
2. I also found an article on the explorer Ernest Shackleton titled
Heartbreak on Ice.
3. There is a movie about his expedition called The Endurance, but
I haven't seen it.
4. I even found a song called The Spirit of Shackleton.
5. I wrote a poem about Shackleton and called it Brave Explorer.

B. Underline the titles or add quotation marks based on the words in parentheses.

These are the sources André found for his report on Haitian cuisine:

1. Creole Spices and Sauces (book)
2. How to Make Jerk Chicken (magazine article)
3. Haitian Cooking (television show)
4. In My Mama's Kitchen (song)

C. Write a list that includes a book, a magazine article, and a television show title. Punctuate the titles correctly.

Wild Animals

- A. Read the paragraph. Write the titles in parentheses on the lines, making sure to punctuate them correctly.**

Jason and Mira were reading the book

_____ to research exotic animals.
(Animals of the Bornean Jungle)

They became interested in the topic when they saw the movie

_____. The movie was based on an
(Strange Encounters)

article, _____ written by Dr. Jared Wang,
(My Strange Encounters)

who had spent years in the jungles of Borneo.

- B. Correct the errors in the punctuation of titles.**

1. Jason is writing a story called Unbelievable! about a man who collects weird animals.

2. Mira is writing a poem about orangutans called *Mother Love*.

3. Mira was inspired by a movie called “Ape Moms” about how orangutans take care of their babies.

4. The movie soundtrack included a great song called You’ll Always Be My Baby.

- C. Write a paragraph about animals that includes a book title, a song title, and a movie title.**

The World Out There

- A. Proofread the paragraph. Correct the punctuation of the titles in the paragraph.**

Emile wanted to write a story about space travel called
Travels to the Beyond. Deshawn offered to help with the
research and came up with a list of articles on space travel:
A Trip to Mars, Moon Landings, and NASA Predicts the Future.
Emerson found this book: “Where Will We Go Tomorrow?”

- B. Write the following titles, punctuating them based on the hint in parentheses.**

1. The Voyages of the Enterprise X (movie)

2. I Believe in Stars (poem)

3. We Are on a Journey (song)

4. Space Travel in the 21st Century (book)

5. Life on the Planet Mars (article)

- C. Write about sources on a topic of interest to you. Include two books, two articles, and one movie title on the subject.**

Do You Have Happy Feet?

- A. Read the paragraph. Underline each word or phrase in a series. Add commas to separate them.**

You're sick of soccer fed up with football and bored with basketball. You want to learn how to dance. Maybe you know about some dance types, such as salsa ballet and hip-hop. But have you heard of the hula the polka or the bossa nova? There are thousands of dance forms all over this planet! Wherever you go, people are shimmying shuffling stomping and swinging to music.

- B. Read the paragraph. Underline each book, magazine, and movie title. Add quotation marks to set off each magazine article or song title.**

One of my favorite movies is Happy Feet. I love the way Mumble dances on his funny penguin feet. It really makes me laugh when the silly penguin Lovelace sings the song My Way and dances around. I read an article called Penguin Babies of Antarctica in the magazine Kids and Nature. I found a book at the library called Protecting the Penguins, and I'm looking forward to reading it.

- C. Write a paragraph about your favorite book, song, movie, and television show. Use commas and correct punctuation throughout.**

My Wonderful Aunt U'i

- A. Read the paragraph. Circle the commas that appear after *Yes*, *No*, and introductory phrases of four or more words.**

My Aunt U'i (pronounced OO-ee) was born and raised in Hawaii. No, she doesn't have any children, but she has four cats. "Four cats?" you might ask. Yes, she has four cats. Every day at five o'clock, Aunt U'i feeds them and then takes them for a walk. With a twinkle in her eye, she tells people that she has four furry babies.

- B. Read the paragraph. Add commas after *Yes*, *No*, and introductory phrases of four or more words.**

After a long period of study Aunt U'i became a neurological nurse. That means she helps doctors when they operate on people's brains. Nurse U'i is very popular at the hospital. Time and time again doctors ask for her when they need help in the operating room. No she can't work with all the doctors all the time. I think my Aunt U'i is awesome!

- C. Write a paragraph about one of your favorite friends or relatives. Use commas to set off *Yes*, *No*, and introductory phrases of four or more words.**

Tell Us, Officer Bolton

- A. Proofread the passage. Add quotation marks and commas where they are missing in the dialogue.**

Officer Bolton came to Madison’s class to talk about his job as a police officer and to answer questions.

“When did you decide to be a policeman? Madison asked Officer Bolton.

I knew I wanted to be a police officer after I read my father’s journal,” Officer Bolton responded. “He wrote This has got to be the best job in the world, keeping my little neighborhood safe.’ I know just how he feels.

- B. Read the paragraph. Add commas after nouns of direct address and before tag questions.**

“Officer Bolton what is your favorite part of being a police officer in our neighborhood?” Ellery asked.

“Ellery you probably think that I enjoy high-speed chases or capturing criminals the most don’t you?” Officer Bolton replied. “My favorite part is getting to know the people in the neighborhood.”

- C. Write a dialogue between two people talking about your neighborhood. Remember to use commas to set off nouns of direct address and tag questions.**

Student Grammar Guide

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Sample materials for review

Sentences

A **sentence** is a group of words that expresses a complete thought. It includes both a subject and a predicate.

- The **subject** tells whom or what the sentence is about. The **predicate** tells what the subject does or is.

The giant anteater has a long nose and a bushy tail.

- A **compound subject** is made up of two or more subjects that have the same predicate and are joined by the **conjunction**, or connecting word, *and* or *or*.

Ants and termites fear this odd-looking creature.

- A **compound predicate** is made up of two or more predicates that have the same subject and are joined by the **conjunction**, or connecting word, *and* or *or*.

A hungry anteater flicks its tongue into an anthill and eats the ants.

A **compound sentence** is made up of two related sentences joined by a comma and a **coordinating conjunction**, such as *and*, *or*, *but*, or *so*.

Today is my sister's birthday, and I made her an unusual cake.

My sister loves chocolate cake, but I made her a papier-maché one instead.

A **complex sentence** is made up of an **independent clause**, or a sentence that can stand by itself, and a **dependent clause**, which has a subject and a verb but cannot stand by itself. The dependent clause begins with a **subordinating conjunction**, such as *although*, *while*, *as*, or *because*. A comma separates an introductory dependent clause from the independent clause.

Although it wasn't real, the cake was very special.

My sister really loved it because I had painted a horse on top.

You can combine short related sentences to make your writing sound less choppy. To combine sentences, you can use a compound subject, a compound predicate, or an appositive.

- Combine two sentences with the same predicate but different subjects by forming a **compound subject**.

Federico helps on the farm. Angela helps on the farm.

Federico and Angela help on the farm.

- Combine two sentences with the same subject but different predicates by forming a **compound predicate**.

Federico's family grows olives. Federico's family makes olive oil.

Federico's family grows olives and makes olive oil.

- Combine two sentences by creating an **appositive**, a word or phrase that tells more about someone or something.

Angelini Olive Grove is the family farm. Angelini Olive Grove was started about eighty years ago.

Angelini Olive Grove, the family farm, was started about eighty years ago.

Sentence fragments are incomplete sentences. They do not express complete thoughts. You can correct sentence fragments by adding a subject, a predicate, or both.

Sentence fragment: These small bitter fruits.

Complete sentence: These small bitter fruits look like grapes.

predicate

Sentence fragment: Are filled with rich oil.

Complete sentence: The best olives are filled with rich oil.

subject

Sentence fragment: From green to purple-black.

Complete sentence: An olive turns from green to purple-black.

both

(continues)

Sentences *(continued)*

Run-on sentences are two or more sentences that run together. You can correct run-on sentences by separating the sentences or by combining them with a conjunction and the proper punctuation.

Run-on: An olive tree can live longer than two thousand years its bark becomes twisted as it gets older.

Correction: An olive tree can live longer than two thousand years. Its bark becomes twisted as it gets older.

Correction: An olive tree can live longer than two thousand years, and its bark becomes twisted as it gets older.

Nouns

A **noun** is a word that names a person, a place, an animal, a thing, or an idea. A noun can be singular or plural. A **singular noun** names one. A **plural noun** names more than one.

- Add *-s* to form the plural of most nouns: nickel + *s* = nickels; dime + *s* = dimes.
- Add *-es* to nouns that end with *s*, *x*, *sh*, *ch*: dress + *es* = dresses; box + *es* = boxes; wish + *es* = wishes; lunch + *es* = lunches.
- Change the *y* to an *i* and add *-es* to a noun that ends with a consonant + *y*: penny – *y* + *ies* = pennies; spy – *y* + *ies* = spies.
- Replace the *f* or *fe* with *-ves* for nouns that end with *f* or *fe*: scarf – *f* + *ves* = scarves; wife – *fe* + *ves* = wives.
- Change the spelling to form the plural of some irregular nouns: child/children; tooth/teeth.
- Keep the same spelling for some irregular plurals: sheep/sheep; deer/deer.

A **possessive noun** shows ownership.

- Add *'s* to make a singular noun possessive: a baby's toy.
- Add an apostrophe after the *s* for plurals that end with *s*: the babies' cries.
- Add *'s* for plurals that do not end with *s*: the children's notebooks.

Pronouns

A **subject pronoun** replaces a noun that is the subject of a sentence. It tells whom or what the sentence is about.

Lil and Drew wash cars to earn money. They wash cars to earn money.

Lil gets a new bike. She gets a new bike.

An **object pronoun** replaces a noun that receives the action of the verb. It can also follow a word such as *with*, *to*, *at*, *for*, *below*, or *from*.

Lil rides the bike everywhere. Lil rides it everywhere.

Drew sees Lil at the playground. Drew sees her at the playground.

Lil waves to Drew. Lil waves to him.

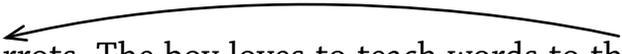
A **possessive pronoun** shows ownership.

Lil is proud of her new bike.

Drew tells Lil, "Your bike is much faster than mine."

The noun that a pronoun replaces or refers back to is called the **antecedent**. A pronoun and its antecedent must **agree in number**, or match. Singular pronouns replace singular nouns. Plural pronouns replace plural nouns.

Cal has two parrots. The boy loves to teach words to them.



A pronoun and its antecedent must also **agree in gender**.

Cal teaches the parrots one new sentence a week. Today he taught the birds to say, "That's yucky!"



Verbs

An **action verb** tells what someone or something does. A **linking verb** connects the subject to words that tell what the subject is or is like.

Action verb: My cousin Ryan lives in Alaska.

Linking verb: Anchorage and Fairbanks are the largest cities in Alaska.

Action and linking verbs can have **main** and **helping verbs**.

I may visit Ryan next summer. Alaska can be beautiful in the summer.

Action and linking verbs must **agree in number** with their subjects. Use the singular form of the verb or helping verb with a singular subject. Use the plural form of the verb or helping verb with a plural subject.

Singular subject: Alaska is the largest state in the United States. It is twice the size of Texas.

Plural subject: The Aleutian Islands are part of Alaska. They extend into the Eastern Hemisphere.

The **simple present tense** tells about something happening now or regularly.

In Alaska dogs such as huskies and malamutes pull sleds across the snow.

A husky performs well as a sled dog. A malamute is a good sled dog, too.

The **simple past tense** tells about something that has already happened. Some past-tense verbs are formed with *-ed*, but others are irregular.

Ryan's aunt competed in the Iditarod dogsled race last year.

Alaskans first held this race in 1973. Dick Wilmarth and his dogs won that year.

(continues)

Verbs *(continued)*

The simple **future tense** tells about something that is going to happen.

Ryan's aunt will race again next year. She and her dogs will train hard.

The **perfect tense** shows that one action has started or has been completed before another action in the past, present, or future.

Alaska has been a state since 1959. Until that year, the state had been
present perfect past perfect
a U.S. Territory. In 2019, Alaska will have been a state for 60 years.
future perfect

The **progressive tense** shows an action continuing in the past, present, or future.

I am writing a report about Alaska. Last night I was gathering
present progressive past progressive
information about the climate. Tonight I will be researching the
future progressive
cultures and traditions.

It is important to avoid an incorrect **shift**, or change, in tense. An incorrect shift in verb tense could confuse the reader about when something happens or takes place.

Incorrect shift in tense: When I do research, I always wrote down the page numbers or website.

Correction: When I do research, I always write down the page numbers or website.

Modifiers and Other Parts of Speech

An **adjective** describes a noun or a pronoun. It gives details about *what kind, how many, or how much*.

The bracelet had five tiny white pearls, and they were beautiful.

You can also use adjectives to make comparisons. **Comparative** adjectives compare one person, place, animal, or thing to another. **Superlative** adjectives compare one thing to two or more others. Longer adjectives use *more* and *most* instead of *-er* and *-est*.

This bracelet is prettier than that watch, but the ring is the prettiest of all.

The bracelet is more beautiful than the watch, but the ring is the most beautiful of all.

An **adverb** describes a verb or an adjective by giving details about *how, when, where, or to what extent*.

Amy found a very special ring earlier. It sparkled brilliantly when she held it up.

to what extent

when

how

where

You can also use adverbs to make comparisons. Use *more* or *less* with an adverb when comparing two verbs. Use *the most* or *the least* when comparing three or more verbs.

A ruby shines more brightly than a pearl. A diamond shines the most brightly of all gems.

(continues)

Modifiers and Other Parts of Speech *(continued)*

A **preposition** shows position, direction, point in time, or another relationship. A **prepositional phrase** contains the preposition, the object of the preposition, and any words in between. A sentence can have more than one prepositional phrase.

Amy slid the ring onto her finger.
preposition object of the preposition

Amy hid the ring in the drawer of her desk.

It would be safe in its hiding place.

Correlative conjunctions show a choice, a combination, or an addition. These conjunctions can form a compound object, a compound subject, or a compound predicate.

Choice: Amy had wanted either a ring or a bracelet.
compound object

Combination: Both Amy and her cousin loved the ring.
compound subject

Addition: The ring not only looked nice but also fit perfectly.
compound predicate

Use **formal** English when writing or speaking to an adult, or when writing or speaking for a school assignment. Use **informal** English when writing or speaking to your friends.

Formal: Diamonds form underground. The process requires a great deal of heat, pressure, and time.

Informal: Diamonds take forever to form. It's a really cool process. Seriously!

Informal English often includes **interjections**, or short words that express feelings and reactions. An interjection is usually followed by an exclamation point or a comma.

Wow, I can't believe how beautiful that diamond is. Oh no!
I dropped it!

Punctuation

Commas can be used to separate three or more items in a **series**, or list. A comma followed by *and* or *or* appears before the last item.

Firefighters, police officers, and emergency medical technicians are all trained to save lives.

They are trained to deal with people who have stopped breathing, have had a heart attack, or have serious bleeding.

You must have strength, courage, and training to be a successful emergency worker.

A **comma** can be used after an **introductory word or phrase** to separate it from the rest of the sentence. Use a comma after single words that apply to the whole sentence. Use a comma after phrases that have four or more words.

“Clearly, fighting forest fires by smokejumping is a meaningful job.

After two years of smokejumping, do you still find it exciting?”

A comma is used **after the word Yes or No** when it appears at the beginning of a sentence.

“Yes, it’s very exciting to be a smokejumper and put out forest fires.”

A comma is used to **set off a noun of direct address**.

“Mr. Perez, what made you decide to become a smokejumper?”

A comma is used **before a tag question** at the end of a sentence.

“Becoming a smokejumper isn’t easy, is it?”

Quotation marks and **commas** are used to set off a speaker’s exact words from the rest of the sentence.

Theo asked Ms. Patel, “When did you decide to become an emergency medical technician?”

(continues)

Punctuation *(continued)*

If a **quotation is interrupted** by words telling who is speaking, use quotation marks to set off each part of the speaker's words.

“I've wanted to do this work since I was a little girl,” Ms. Patel answered. “My grandfather fell when I was home with him. We called 911, and the EMTs were there in minutes!”

Single quotation marks within **double quotation marks** show that the speaker is repeating someone else's written or spoken words.

Ms. Patel continued, “I read in a medical journal that ‘a matter of minutes can make all the difference in saving someone's life.’ That's when I knew that I wanted to help others by becoming an EMT.”

Book **titles** should be underlined or put in italics to set them off from other text. Underline the titles when you are writing them by hand. Set them off in italics when you are keying in titles on a keyboard.

Life Among the Trees

My Year as a Forest Ranger

The titles of magazines, television shows, and movies should also be underlined or set in italics.

Time for Kids (magazine)

Kid Talk (TV show)

Finding Nemo (movie)

Shorter works, such as short stories, poems, songs, and magazine articles, are set off with quotation marks.

“The Dragon Rock” (short story)

“Caterpillar” (poem)

“America the Beautiful” (song)

“A Trip to Yosemite” (magazine article)

Proofreading Passages

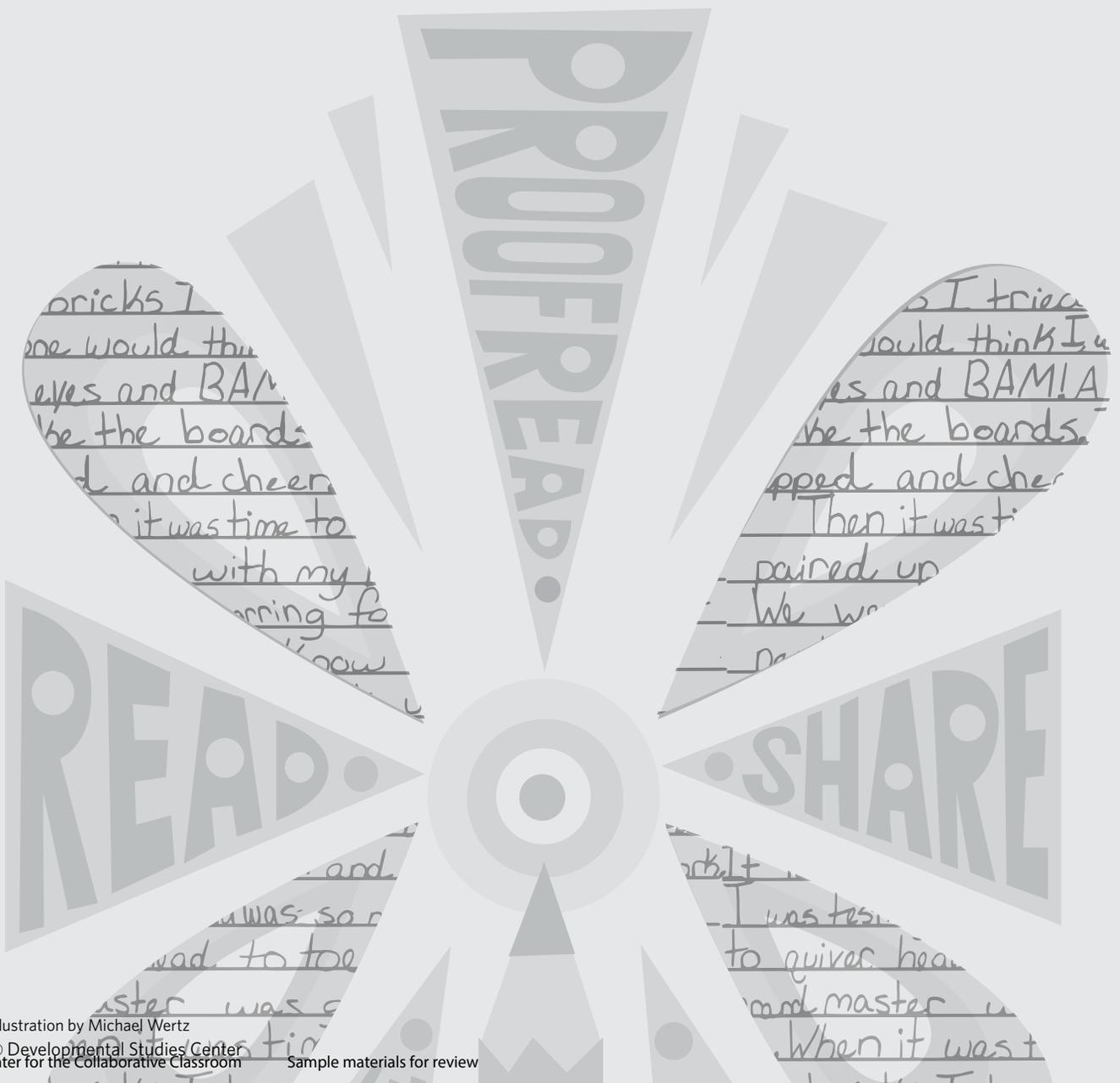


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Sample materials for review

Name: _____ Date: _____

Proofreading Passage 1

A student wrote this draft of a story. Correct all the errors you find.

I first met Jim when he was riding his bike. He had tied a kite to the handlebars, and it looks like it might lift him right off the ground!

Jim saw me and comes to a stop. He smiled and said, “Hi! You’re new around here aren’t you? My name is Jim.”

“It’s nice to meet you, Jim. Yes I’m new here. My name is Carson.”

Just then I heard a yip a whine, and a bark. Jim scooped up a tiny ball of fur from the basket of his bike. “This is Gizmo. She loves to ride with me. Our three dogs are Gizmo, Cher and Tank. Neither Cher or Tank is small enough to fit in the basket. Do you have pets Carson?”

“I have a hamster, a parakeet and, a turtle,” I answered. “We will get a puppy after we settle in. I want either a beagle nor a cocker spaniel.”

At that very moment we heard an odd flapping sound. Jim had forgot about the kite, and it will have crashed to the

ground. As soon as Gizmo could wiggle out of Jim’s arms, she raced over to the kite and was growl at it. “As you can see Gizmo thinks that her job is to protect me,” laughed Jim.

I noticed a few books in Jim’s basket, so I asked, “What do you reading?”

“I’m reading a book for my book report,” answered Jim. “We had to choose either a biography and an autobiography. I like Walt Disney movies a lot, so I chose the book *Who Was Walt Disney?* I just started to read it.”

“I like Disney movies, too,” I replied. “My favorite is *Toy Story*. I have seeing all the ones in the series, but I like the first one best.”

I did not mention that I had written a poem about the movie. My poem was titled *The Secret Life of Toys*. I am afraid that Jim might not like poetry. Then I was seeing another book in Jim’s basket titled *Rainy Day Poems*. Clearly Jim and I would become great friends.

Name: _____ Date: _____

Proofreading Passage 2

A student wrote this draft of a story. Correct all the errors you find.

I had plan to leave the house when my little brother was in the bath. Unfortunately he came down the stairs just as I reached the front door.

“Maya, will you read to me?” he asked.

Scotty loved listening to stories, but I had make plans to go to the gym. Well, I could either make Scotty happy nor make him cry.

“Come here Scotty,” I called. “Let’s pick a book.” I thought that he would choose his favorite book, Gloria Jean the Jumping Machine. As you might have guessed this book be about a kangaroo. Scotty likes to hop, skip and jump around the room while I am read.

To my great surprise Scotty picked one of my old books, “The Best of Mother Goose.”

“Maya, this was yours wasn’t it?” he asked.

“Yes it was,” I answer. “My favorite nursery rhyme was Jack and Jill. Either we can start with that, nor you can pick another one.”

“Please read me your favorite,” said Scotty.

He looked very eager, and I forgot that I had want to leave. We took Scotty’s blanket, the book and his cup of milk to the couch. It only takes a few minutes for Scotty to fall asleep. His legs started to twitch kick, and flop around. Maybe he was tumble down a hill in his dreams. Neither the lawn mowers or the noisy trucks disturb his sleep. I would be able to go to the gym after all.

Name: _____ Date: _____

Proofreading Passage 3

A student wrote this draft of a story. Correct all the errors you find.

For many years now my family and I have watch old movies on Friday nights. I especially love the really old ones that be in black and white, but either my brother nor my sister is liking them much. Typically a Friday night goes something like this: “Roy which movie would you like to watch tonight?” Dad asks me. “Would you like to see The Wizard of Oz?”

Although I seen the movie a thousand times I still love to hear the song Somewhere Over the Rainbow. Mom always sighs and said, “That’s really beautiful isn’t it?”

Dad’s standard reply is, “Yes it doesn’t get any better than that.”

We have lots of other favorite films, too. Once we have decided which movie to watch, we make the popcorn get something to drink, and settle comfortably on the couch.

If my brother and sister complain, Dad says, “Either quit grumbling and watch, nor find something else to do.”

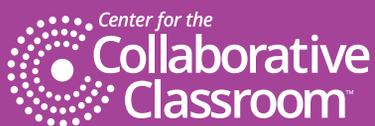
That’s why I was so surprised last Friday. My brother Craig had already gone to his room to finish “The Adventures of Huckleberry Finn” for his book report. My sister Gina is playing a video game. Dad called to them both, “Come and watch the movie with us.”

“Neither Gina or I wants to watch another old movie,” grumbled Craig.

“I insist,” said Dad.

We knew right away that this was a movie we had never saw before. The opening title said *The Wiz*, and the setting was New York. Even Craig and Gina were glued to the screen. Imagine our surprise when the Scarecrow will turn out to be Michael Jackson! My favorite part was when Dorothy the Scarecrow, the Tin Man and the Cowardly Lion sang together. Soon we all were sing along, “Ease on down, ease on down the road.”

I can hardly wait to see what Dad is going to choose next Friday.



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BW2-SSB5

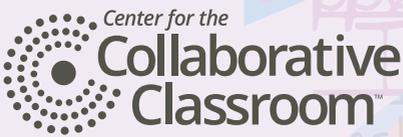
CCC Collaborative Literacy

Being a Writer™

Being a Writer™

SECOND EDITION

ASSESSMENT RESOURCE BOOK

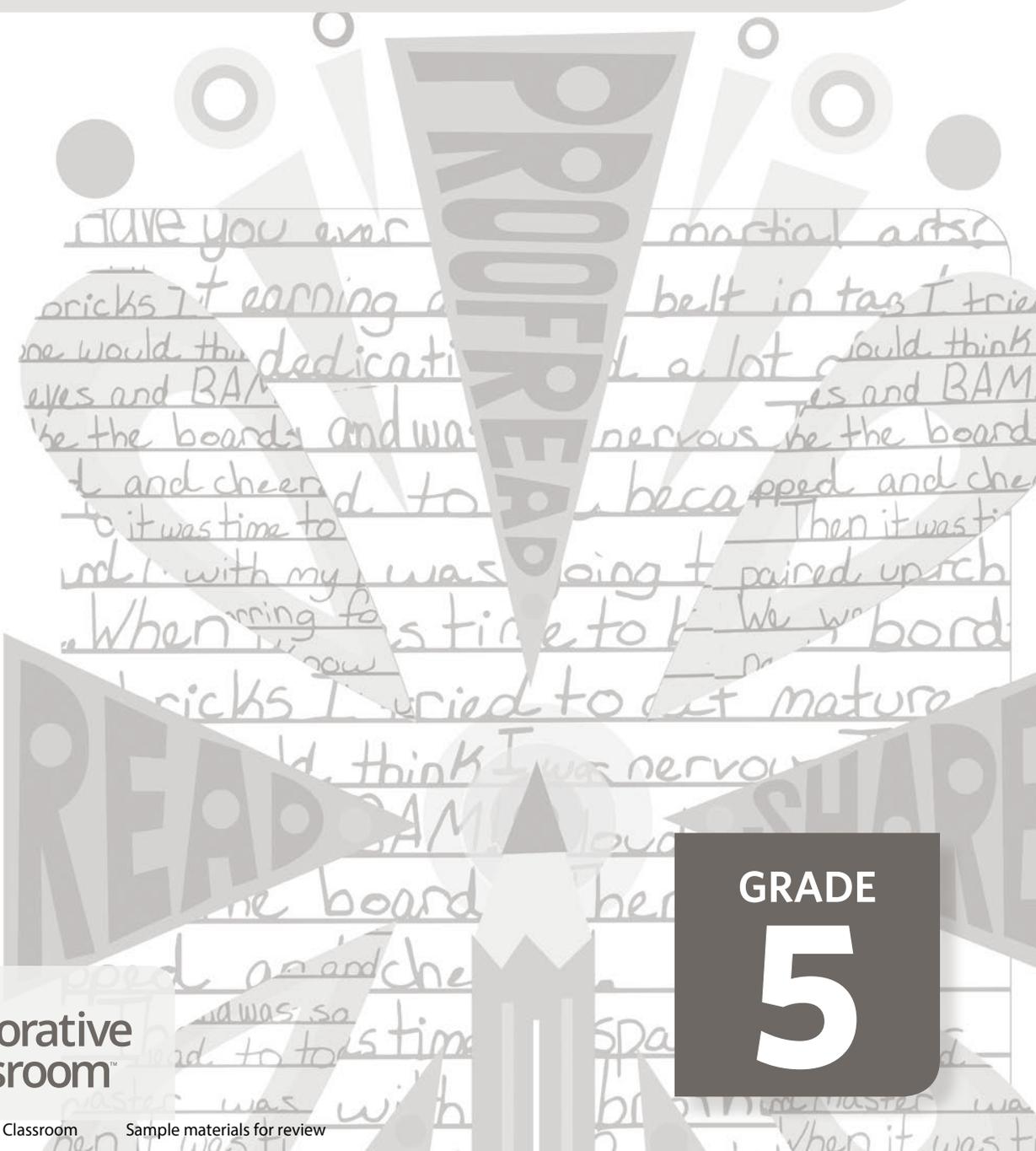


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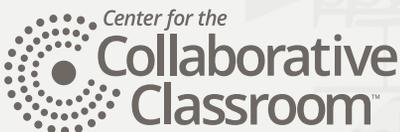
Being a Writer™

SECOND EDITION



GRADE

5



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Assessment Overview

The assessments offered in the *Being a Writer*[™] program are designed to help you (1) make informed instructional decisions as you teach the program, and (2) track your students' writing growth and social development over time. The assumption is that all of your students are developing at their own pace into strong, capable writers and that they are all developing into principled, responsible people with strong interpersonal skills.

The *Being a Writer* program provides a comprehensive and flexible set of formative and summative assessments that enable you to track and evaluate your students' progress and needs, unit-by-unit and across the year. (For a brief description of each assessment, see "Assessments" on page vi.) As you teach the lessons in the *Teacher's Manual*, an assessment icon (📄) will alert you whenever an assessment is suggested. If you are using the *Digital Teacher's Set*, tapping the assessment icon opens the CCC ClassView[™] assessment app.

Everything you need to conduct each assessment, including instructions and forms, can be found in this book or accessed through the CCC ClassView app (classview.org). You may choose to record your students' progress using printed copies of the forms from this book or from the CCC Learning Hub (ccclearninghub.org). For more information, see "CCC ClassView App" below.

CCC ClassView App

The CCC ClassView app is an online application that contains all of the assessment forms and instructions available in this *Assessment Resource Book*. This tool also enables you to electronically collect, sort, synthesize, and report assessment data for each student. When conducting the assessments, you can enter data directly into the CCC ClassView app and then generate reports on the progress of individual students and the class as a whole. You can access the CCC ClassView app by tapping the linked assessment icons in the *Digital Teacher's Set*, directly accessing the app at classview.org, or via the CCC Learning Hub (ccclearninghub.org). For more information about the assessment app, view the "Using the CCC ClassView App" tutorial (AV80).



Assessments

CLASS ASSESSMENT

Unit 1 • Week 1 • Day 4 Class Assessment Record • CA1

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
• Are the students writing in silence?			
• Are they staying in their seats?			

Other observations:

Considerations:
If you notice students having difficulty staying in their seats or writing in silence, call for the class's attention and remind them of your expectations before having them resume writing. Be aware that some students may need to just sit and think for a while before they start writing. Give them uninterrupted time to do this.

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The class assessments are designed to help you assess the writing, and sometimes the social performance, of the whole class. As you teach the lessons, a Class Assessment Note in the *Teacher's Manual* will alert you when an assessment is suggested. During the class assessments you have the opportunity to observe the students as you ask yourself questions that focus your observations. These notes occur about once per week, usually during Writing Time, when the students are using the writing processes, craft, or skills that they are learning in the unit. Each Class Assessment Note has a corresponding "Class Assessment Record" sheet (CA) where you can record your observations. The record sheet reiterates the suggestions from the *Teacher's Manual* for how to proceed with the instruction based on your observations.

TEACHER CONFERENCE

Personal Narrative Conference Notes: Focus 1 • CN1

Student's Name: _____ Date: _____

Ask the student to show you his or her writing and read some of it aloud to you. Help the student extend his or her thinking about personal narrative by asking questions such as:

- Q Why did you choose to write about this [event/memory/thing]?
- Q What else do you remember about it that you can add to the narrative?
- Q What words are you using to describe what you [saw/heard/smelled/tasted/felt]?
- Q (Beginning Week 2, Day 5) What verb tense—for example, past or present tense—are you using in your story?
- Q What other experiences from your own life might you want to write about?

Other observations:

Next steps:

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Teacher conferences provide you with the opportunity to talk with individual students about their writing, identify areas of strength, and note areas in which a student needs more support. As you teach the lessons, a Teacher Conference Note in the *Teacher's Manual* will alert you when an individual teacher conference is suggested. These notes provide specific questions related to the students' writing that you might ask yourself or a student when conferring individually. Many notes also include suggestions for supporting struggling students. Each Teacher Conference Note has a corresponding "Conference Notes" record sheet (CN) where you can document your suggestions and observations that result from each conference. We

encourage you to confer with each student at least once or twice per unit, depending on the length of the unit. The "Conference Notes" record sheets from your writing conferences with the students also comprise an important source of information for the Individual Writing Assessment (see page vii).

Student Goals and Interests Survey

The questions provided in the first “Conference Notes” record sheet can be used as a beginning-of-year survey of your students’ goals and interests. After you have conferred with all of your students, we recommend that you review the students’ responses to the questions and look both for patterns across the class and for individual comments that stand out for you. For example, you might note writing topics and genres that the students are interested in and whether the students exhibit an aversion to, or affinity for, writing. The information you gather can help you plan instruction for the coming months.

After analyzing your students’ responses, you might share with the class what you learned about them as writers and how you plan to help them build their love of writing over the course of the year. For ideas on how to facilitate a class discussion about the survey, see the extension “Discuss the Students’ Writing Goals and Interests” on page 64 of the *Teacher’s Manual*.

The questions in the final Teacher Conference Note of the year can serve as an end-of-year survey of your students’ perceptions of their growth as writers, a measure of their attitudes toward writing, and a summary of their goals for summer writing. After you have conferred with your students, you might share the information from this final survey with them, along with the initial survey, and discuss how the students’ attitudes toward writing have changed.

SOCIAL SKILLS ASSESSMENT

The Social Skills Assessment allows you to note how well each student is learning and applying the social skills taught in the program. In addition to social skills, this assessment allows you to track how well each student integrates the values of responsibility, respect, fairness, caring, and helpfulness into his or her behavior. As you teach the lessons, a Social Skills Assessment Note in the *Teacher’s Manual* will alert you when a social skills assessment is suggested. We recommend that you do this assessment three times during the year—in the fall, winter, and spring. (If you teach in a year-round school, adapt as necessary to assess early in the year, midyear, and at the end of the year.) The “Social Skills Assessment Record” sheet (SS1) allows you to track how individual students are doing with particular skills over the course of the year (see page 175).

INDIVIDUAL WRITING ASSESSMENT

The Individual Writing Assessment is designed to help you assess growth in the writing of individual students. The “Individual Writing Assessment” record sheet (IA) consists of two sections—Part A: Non-published Writing and Part B: Published Writing—and a few Reflection questions to help guide your assessment of each student’s growth.

Part A: Non-published Writing

Unit 2 Individual Writing Assessment • IA1

Student's Name: _____ Date: _____

Part A: Non-published Writing

		Level 4 of the writing descriptor	Level 3 of the writing descriptor	Level 2 of the writing descriptor	Level 1 of the writing descriptor
Unit 1					
Week 1	Notebook writing: 4 days* Quick-write: Ideas from the students' lives Quick-write: Open writing with a sentence from another class Notebook writing: 5 days	4	3	2	1
Week 2	Notebook writing: 4 days* Quick-write: Use to write as a thing Quick-write: Reflection topics Quick-write: Questions about a nonfiction topic Quick-write: List things they know about Notebook writing: 4 days	4	3	2	1
Unit 2					
Week 1	Analyzing and Reviving Drafts: • Compare final drafts • Review for facts or confusing information • Review based on partner feedback • Review for repeated words • Review spelling patterns	4	3	2	1
Week 2	Proofreading and Publishing Writing: • Review drafts • Proofread drafts for spelling • Proofread for punctuation and capitalization • Write final version • Make final version into book	4	3	2	1
Subtotal					

Non-published Writing total (sum of 4 subtotals): _____

(continues)

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The Non-published Writing section helps you analyze each student’s notebook writing or other non-published writing generated during a unit using a rubric that identifies the instruction and the writing tasks for each week of the unit. The purpose of this portion of the assessment is to help you determine whether the writing the student completes on a day-to-day basis shows evidence of the unit’s instruction.

Part B: Published Writing

The Published Writing section helps you score each student’s published piece using a rubric that identifies certain descriptors of successful writing.* You assess the writing to determine whether *almost all*, *much*,

some, or *almost none* of the writing shows evidence of each descriptor. Examples of scored student work are provided for each unit as models to help you score your students’ writing using the rubric.

Reflection The Reflection section in Part B provides questions that help you reflect on each student’s progress since the previous assessment and identify what you might focus on during the next unit’s instruction.

The information from the “Individual Writing Assessment” and the “Conference Notes” record sheets, combined with any scored *Student Skill Practice Book* activities, constitute a record of each student’s development over the unit. (For more information about scoring *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.)

If you need to use the scored writing as a basis for grading, the “Individual Writing Assessment” record sheet includes a section where an overall unit score can be calculated. Keep in mind that progress in the *Being a Writer* program is determined by an increase in scores over time, rather than by each unit’s score. The assumption is that all students are growing at their own pace into strong, capable writers. The “Individual Writing Assessment Class Record” sheet (CR1) is provided for you to record your students’ progress over the course of the year (see page xx). If you are using the CCC ClassView app, you can generate a variety of reports that track individual students’ progress as well as the progress of your class as a whole.

*For information about the how this program’s “Descriptors of Successful Writing” relate to the 6+1 Traits®, used by many schools as part of writing assessment, see “The 6+1 Trait® Writing Model and the *Being a Writer* Program” on page xxiv of the *Teacher’s Manual*.

your students' current writing skills and can help you plan your instruction in the coming months. For more information, see "Obtaining a Beginning-of-year Writing Sample" on page 2.

<p>Unit 1 Beginning-of-year Writing Sample Record • WS1</p> <p>Student's Name: _____ Date: _____</p> <p>As you read the student's writing, ask yourself questions such as those that follow. Record your observations for each question below, making note of any writing conventions that the student uses consistently or inconsistently and indicating which, if any, grade-level skills are absent from the writing. Note ways you might support the student in the coming months.</p> <ul style="list-style-type: none"> • Is it clear what this piece is about? • Does the writing fully communicate ideas and show sustained thought? • Does one idea connect logically to the next? • Does the writing show individual expression and/or creativity? • Does the writing contain varied and descriptive vocabulary? <p style="text-align: center;">(continues)</p> <p>4 Being a Writer™ • Grade 5 © Center for the Collaborative Classroom</p>	<p>Unit 1 Beginning-of-year Writing Sample Record • WS1 (continued)</p> <ul style="list-style-type: none"> • Is the writing fluent when read aloud? • Does the writing demonstrate command of grammar, usage, and mechanics? • Does the student use grade-appropriate spelling conventions? <p>Other observations:</p> <p>Next steps:</p> <p style="text-align: center;">Grade 5 • Being a Writer™ 5</p> <p style="text-align: center;">© Center for the Collaborative Classroom</p>
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End-of-year writing samples are obtained from the students using the same prompt as the beginning-of-year writing samples. After obtaining the writing samples, we recommend that you analyze each student's writing using the "End-of-year Writing Sample Record" sheet (WS2). If you obtained both samples, comparing the "Beginning-of-year Writing Sample Record" and "End-of-year Writing Sample Record" sheets can help you evaluate your students' growth as writers and the effectiveness of the year's instruction. For more information, see "Obtaining an End-of-year Writing Sample" on page 168.

We suggest that you obtain the beginning-of-year writing samples during the first month of school and the end-of-year writing samples during the last unit of instruction in the program.

<p>Unit 9 End-of-year Writing Sample Record • WS2</p> <p>Student's Name: _____ Date: _____</p> <p>As you read the student's writing, ask yourself questions such as those that follow. Record your observations for each question below, making note of any writing conventions that the student uses consistently or inconsistently and indicating which, if any, grade-level skills are absent from the writing. Note your observations about how the student has grown as a writer over the course of the year.</p> <ul style="list-style-type: none"> • Is it clear what this piece is about? • Does the writing fully communicate ideas and show sustained thought? • Does one idea connect logically to the next? • Does the writing show individual expression and/or creativity? • Does the writing contain varied and descriptive vocabulary? <p style="text-align: center;">(continues)</p> <p>170 Being a Writer™ • Grade 5 © Center for the Collaborative Classroom</p>	<p>Unit 9 End-of-year Writing Sample Record • WS2 (continued)</p> <ul style="list-style-type: none"> • Is the writing fluent when read aloud? • Does the writing demonstrate command of grammar, usage, and mechanics? • Does the student use grade-appropriate spelling conventions? <p>Other observations:</p> <p style="text-align: center;">Grade 5 • Being a Writer™ 171</p> <p style="text-align: center;">© Center for the Collaborative Classroom</p>
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Overview of Grade 5 Assessment

The table below provides an overview of the assessments in Grade 5 of the *Being a Writer* program. The ■ indicates the units in which a particular assessment can be found.

Overview of Grade 5 Assessment

Assessment	Unit 1: The Writing Community	Unit 2: The Writing Process	Genre: Personal Narrative	Genre: Fiction	Genre: Expository Nonfiction	Genre: Functional Writing	Genre: Opinion Writing	Genre: Poetry	Unit 9: Revisiting the Writing Community
Class Assessment	■	■	■	■	■	■	■	■	■
Teacher Conference	■	■	■	■	■	■	■	■	■
Social Skills Assessment*		■							■
Individual Writing Assessment (Non-Published and Published Writing rubrics)		■	■	■	■	■	■	■	
(Optional) Student Self-assessment		■	■	■	■	■	■	■	
(Optional) Beginning- and End-of-year Writing Samples	■								■
(Optional) <i>Student Skill Practice</i> Book pages		■	■	■	■	■	■	■	

*Since the genre units can be taught in any order, you will have to determine a time in the winter to administer the Social Skills Assessment.

Individual Assessment Folders

We recommend that you create a folder for each student in which to store collected writing samples and “Individual Writing Assessment,” “Conference Notes,” and “Student Self-assessment” record sheets. You may also want to make copies of each student’s scored writing and file these in the assessment folder. Periodically, you can use the materials in the folder to discuss the student’s progress with him or her, as well as with parents and other adults in the school. The folders can travel to the next grade with the students.

Unit 1

The Writing Community

Beginning-of-year Writing Sample (WS1)	2
Class Assessment Records (CA1-CA5).....	6
Conference Notes (CN1)	11

Obtaining a Beginning-of-year Writing Sample

Conduct this assessment during the first month of the school year. If you would like to administer this assessment online, go to classview.org to learn how you can conduct the *Being a Writer* assessments using the CCC ClassView online assessment app.

PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Beginning-of-year Writing Sample Record” sheet (WS1) from the CCC Learning Hub (ccclearninghub.org) or from page 4. Review the questions on the record sheet to help you prepare to analyze each student’s work.
- ✓ Plan to provide enough time for the students to complete the writing sample. You might base the amount of time on your school district’s requirements for similar writing tasks or simply provide your students with the time they need to complete their writing.
- ✓ Gather any additional materials needed to complete the writing task (for example, dictionaries, extra pencils, crayons, or markers) and make them available to your students.
- ✓ Write the following prompt where everyone can see it: *Think about a day that you will always remember. Write a story about that day.*

CONDUCTING THE ASSESSMENT

1. Tell the students that today they will each write a piece to show what they know about good writing. Explain that the students should try to do their best writing in this piece.
2. State your expectations for how the students will behave while you are conducting the assessment (for example, students should stay in their seats, work silently, and raise their hands if they have questions). You might also tell the students what additional resources, if any, they can use as they write (such as drawing materials or a dictionary).
3. Direct the students’ attention to the prompt and explain that they will all write about this topic. Give the students a few moments to read the prompt.
4. Give the students a few moments to think about what they will write. (If you are conducting this assessment as a timed writing activity, tell the students how much time they will have to complete their writing and that you will let them know when they have 10 minutes remaining.)
5. Distribute writing paper and have the students begin.
6. Signal the end of the writing period and collect the students’ writing.

(continues)

ANALYZING THE ASSESSMENT

For each student's writing sample:

1. Read the piece carefully. As you read, think about the questions on the "Beginning-of-year Writing Sample Record" sheet (WS1) and record your observations. Make note of any writing conventions that the student uses consistently or inconsistently, and indicate which, if any, grade-level skills are absent from the writing.
2. Use the information you gather from the student's writing to help inform your instruction in the coming months. (For example, if you notice that many students struggle to write engaging opening sentences, you can make a note to emphasize that instruction when appropriate.)
3. Attach the completed record sheet to the writing sample and file it in the student's individual assessment folder.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Are the students writing in silence? 			
<ul style="list-style-type: none"> ▪ Are they staying in their seats? 			
<p>Other observations:</p>			

Considerations:

If you notice students having difficulty staying in their seats or writing in silence, call for the class’s attention and remind them of your expectations before having them resume writing. Be aware that some students may need to just sit and think for a while before they start writing. Give them uninterrupted time to do this.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students writing in silence?			
▪ Are they staying in their seats?			
▪ Are they skipping lines in their notebooks?			
Other observations:			

Considerations:

If necessary, remind the class of your expectations for silent writing during this time. Note which students write easily and which have difficulty getting started. If you notice any student struggling to start writing after 10 minutes, pull him or her aside and ask questions such as:

- Q *What are you thinking about right now?*
- Q *What interesting thing has happened in your life that you could write about? What could you write as a first sentence for that idea?*
- Q *What ideas have you written in your writing ideas section? Let's pick one and talk about what you might write.*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students writing in silence?			
▪ Are they staying in their seats?			
▪ Are they skipping lines in their notebooks?			
Other observations:			

Considerations:

If you notice any student struggling to start writing after 10 minutes, pull him or her aside quietly and ask questions such as:

- Q *What are you thinking about right now?*
- Q *What interesting thing has happened in your life that you could write about? What could you write as a first sentence for that idea?*
- Q *What ideas have you written in your writing ideas section? Let's pick one and talk about what you might write.*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Do partners seem able to hear each other? 			
<ul style="list-style-type: none"> ▪ Are they reading their writing to each other? 			
<ul style="list-style-type: none"> ▪ Are they taking time to talk about the writing? 			
<p>Other observations:</p>			

Considerations:

Note any problems pairs are having that you want to bring up during the Reflection discussion.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Do partners seem able to hear each other? 			
<ul style="list-style-type: none"> ▪ Are they reading their writing to each other? 			
<ul style="list-style-type: none"> ▪ Are they asking each other questions about their own writing? 			
<p>Other observations:</p>			

Considerations:

Note any problems pairs are having that you want to bring up during the Reflection discussion.

Student's Name: _____ Date: _____

Ask the student to show you his or her writing, read some of it aloud to you, and talk about his or her ideas and feelings about writing. Ask the student questions such as the following, and record his or her responses.

Q *Where did you get this idea?*

Q *What do you like about writing so far this year?*

Q *How do you feel about your writing?*

Q *How do you feel when you are asked to read your own writing to the class?*

Q *What do you do best as a writer?*

(continues)

Q *What kinds of things do you want to write (or write about) in the coming year?*

Q *How do you want to improve as a writer this year?*

Other observations:

Unit 2

The Writing Process

Class Assessment Records (CA1-CA3)	14
Conference Notes (CN1)	17
Student Self-assessment (SA1)	19
Individual Writing Assessment (IA1)	20

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Have the students selected drafts that lend themselves to revision? 			
<ul style="list-style-type: none"> ▪ Will most of the students have finished drafts that they can start revising tomorrow? 			
Other observations:			

Considerations:

If you notice that many students need more time to complete their first drafts, make time for them to do so before you go on to the Day 2 lesson. Any student who has finished may work on another piece of writing.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Are pairs staying on task, reading and discussing their writing? 			
<ul style="list-style-type: none"> Are they discussing questions from the "Questions for My Partner About My Draft" chart? 			
<ul style="list-style-type: none"> Are partners giving each other specific feedback? 			
<ul style="list-style-type: none"> Are they giving feedback in a helpful way? 			
Other observations:			

Considerations:

Note any difficulties you observe so you can discuss them with the students in Step 4 of the lesson.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Are the students able to find partners and begin conferring with minimal disruption to the class? 			
<ul style="list-style-type: none"> ▪ Do conferring pairs seem to stay on task, reading and discussing their writing? 			
<ul style="list-style-type: none"> ▪ Do they return promptly to their writing at the end of their conferences? 			
<p>Other observations:</p>			

Considerations:

Notice if the noise level is such that the students can continue to write if they wish. Note any problems you observe and be ready to bring them up during the Reflection discussion.

Student's Name: _____ Date: _____

Ask the student to tell you about the part he or she is working on now and to read his or her draft aloud.

As you listen to the student, ask yourself:	Yes	No	Not evident	Evidence:
▪ Does this student's writing communicate clearly? If not, what is unclear?				
▪ Do the ideas connect in a way that makes sense?				
▪ Do the revisions make sense and improve the piece?				
▪ (<i>Beginning Week 2, Day 2</i>) Does the student recognize misspelled words and correct them?				
▪ (<i>Beginning Week 2, Day 3</i>) Does the student proofread his or her writing using his or her proofreading notes?				

Help the student revise unclear writing by rereading those passages back to him or her and explaining what is confusing you. Ask questions such as:

- Q *What do you want your reader to be thinking at this part? How can you write that?*
- Q *What is another way you can say this? Write that down.*
- Q *What sentence could you add to give your reader more information?*
- Q *What part are you going to work on next?*

(continues)

Other observations:

Next steps:

Name: _____ Date: _____

Thoughts About My Story

Things to look for in my writing:	I did it!	I did it some of the time.	I'm still working on it.
▪ I wrote a story.			
▪ My writing is clear. It is easy to tell what my writing is about, and my piece makes sense from beginning to end.			
▪ My writing is fun and interesting.			
▪ I used many interesting words that describe how things look, feel, sound, taste, and smell.			
▪ I have proofread my writing. I checked for: <ul style="list-style-type: none"> - punctuation (. ? ! "Hi!" said Adam.) - capital letters (Betty lives in Austin, Texas.) - spelling 			

Reflection:

- What did you do to make your writing fun and interesting to read?

- What did you enjoy about Writing Time during this unit?

Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to assess each student's writing from this unit. The Individual Writing Assessment is guided by the assumption that each student is growing at his or her own pace into a strong, capable writer; therefore this assessment is designed to compare a student's work to his or her earlier writing, rather than to the writing of other students. If you would like to administer this assessment online, go to classview.org to learn how you can conduct *Being a Writer* assessments using the CCC ClassView online assessment app.

PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Individual Writing Assessment” record sheet (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 28.
- ✓ Collect the students' writing notebooks, any other non-published writing, and their published pieces from the unit. Make a copy of each student's published piece, and return the original to the student or to the class library.
- ✓ Review Parts A and B on the record sheet (IA1) as well as the examples of scored writing starting on page 22 to help you prepare for scoring the students' work.

CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student's notebook and other non-published writing from the unit and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of the unit's instruction. Circle 4, 3, 2, or 1 to indicate your assessment for the writing tasks listed for each week.
2. Part B: Read the student's published piece carefully and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of each descriptor of successful writing. Circle 4, 3, 2, or 1 to indicate your assessment for each descriptor.
3. Calculate totals for Part A and Part B and add them together to determine the writing score.
4. (Optional) If you wish to include any *Student Skill Practice Book* pages in the student's overall unit score, calculate the total for these pages and then add it to the writing score to determine the overall unit score. (For more information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.)

(continues)

5. Review the “Conference Notes” record sheets for the student during this unit. Think about the Reflection questions on the “Individual Writing Assessment” record sheet (IA1) and write your responses in the space provided below each question.
6. Attach the completed assessment to the writing sample and file it, along with the “Conference Notes” record sheets and copies of any *Student Skill Practice Book* pages, in an individual assessment folder for the student.

Examples of Scored Writing: Sample 1

Diving

You watch someone splash into the water with grace. In what feels like a second you're standing on the diving board 12 feet in the air at the sports complex pool. You're excited and nervous. Your legs shaking left to right you nervously prepare your dive. In one second you spring off the board. You feel the wind in your hair and you like it. You do three flips and splash into the water gracefully. As you enter the water you gulp. Did I do good enough? You think. Also you're cold and wet instantly. You open your eyes. You hear cheering from the surface. You burst with pride. A perfect triple flip dive! You swim up and in a second you're out of the water gasping for breath. You swim to the side, get out, and run for a towel. As you wrap yourself around the warm fluffy towel you tiredly watch a few other people go. "Wow!" You think to yourself they're amazing! There's no way you'll win now. The announcer walks up and grabs the microphone. "We have a winner!" He announces over the intercom. You're incredibly nervous you're thinking to yourself please be me please be me. The announcer breaks your thought. "For her amazing triple flip dive..." your heart's pounding so loud you can hear it now going thump thump. "Sarah Jones! You're in shock. "I won, I won!" You get your gold medal that very same evening. As they give you your medal you feel the taste of victory.

(continues)

Examples of Scored Writing: Sample 1 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about.	4	3	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> Experience or event is fully explained. 	4	3	2	1
One idea connects logically to the next.	4	3	2	1
Writing shows individual expression and/or creativity.	4	3	2	1
Writing contains varied and descriptive vocabulary. <ul style="list-style-type: none"> Overused words (<i>nice, said, run, look</i>) have been replaced with interesting ones. 	4	3	2	1
Sentences are fluent when read aloud.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> Sentences are capitalized and have the appropriate end marks. 	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> Writing has been proofread for spelling errors. 	4	3	2	1
Subtotal	24	3	2	0

Published Writing total (sum of 4 subtotals): 29

Commentary: The author opens with a compelling image and boldly tells the story from the second-person point of view. Creativity and individual expression come through in the first sentence (*You watch someone splash into the water with grace*), and the second-person perspective is sustained throughout the piece. After the diver enters the water, the sequence of events is a little difficult to follow, and punctuation errors add to the confusion (*Did I do good enough? You think. Also you're cold and wet instantly You open your eyes.*), but overall the story proceeds logically and most of the sentences are clear. The author demonstrates control over narrative elements by cultivating a sense of suspense when describing the announcement of the winning dive and by alternating between descriptions of the scene and the character's thoughts and emotions. The story ends on an uplifting note. The piece would have received a higher score if grammatical conventions had been applied consistently.

Examples of Scored Writing: Sample 2

When I Cracked My Head Open

“Aaaaaah,” I screamed with little pieces of stone in my head. I cracked my head open at my house when I was six years old. I was at a little cliff and the grass was tickling my feet and I fell onto a pile of stone, headfirst. There was a big, bloody hole in my head and I screamed at the top of my lungs. I yelled, “Aaaaaaaaah”

My mom came to me while I was standing up and she was holding my head to stop the bleeding. In a calming voice she said, “Don’t worry you will be all right.”

My dad needed to get the stone out of my head with some tweezers. He told me some jokes while he was doing it because he was trying to make me feel better. My sister was crying because she cared about me. I needed to go to Children’s Hospital. My mom and my sister came, but my dad didn’t come because he needed to go to work. There was a T V at the hospital, but the doctor explained, “You can’t watch T V because you have an injured head”

Then I felt better and my mom took me home. I needed to wear a big, white Band-Aid that needed to go around my head and it was soft. When my mom looked at it, a few days later, it was all better

(continues)

Examples of Scored Writing: Sample 2 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about.	4	3	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> Experience or event is fully explained. 	4	3	2	1
One idea connects logically to the next.	4	3	2	1
Writing shows individual expression and/or creativity.	4	3	2	1
Writing contains varied and descriptive vocabulary. <ul style="list-style-type: none"> Overused words (<i>nice, said, run, look</i>) have been replaced with interesting ones. 	4	3	2	1
Sentences are fluent when read aloud.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> Sentences are capitalized and have the appropriate end marks. 	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> Writing has been proofread for spelling errors. 	4	3	2	1
Subtotal	8	12	4	0

Published Writing total (sum of 4 subtotals): 24

Commentary: The story maintains its focus on a painful accident, and the events described are easy to follow. The author would benefit from more practice in developing stories; the piece moves abruptly between events without describing feelings or actions in detail. Although sensory details are included, some of them seem irrelevant to the story. For instance, the grass tickling the author’s feet does not help the reader understand how the accident happened, and the sentence explaining who accompanied the author to the hospital seems unnecessary. The story would also benefit from more varied and descriptive vocabulary. While the author opens the story with an exciting first sentence, the conclusion seems rushed. Most sentences are fluent, spelling is correct, and there are few grammar or punctuation errors.

Examples of Scored Writing: Sample 3

cricket

I know you guys don't know about a sport witch is like an animal. It's like baseball but instead you have to bounce the ball only one time then you have to touch the ground and then your bat and clash the red ball."

England is the one who invented cricket. They didn't win any world cup since they invented it. My favorite team is India ,hey won the world cup last year. They won the world cup 1982's. Since they won the world cup now they're on fire. They are winning all the games. They were against England, England lost badly. 90 all out. 170/4. Now there in first place in-t twenty matches. If you think that India have more titles you are incorrect.

I like cricket because my dad was watching cricket, and after awhile I started to watch and play cricket.

My favorite team India because I'm born in India.

(continues)

Examples of Scored Writing: Sample 3 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about.	4	3	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> Experience or event is fully explained. 	4	3	2	1
One idea connects logically to the next.	4	3	2	1
Writing shows individual expression and/or creativity.	4	3	2	1
Writing contains varied and descriptive vocabulary. <ul style="list-style-type: none"> Overused words (<i>nice, said, run, look</i>) have been replaced with interesting ones. 	4	3	2	1
Sentences are fluent when read aloud.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> Sentences are capitalized and have the appropriate end marks. 	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> Writing has been proofread for spelling errors. 	4	3	2	1
Subtotal	0	9	10	0

Published Writing total (sum of 4 subtotals): 19

Commentary: The author of this piece succeeds in conveying excitement for the game of cricket and pride in the success of India’s team, but appears to be at the beginning stages of learning how to develop ideas and make logical connections between them. The essay jumps quickly from one idea to another in a stream-of-consciousness style that is difficult to follow. ELL issues might be contributing to errors in grammar and punctuation, which somewhat reduce the piece’s fluency.

Student's Name: _____ Date: _____

Part A: Non-published Writing

		Almost all of the writing demonstrates instruction	Much (>50%) of the writing demonstrates instruction	Some (<50%) of the writing demonstrates instruction	Almost none of the writing demonstrates instruction
Unit 1					
Week 1	Notebook writing: 4 days	4	3	2	1
Week 2	Quick-write: Ideas from the students' lives Quick-write: Start writing with a sentence from an earlier piece Notebook writing: 5 days	4	3	2	1
Week 3	Quick-write: Use / to write as a thing Quick-write: Nonfiction topics Quick-write: Questions about a nonfiction topic Quick-write: List things they know about Notebook writing: 4 days	4	3	2	1
Unit 2					
Week 1	Analyzing and Revising Drafts: <ul style="list-style-type: none"> ▪ Complete first draft. ▪ Revise for extra or confusing information. ▪ Revise based on partner feedback. ▪ Revise for overused words. ▪ Revise opening sentences. 	4	3	2	1
Week 2	Proofreading and Publishing Writing: <ul style="list-style-type: none"> ▪ Revise draft. ▪ Proofread draft for spelling. ▪ Proofread for punctuation and capitalization. ▪ Write final version. ▪ Make final version into book. 	4	3	2	1
Subtotal					

Non-published Writing total (sum of 4 subtotals): _____

(continues)

Part B: Published Writing

The bulleted items in Part B identify instruction in this unit that addresses particular descriptors of successful writing. A student is not expected to include every bulleted item in his or her final piece; rather, the bulleted items are examples of how a piece of writing might fulfill a particular descriptor. A piece of writing might successfully fulfill a descriptor without necessarily including the bulleted items listed under it.

Descriptors of Successful Writing*	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about.	4	3	2	1
Writing fully communicates ideas and shows sustained thought. ▪ Experience or event is fully explained.	4	3	2	1
One idea connects logically to the next.	4	3	2	1
Writing shows individual expression and/or creativity.	4	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Overused words (<i>nice, said, run, look</i>) have been replaced with interesting ones.	4	3	2	1
Sentences are fluent when read aloud.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentences are capitalized and have the appropriate end marks.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors.	4	3	2	1
Subtotal				

*For information on how this program's "Descriptors of Successful Writing" relates to 6+1 Trait® Writing, see "6+1 Trait® Writing Model and the *Being a Writer* Program" in the *Teacher's Manual*.

Published Writing total (sum of 4 subtotals): _____

Totals:

Part A: Non-published Writing total: _____/20 = _____%

Part B: Published Writing total: _____/32 = _____%

Writing score (Part A + Part B): _____/52 = _____%

Student Skill Practice Book (SSPB) page(s)* total: _____/_____ = _____%

Overall unit score

(Total points earned/Total points possible): _____/_____ = _____%

*(Optional) For information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.

(continues)

Reflection:

- What did you work on with this student during individual writing conferences?

- What might you focus on during the next unit's instruction?

Genre

Personal Narrative

Class Assessment Records (CA1-CA6).....	32
Conference Notes (CN1-CN2).....	38
Student Self-assessment (SA1)	41
Individual Writing Assessment (IA1)	42

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Are the students staying in their seats and writing silently? 			
<ul style="list-style-type: none"> Do they write readily about themselves? 			
<ul style="list-style-type: none"> Are they double-spacing their writing? 			
<ul style="list-style-type: none"> Do the students who have difficulty getting started eventually do so? 			
Other observations:			

Considerations:

If you notice many students having difficulty starting to write, call for the class’s attention and have partners talk to each other about what they might write. Have a few volunteers share their ideas with the class, and then have them resume silent writing. If necessary, remind students to double-space their writing.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Do the students write with engagement about their own lives? 			
<ul style="list-style-type: none"> Do they include sensory details in their writing? 			
<ul style="list-style-type: none"> Do they attempt to include information about what they learned or how they changed in their personal narratives? 			
<ul style="list-style-type: none"> Will all of the students have personal narrative drafts that they can start to develop for publication next week? 			
Other observations:			

Considerations:

If necessary, work with individual students to ensure that all students will have drafts that they can develop for publication beginning on Day 1 of next week.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Have the students selected drafts that lend themselves to revision? 			
<ul style="list-style-type: none"> ▪ Will the students have finished drafts that they can start revising tomorrow? 			
Other observations:			

Considerations:

If you notice that many students need more time to finish their drafts, make time for them to finish before going on to the Day 2 lesson. Students who have finished may work on another piece of writing.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Are the students able to add sensory details to their drafts? 			
<ul style="list-style-type: none"> ▪ Do they seem engaged in thinking of ways to develop their drafts? 			
<p>Other observations:</p>			

Considerations:

Support any student who is having difficulty by asking him or her questions such as:

- Q *What were you thinking about when you marked this place on your draft?*
- Q *What words could you add to help the reader imagine what's happening?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Are the students able to revise their opening sentences so they grab the reader's attention? 			
<ul style="list-style-type: none"> Do they seem engaged in thinking of ways to develop their drafts? 			
Other observations:			

Considerations:

Support any student who is having difficulty by asking him or her questions such as:

- Q *What were you thinking about when you wrote this opening sentence?*
- Q *How could you revise this sentence to grab your reader's attention and make him or her want to keep reading?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Are pairs staying on task, reading and discussing their writing? 			
<ul style="list-style-type: none"> Are the students asking each other questions about their own drafts? 			
<ul style="list-style-type: none"> Are partners giving each other specific feedback? 			
<ul style="list-style-type: none"> Are they giving feedback in a helpful way? 			
<p>Other observations:</p>			

Considerations:

Note any difficulties you observe to discuss with the students in Step 4 of the lesson.

Student's Name: _____ Date: _____

Ask the student to show you his or her writing and read some of it aloud to you. Help the student extend his or her thinking about personal narrative by asking questions such as:

- Q *Why did you choose to write about this [event/memory/thing]?*
- Q *What else do you remember about it that you can add to the narrative?*
- Q *What words are you using to describe what you [saw/heard/smelled/tasted/felt]?*
- Q (Beginning Week 2, Day 5) *What verb tense—for example, past or present tense—are you using in your story?*
- Q *What other experiences from your own life might you want to write about?*

Other observations:

Next steps:

Student's Name: _____ Date: _____

Ask the student to tell you about the part he or she is working on now and to read his or her draft aloud.

As you listen to the student, ask yourself:	Yes	No	Not evident	Evidence:
▪ Does this student's writing communicate clearly? If not, what is unclear?				
▪ Does this student's piece describe an interesting personal experience?				
▪ Does the student use descriptive sensory details?				
▪ Are the verb tenses consistent throughout the piece?				
▪ Does the piece have a strong opening and a closing that wraps it up?				
▪ Do the revisions make sense and improve the piece?				
▪ (<i>Beginning Week 4, Day 2</i>) Does the student recognize and correct the commonly misused words <i>there/their/they're</i> and <i>it's/its</i> ?				

(continues)

Help the student revise unclear writing by rereading those passages back to him or her and explaining what is confusing you. Ask questions such as:

Q *What do you want your reader to be thinking at this part? How can you write that?*

Other observations:

Next steps:

Name: _____ Date: _____

Thoughts About My Personal Narrative

Things to look for in my writing:	I did it!	I did it some of the time.	I'm still working on it.
▪ I wrote a story about something important that happened to me.			
▪ I included a lesson I learned or how I changed because of this event.			
▪ My writing is clear. It is easy to tell what my writing is about, and my piece makes sense from beginning to end.			
▪ My writing is fun and interesting.			
▪ I used many interesting words that describe how things look, feel, sound, taste, and smell.			
▪ I have proofread my writing. I checked for: <ul style="list-style-type: none"> - punctuation (. ? ! "Hi!" said Adam.) - capital letters (Betty lives in Austin, Texas.) - spelling 			

Reflection:

- What did you do to make your writing fun and interesting to read?

- What did you enjoy about Writing Time during this unit?

Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to assess each student's writing from this unit. The Individual Writing Assessment is guided by the assumption that each student is growing at his or her own pace into a strong, capable writer; therefore this assessment is designed to compare a student's work to his or her earlier writing, rather than to the writing of other students. If you would like to administer this assessment online, go to classview.org to learn how you can conduct *Being a Writer* assessments using the CCC ClassView online assessment app.

PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Individual Writing Assessment” record sheet (IA1) from the CCC Learning Hub (cccllearninghub.org) or from page 50.
- ✓ Collect the students' writing notebooks, any other non-published writing, and their published pieces from the unit. Make a copy of each student's published piece, and return the original to the student or to the class library.
- ✓ Review Parts A and B on the record sheet (IA1) as well as the examples of scored writing starting on page 44 to help you prepare for scoring the students' work.

CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student's notebook and other non-published writing from the unit and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of the unit's instruction. Circle 4, 3, 2, or 1 to indicate your assessment for the writing tasks listed for each week.
2. Part B: Read the student's published piece carefully and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of each descriptor of successful writing. Circle 4, 3, 2, or 1 to indicate your assessment for each descriptor.
3. Calculate totals for Part A and Part B and add them together to determine the writing score.
4. (Optional) If you wish to include any *Student Skill Practice Book* pages in the student's overall unit score, calculate the total for these pages and then add it to the writing score to determine the overall unit score. (For more information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.)

(continues)

5. Review the “Conference Notes” record sheets for the student during this unit. Think about the Reflection questions on the “Individual Writing Assessment” record sheet (IA1) and write your responses in the space provided below each question.
6. Attach the completed assessment to the writing sample and file it, along with the “Conference Notes” record sheets and copies of any *Student Skill Practice Book* pages, in an individual assessment folder for the student.

Examples of Scored Writing: Sample 1

CLIF JUMPING

I just wanted to get out of the water I didn't know why I jumped, but I did so the only way out was to swim to the shore.

It all happened on my trip to Oregon when I went on a rafting trip, we went on some rapids but all I could think about was the cliff jump, and finally the raft leader said

"Here we are!" As he pointed to the cliff.

"Ready?" said my dad

"yep." I said a little nervously I walked up the stony hill and my heart was thumping. When I was at the edge of the cliff looking 30 feet down my brother said

"Well are you gonna do it"

"Yes." I said "are you"?

"Obviously" said my brother, I took a breath and looked down.

"I'll show him he'll think he was a fool" I thought and I fell over the edge. "Oh boy" I thought I was heading towards the water in a belly flop position, "that's gonna hurt" I thought

I hit the water and a shock went through me, my head went under the 35' water I just wanted to get out. Then I found the strength to swim to the shore. The raft leader had rocks on a grill he said to put them down my shirt I thought that was weird but I did it anyways they warmed me up really good.

1

"Next time " I told my brother" you go first"and that is the story of my extremely fun and scary cliff jump and that you shouldn't jump from 30 feet up in a belly flop.

2

(continues)

Examples of Scored Writing: Sample 1 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ The piece is about a single experience or event.	4	3	2	1
Writing fully communicates ideas and shows sustained thought. ▪ Experience or event is fully explained. ▪ Sequence of events and their importance are evident to the reader.	4	3	2	1
Writing shows elements of the personal narrative genre. ▪ Focus is on a single event or experience in the writer’s life.	4	3	2	1
One idea connects logically to the next. ▪ Transitional words and phrases connect events in a sequence (<i>then, next, after</i>). ▪ Transitional words and phrases connect ideas (<i>but, since, so</i>).	4	3	2	1
Writing shows individual expression and/or creativity. ▪ A strong opening engages readers. ▪ An effective ending draws the narrative to a close.	4	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Sensory details make the writing come alive.	4	3	2	1
Sentences are fluent when read aloud. ▪ Run-on sentences have been corrected. ▪ Every sentence is clear in meaning.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentence fragments have been corrected. ▪ Verb tenses are used correctly. ▪ Sentences are capitalized and have the appropriate end marks.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors. ▪ Commonly misused words are spelled correctly (<i>there/their/they’re</i>).	4	3	2	1
Subtotal	24	3	4	0

Published Writing total (sum of 4 subtotals): 31

Commentary: This narrative is dramatic and easy to follow. The author chooses words carefully when describing perceptions and feelings (*I walked up the stony hill and my heart was thumping*), and crafts dialogue to reveal character and build suspense (*“Well are you gonna do it?”*). The opening sentence (*I just wanted to get out of the water*) is effective because it immediately raises a compelling question—what happened?—without explicitly asking one. By beginning the story with a vivid image from the final scene, the author demonstrates a sophisticated understanding of narrative structure. In the main body of the piece, there are some missed opportunities to develop the progression of events (for example, what was happening before the raft leader “finally” spoke?). The closing sentences are less successful than the opening ones, but they do show that the narrator learned something valuable from the experience described (*you shouldn’t jump from 30 feet up in a belly flop*). With the exception of the title, the author spells words correctly. The piece would read more fluently with more consistent use of capitalization and proper punctuation.

Examples of Scored Writing: Sample 2

My Special Sombrero

On hot summer day my sweat fell to the ground while I was in church and I was 4 or 5 in hot country of Mexico.

Church had just finish and we were looking at the beautiful beach waves swishing around.

There was a store by the church and we went to see what they had. I saw some delicious food like churros, but my mom wouldn't buy me some because she said we could eat at the house. So I hit my leg frustrated that I couldn't get a churro and left feeling very depressed since I thought I wouldn't get anything from the store.

" Chito come here I found some stuff you might like," my Grandma said. She saw lots of Mexican sombreros.

" I'll buy you one Chito," my Dad said to me. All of them were too big, but then I saw the perfect one. It had a new smell and was a black and white sombrero. My dad bought it for me and I danced happily because if I had a churro it would be gone by now and the sombrero I still have in my closet. So that was my best day ever

(continues)

Examples of Scored Writing: Sample 2 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. <ul style="list-style-type: none"> The piece is about a single experience or event. 	4	3	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> Experience or event is fully explained. Sequence of events and their importance are evident to the reader. 	4	3	2	1
Writing shows elements of the personal narrative genre. <ul style="list-style-type: none"> Focus is on a single event or experience in the writer’s life. 	4	3	2	1
One idea connects logically to the next. <ul style="list-style-type: none"> Transitional words and phrases connect events in a sequence (<i>then, next, after</i>). Transitional words and phrases connect ideas (<i>but, since, so</i>). 	4	3	2	1
Writing shows individual expression and/or creativity. <ul style="list-style-type: none"> A strong opening engages readers. An effective ending draws the narrative to a close. 	4	3	2	1
Writing contains varied and descriptive vocabulary. <ul style="list-style-type: none"> Sensory details make the writing come alive. 	4	3	2	1
Sentences are fluent when read aloud. <ul style="list-style-type: none"> Run-on sentences have been corrected. Every sentence is clear in meaning. 	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> Sentence fragments have been corrected. Verb tenses are used correctly. Sentences are capitalized and have the appropriate end marks. 	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> Writing has been proofread for spelling errors. Commonly misused words are spelled correctly (<i>there/their/they’re</i>). 	4	3	2	1
Subtotal	8	18	2	0

Published Writing total (sum of 4 subtotals): 28

Commentary: This piece demonstrates skill in choosing vivid details to reveal the narrator’s thoughts and feelings, although it leaves the reader wanting to hear even more about the people and places in the story. While the narrative focuses on a single event (the day the narrator got a sombrero) and its import, the ideas are not fully developed. Transitional words such as *but, because, and So* are used effectively, but there are abrupt shifts between scenes. For instance, one moment the author describes being in church, and the next, being at the beach watching the waves. The piece contains some grammatical errors, but the mistakes don’t cause much confusion, and the spelling is strong. Some of the phrasing (*Church had just finish*) suggests that the author may be an English Language Learner.

Examples of Scored Writing: Sample 3

When I got an autograph from Joemantana

Joemantana was won of the greatest quarterback ever he won 4 super bowl rings. Until my grandma new the cousin of Joe Montana? She told me that she new the cousin of Joemantana.

So I told her to tell the cousin to get an autograpgtr4h from Joemantana and a few autographs pictures came. She had a nice surprise for me and I said,

It better not be homework. And it was a Joemantana autograph picture, I was happy, that said

To Collin best wishes JM, and my brother had the same thing but said to Cody I thought that was awesome to have one from him. Then I went to the store and they had a frame for me and my bro the same length as the picture it looked nice with it. And that is when I showed every one; the picture of Joemantana autograph with his super bowl rings, it looked like it had diamonds on the super bowel rings. And the awesome thing about that is my grandma knowing the cousin and getting an autograph from Joe Montana.

(continues)

Examples of Scored Writing: Sample 3 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. <ul style="list-style-type: none"> The piece is about a single experience or event. 	4	3	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> Experience or event is fully explained. Sequence of events and their importance are evident to the reader. 	4	3	2	1
Writing shows elements of the personal narrative genre. <ul style="list-style-type: none"> Focus is on a single event or experience in the writer’s life. 	4	3	2	1
One idea connects logically to the next. <ul style="list-style-type: none"> Transitional words and phrases connect events in a sequence (<i>then, next, after</i>). Transitional words and phrases connect ideas (<i>but, since, so</i>). 	4	3	2	1
Writing shows individual expression and/or creativity. <ul style="list-style-type: none"> A strong opening engages readers. An effective ending draws the narrative to a close. 	4	3	2	1
Writing contains varied and descriptive vocabulary. <ul style="list-style-type: none"> Sensory details make the writing come alive. 	4	3	2	1
Sentences are fluent when read aloud. <ul style="list-style-type: none"> Run-on sentences have been corrected. Every sentence is clear in meaning. 	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> Sentence fragments have been corrected. Sentences are capitalized and have the appropriate end marks. 	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> Writing has been proofread for spelling errors. Commonly misused words are spelled correctly (<i>there/their/they’re</i>). 	4	3	2	1
Subtotal	0	6	12	1

Published Writing total (sum of 4 subtotals): 19

Commentary: This piece successfully conveys excitement over receiving an autograph from Joe Montana, although quick leaps between events and ideas make it difficult to keep up with the story. Transitional words are used although *until* is used improperly. Descriptive vocabulary is reserved for the ring (*it looked like it had diamonds*) and the frame (*the same length as the picture*). The opening sentence contains an engaging idea and the closing sentence emphasizes feelings of happiness and pride over owning the autograph. The same sentences highlight the author’s struggle to follow grammatical conventions, which impairs the piece’s fluency. Run-on sentences and errors in capitalization, punctuation, and spelling also make it challenging to follow this essay’s loosely linked ideas.

Student's Name: _____ Date: _____

Part A: Non-published Writing

		Almost all of the writing demonstrates instruction	Much (>50%) of the writing demonstrates instruction	Some (<50%) of the writing demonstrates instruction	Almost none of the writing demonstrates instruction
Week 1	Quick-write: Special objects Quick-write: Interesting events Notebook writing: 5 days	4	3	2	1
Week 2	Quick-write: A valuable lesson Quick-write: Compassion and respect Notebook writing: 5 days	4	3	2	1
Week 3	Analyzing and Revising Drafts: <ul style="list-style-type: none"> ▪ Complete first draft. ▪ Revise for sensory details. ▪ Revise for thoughts, feelings, and learning/change (if applicable). ▪ Revise opening sentences. ▪ Revise closing sentences. 	4	3	2	1
Week 4	Proofreading and Publishing Writing: <ul style="list-style-type: none"> ▪ Revise based on partner feedback. ▪ Proofread for commonly misused words and sentence fragments. ▪ Proofread for spelling, punctuation, and run-on sentences. ▪ Write final version. 	4	3	2	1
Subtotal					

Non-published Writing total (sum of 4 subtotals): _____

(continues)

Part B: Published Writing

The bulleted items in Part B identify instruction in this unit that addresses particular descriptors of successful writing. A student is not expected to include every bulleted item in his or her final piece; rather, the bulleted items are examples of how a piece of writing might fulfill a particular descriptor. A piece of writing might successfully fulfill a descriptor without necessarily including the bulleted items listed under it.

Descriptors of Successful Writing*	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ The piece is about a single experience or event.	4	3	2	1
Writing fully communicates ideas and shows sustained thought. ▪ Experience or event is fully explained. ▪ Sequence of events and their importance are evident to the reader.	4	3	2	1
Writing shows elements of the personal narrative genre. ▪ Focus is on a single event or experience in the writer’s life.	4	3	2	1
One idea connects logically to the next. ▪ Transitional words and phrases connect events in a sequence (<i>then, next, after</i>). ▪ Transitional words and phrases connect ideas (<i>but, since, so</i>).	4	3	2	1
Writing shows individual expression and/or creativity. ▪ A strong opening engages readers. ▪ An effective ending draws the narrative to a close.	4	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Sensory details make the writing come alive.	4	3	2	1
Sentences are fluent when read aloud. ▪ Run-on sentences have been corrected. ▪ Every sentence is clear in meaning.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentence fragments have been corrected. ▪ Verb tenses are used correctly. ▪ Sentences are capitalized and have the appropriate end marks.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors. ▪ Commonly misused words are spelled correctly (<i>there/their/they’re</i>).	4	3	2	1
Subtotal				

*For information on how this program’s “Descriptors of Successful Writing” relates to 6+1 Trait® Writing, see “The 6+1 Trait® Writing Model and the *Being a Writer* Program” in the *Teacher’s Manual*.

Published Writing total (sum of 4 subtotals): _____

(continues)

Genre

Fiction

Class Assessment Records (CA1-CA13)	54
Conference Notes (CN1-CN3)	67
Student Self-assessment (SA1)	71
Individual Writing Assessment (IA1)	72

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Are the students staying in their seats and writing silently? 			
<ul style="list-style-type: none"> ▪ Are they double-spacing their writing? 			
<ul style="list-style-type: none"> ▪ Do they seem to be writing with a relaxed and free attitude? 			
<p>Other observations:</p>			

Considerations:

If necessary, remind the students to double-space their writing. If you notice many students having difficulty starting to write, call for the class’s attention and have partners talk to each other about what they might write. Have a few volunteers share their ideas with the class; then have the students resume silent writing.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Are the students staying in their seats and writing silently? 			
<ul style="list-style-type: none"> Are they double-spacing their writing? 			
<ul style="list-style-type: none"> Do they seem to be writing with a relaxed and free attitude? 			
Other observations:			

Considerations:

If necessary, remind the students to double-space their writing. If you notice many students having difficulty starting to write, call for the class’s attention and have partners talk to each other about what they might write. Have a few volunteers share their ideas with the class; then have the students resume silent writing.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Do the students seem to be writing with a relaxed and free attitude, inspired by their own thoughts? 			
<ul style="list-style-type: none"> If they seem overly cautious or inhibited, do they eventually start writing freely? 			
<p>Other observations:</p>			

Considerations:

Support any student who is still struggling to start after about 10 minutes by asking him or her questions such as:

- Q *Who is an interesting person you know who you can make up a story about?*
- Q *What makes this person happy? Unhappy?*
- Q *Let's say this person feels unhappy because of what you just described. What unusual thing could happen to help him or her feel better?*
- Q *When and where do you imagine this story takes place?*

As the student responds to the questions, have the student write the responses in his or her notebook and continue to write what happens.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Do the students seem to be writing with a relaxed and free attitude, inspired by their own thoughts? 			
<ul style="list-style-type: none"> If they seem overly cautious or inhibited, do they eventually start writing freely? 			
Other observations:			

Considerations:

Support any student who is still struggling to start after about 10 minutes by asking him or her questions such as:

- Q *Who is an interesting person you know who you can make up a story about?*
- Q *What makes this person happy? Unhappy?*
- Q *Let's say this person feels unhappy because of what you just described. What unusual thing could happen to help him or her feel better?*
- Q *When and where do you imagine this story takes place?*

As the student responds to the questions, have him or her write the responses in his or her notebook and continue to write what happens.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Have the students selected drafts that lend themselves to revision? 			
<ul style="list-style-type: none"> ▪ Will the students have finished drafts that they can start revising tomorrow? 			
Other observations:			

Considerations:

If you notice that many students need more time to complete their drafts, make time for them to do so before going on to the Day 2 lesson. Any student who has finished may work on another piece of writing.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Do the students seem engaged in thinking of ways to develop their drafts? 			
<ul style="list-style-type: none"> Are they focusing on developing their characters? 			
<ul style="list-style-type: none"> Do they have ideas for actions, speech, and thoughts they could write to reveal character? 			
Other observations:			

Considerations:

Support any student who is having difficulty by asking him or her questions such as:

- Q *What were you thinking about when you marked this place on your draft?*
- Q *What kind of personality does your character have?*
- Q *What could your character do or say at this point to show his or her personality?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Are pairs staying on task, reading and discussing their writing? 			
<ul style="list-style-type: none"> ▪ Are they giving each other specific feedback about the questions related to character development and plot? 			
<ul style="list-style-type: none"> ▪ Are they giving feedback in a helpful way? 			
<p>Other observations:</p>			

Considerations:

Note any difficulties you observe to discuss with the students during the Reflection discussion.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Do the students incorporate their revisions into a second draft? 			
<ul style="list-style-type: none"> Are the second drafts improvements on their first drafts? 			
Other observations:			

Considerations:

Support any student who is having difficulty by asking him or her questions such as:

- Q *I notice that you marked this part of your draft for revision. What were you thinking about when you marked it?*
- Q *Read this passage aloud with the new sentence you want to add. Does that make sense? If not, how can you change it so it does make sense?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Are the students able to use prepositions and prepositional phrases to make their writing easy to follow? 			
<ul style="list-style-type: none"> Are they able to incorporate their revisions into a second draft? 			
<ul style="list-style-type: none"> Does their writing communicate clearly? 			
Other observations:			

Considerations:

Identify what, if anything, is unclear in the students' writing. Support any student who is having difficulty by asking that student to reread his or her writing and by asking questions and offering suggestions such as:

- Q *Does your story make sense? What part doesn't make sense? How can you rewrite it so it makes sense?*
- Q *Can you find a place in your story where you might move a prepositional phrase to make a sentence clearer or to vary the way your sentences sound?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Are the students able to find a partner and begin pair conferences with minimal disruption to the class? 			
<ul style="list-style-type: none"> Are they giving each other feedback about the questions on the chart? 			
Other observations:			

Considerations:

Note what problems the students are having initiating pair conferences. Support any pair that is having difficulty by asking questions such as:

- Q *What difficulties are you having in your conference?*
- Q *What are you trying to accomplish during this conference? What is preventing you from accomplishing that?*
- Q *What can you do to solve that problem? If that doesn't work, what else can you try?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Are the students able to write consistently in the past or present tense? 			
<ul style="list-style-type: none"> Do they incorporate their revisions into a second draft? 			
<ul style="list-style-type: none"> Does their writing communicate clearly? 			
Other observations:			

Considerations:

Identify what, if anything, is unclear in the students' writing. Support any student who is having difficulty by asking questions and offering suggestions such as:

- Q *What are some of the action words at the beginning of your story?*
- Q *Do those words tell about something that happened before or something that's happening now?*
- Q *How can you change the word [fly] to the past tense?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Are the students able to correctly punctuate the speech in their stories? 			
<ul style="list-style-type: none"> Do they incorporate their revisions into a second draft? 			
<ul style="list-style-type: none"> Does their writing communicate clearly? 			
<p>Other observations:</p>			

Considerations:

Identify what, if anything, is unclear in the students' writing. Support any student who is having difficulty by asking questions and offering suggestions such as:

- Q *What are some of the things your character says in your story?*
- Q *Are the quotation marks and commas in the right places? How do you know?*
- Q *How can you change the word [said] to a more interesting word?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Have most students had time to complete, or nearly complete, a fiction story for the class library? 			
<ul style="list-style-type: none"> ▪ Have I conferred with every student twice during this unit? 			
<ul style="list-style-type: none"> ▪ Are the students bringing a relaxed, creative attitude to their writing? 			
Other observations:			

Considerations:

Identify any students who would benefit from another conference and confer with them as they finish their stories. Notice what evidence you can see that the students have learned something about plot, setting, and the other elements of fiction covered in this unit.

Student's Name: _____ Date: _____

Ask the student to show you a piece of his or her writing and read some of it aloud to you. Hold off on any feedback about grammar or spelling. Instead, focus on clarifying the student's ideas about the story he or she is writing. Ask questions such as:

- Q *What is this story about?*
- Q *Who [is/are] the character(s)? What is interesting about [him/her/them]?*
- Q *What do you imagine might happen to [him/her/them]?*
- Q *(Beginning Week 2, Day 1) When and where do you imagine this story takes place?*
- Q *(Beginning Week 2, Day 3) What speech or dialogue might you include in this story?*
- Q *What part are you going to work on next?*

Other observations:

Next steps:

Student's Name: _____ Date: _____

Talk with the student about the piece he or she is developing for publication. Ask the student to tell you about the part he or she is working on now and to read some of his or her writing aloud to you.

As you listen to the student, ask yourself:	Yes	No	Not evident	Evidence:
▪ Does this student's story have a character with distinct traits that are shown through action, speech, or thought?				
▪ Does something interesting or important happen to the character?				
▪ Does the story make sense? Is it easy to follow what is happening, when, and to whom?				
▪ Does the student use transitional words and phrases?				
▪ <i>(Beginning Week 4, Day 4)</i> Does the ending bring the story's events to a close?				
▪ <i>(Beginning Week 5, Day 1)</i> Does the student use sensory details to convey the setting?				
▪ <i>(Beginning Week 5, Day 4)</i> Does the student use prepositions and prepositional phrases to vary sentences or make the writing easy to follow?				
▪ <i>(Beginning Week 5, Day 4)</i> Does the student use the first- or third-person point of view consistently?				

(continues)

Support the student in integrating the elements of fiction by asking questions such as:

- Q *What kind of personality does your main character have?*
- Q *What actions, thoughts, or speech [have you added/could you add] to show who the character is?*
- Q *What interesting or important thing happens to your character?*
- Q *What transitional words and phrases [did/could] you use to help connect events or ideas?*
- Q (Beginning Week 4, Day 4) *What [did/could] you write to bring the story to a close?*
- Q (Beginning Week 5, Day 1) *When and where does the story take place? What descriptive words can you use to tell the reader how the place looks, feels, sounds, or smells?*
- Q (Beginning Week 5, Day 4) *Which sentences can you revise using prepositions and prepositional phrases?*
- Q (Beginning Week 5, Day 4) *Which point of view, first- or third-person, [did/could] you use in your story?*

Other observations:

Next steps:

Student's Name: _____ Date: _____

Provide extra support to the student as he or she prepares the second draft for publication. Consider:

- What does this student need to work on to be ready to publish his or her story?

Discuss questions such as:

Q *What are you working on right now?*

Q *Do you have an I narrator telling your story? Are you using a consistent point of view throughout the story?*

Q *Are you using the same verb tense all the way through your story? If you accidentally switched, how will you revise so all the verbs are in the same tense?*

Q *Do you have any long sentences that might be run-ons? Let's reread them and see whether they need to be divided into shorter sentences.*

Q *What else do you need to do to be ready to write your final version?*

Other observations:

Next steps:

Name: _____ Date: _____

Thoughts About My Fiction Story

Things to look for in my writing:	I did it!	I did it some of the time.	I'm still working on it.
<ul style="list-style-type: none"> I wrote a fiction story that develops plot, describes a setting, and shows a character through his or her speech and thoughts. 			
<ul style="list-style-type: none"> My writing is clear. It is easy to tell what my writing is about, and my piece makes sense from beginning to end. 			
<ul style="list-style-type: none"> My writing is fun and interesting. 			
<ul style="list-style-type: none"> I used many interesting words that describe how things look, feel, sound, taste, and smell. 			
<ul style="list-style-type: none"> I have proofread my writing. I checked for: <ul style="list-style-type: none"> punctuation (. ? ! "Hi!" said Adam.) capital letters (Betty lives in Austin, Texas.) spelling 			

Reflection:

- What did you do to make your writing fun and interesting to read?

- What did you enjoy about Writing Time during this unit?

Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to assess each student's writing from this unit. The Individual Writing Assessment is guided by the assumption that each student is growing at his or her own pace into a strong, capable writer; therefore this assessment is designed to compare a student's work to his or her earlier writing, rather than to the writing of other students. If you would like to administer this assessment online, go to classview.org to learn how you can conduct *Being a Writer* assessments using the CCC ClassView online assessment app.

PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the "Individual Writing Assessment" record sheet (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 80.
- ✓ Collect the students' writing notebooks, any other non-published writing, and their published pieces from the unit. Make a copy of each student's published piece, and return the original to the student or to the class library.
- ✓ Review Parts A and B on the record sheet (IA1) as well as the examples of scored writing starting on page 74 to help you prepare for scoring the students' work.

CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student's notebook and other non-published writing from the unit and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of the unit's instruction. Circle 4, 3, 2, or 1 to indicate your assessment for the writing tasks listed for each week.
2. Part B: Read the student's published piece carefully and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of each descriptor of successful writing. Circle 4, 3, 2, or 1 to indicate your assessment for each descriptor.
3. Calculate totals for Part A and Part B and add them together to determine the writing score.
4. (Optional) If you wish to include any *Student Skill Practice Book* pages in the student's overall unit score, calculate the total for these pages and then add it to the writing score to determine the overall unit score. (For more information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.)

(continues)

5. Review the “Conference Notes” record sheets for the student during this unit. Think about the Reflection questions on the “Individual Writing Assessment” record sheet (IA1) and write your responses in the space provided below each question.
6. Attach the completed assessment to the writing sample and file it, along with the “Conference Notes” record sheets and copies of any *Student Skill Practice Book* pages, in an individual assessment folder for the student.

Examples of Scored Writing: Sample 1

"Mama can I go to David's house to pick up some candles?" It was the only thing I could think of to get out of the house.

"Yes but be quick and don't stay out too late." Mama plopped three coins into my hand. They were new and shiny and they felt good in my small dirty hand. She kissed my head and showed me out the door. It was almost sundown and it was cold in my little town. I walked quickly for mama might get worried if I got home late. I was not just getting candles that night but I was doing something more, I was baking a cake for mama. Tomorrow was her birthday and I needed to do something special for her. David was my best friend and his father made candles. I thought that I could buy some for mama's cake. That day at school I had asked David if I could use his oven and he agreed to let me use it. I took out my hat.

"Wow" I mumbled as I looked at what I needed to get. This could take a long time. First I needed flour, eggs, and sugar and for those I would have to go all the way up main street to the bakers store. As I walked along the cobble stone streets I was entranced by aromatic smells coming from the bakery. I needed to

1

go and see what those smells were. I was quick on my feet and hurried over to the shop. Coming into a warm wonderful smelling shop was like coming from Alaska and going suddenly into the warm summers of Hawaii. I walked over to the counter where Sindy the baker was standing.

"Hi Sindy" I said getting up at the big woman.

"Oh hi there Rabecca, did you want to buy something today?"

"Maybe it wouldn't hurt to just buy one score?" I gave Sindy the money and scipped out side.

When I was almost to the bakers store I paid the market. There was a clanking noise and then Josef the market man came lumbering out carrying a box of fresh oranges.

"Hello Rabecca would you like to buy some oranges?"

"Hello and thanks for the offer maybe I will. You see I am baking a cake for my mother."

"Ah" he said smiling.

"I understand if you don't want to buy any today than?"

"No I do!" I said quickly. I bought four big, ripe, golden oranges. I was sucking on one when I realized I was at the top of the hill right in front of the bakers store. I slipped inside. A bell rang and I saw miss Bakers smiling face above the counter. I walked over

2

and said

"Hello miss Bakers I am baking a cake for my mother and here is the list." I handed her a thin square sheet of paper. She looked at it for a quick moment and then cheerfully stated

"I think we have just about everything you need here."

"good" I replied. For the next few minutes we marched around the store finding everything I needed to get for the cake. When we were all done, miss Baker gave me a paper bag and announced "That will be \$12.48 please." I started counting my money and I got to \$10.50 when I had no more money left.

"Oh no!" I sank down on my knees and started to do that thing where water comes in little drops out of your eyes.

"What's the matter?" asked miss Baker

"I don't have enough money to buy everything" I snided.

"Well its not the end of the world all you have to do is say so." She pulled me up to my feet, brushed my skirt off and said

"You take these" she handed me the bags of things I had planned to buy and then said

"Now run along and go make your mama's cake." I was so happy, so happy for words so I just hugged her before I went out

3

the door. As I walked down main street I was filled with joy. The sun was almost down as I hurried to David's house. We made the cake together and David's father gave me new wax candles to put in the cake. I thanked them all for letting me use their stove and scipped off to my house with a happy surprise sitting in a little brown box tied up with twine laying in my hands waiting to be opened.

4

(continues)

Examples of Scored Writing: Sample 1 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ A fiction story is told.	④	3	2	1
Writing fully communicates ideas and shows sustained thought. ▪ Experience or event is fully explained. ▪ Sequence of events and their importance are evident to the reader.	④	3	2	1
Writing shows elements of the fiction genre. ▪ Story includes plot, description of setting, and characters developed through speech and thoughts.	④	3	2	1
One idea or event connects logically to the next. ▪ Transitional words and phrases that connect events in a sequence (<i>then, next, after</i>) are used. ▪ Transitional words and phrases that connect ideas (<i>but, since, so</i>) are used.	④	3	2	1
Writing shows individual expression and/or creativity. ▪ An effective ending draws the narrative to a close.	④	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Sensory details make the writing come alive.	④	3	2	1
Sentences are fluent when read aloud. ▪ Run-on sentences have been corrected. ▪ Every sentence is clear in meaning	④	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Prepositions and prepositional phrases are used effectively. ▪ Consistent point of view is maintained. ▪ Consistent verb tense is maintained. ▪ Sentences are capitalized and have the appropriate end marks.	④	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Speech is punctuated properly. ▪ Writing has been proofread for spelling errors.	4	3	②	1
Subtotal	32	0	2	0

Published Writing total (sum of 4 subtotals): 34

Commentary: This story uses sensory details and realistic dialogue to create compelling characters and a vivid setting. Some of the author’s admirable attempts to be original don’t quite work, such as the highly wrought description of crying, but those failures are outweighed by other effective descriptions, such as images of the cobblestoned town and the lumbering grocer. Transitional words, like *as* and *when*, make the sequence of events clear, and prepositional phrases, such as *above the counter*, develop the details. The conclusion seems a bit rushed, but it does wrap up the story. Numerous spelling errors (*huryed, perring, scipped*) are somewhat distracting but, because they are reasonable approximations, do not significantly impact the piece’s fluency. A sound grasp of grammatical conventions is evident throughout.

Examples of Scored Writing: Sample 2

It was a dark and stormy day in witch town. Etzel was just coming back from school when Penny the hamlet's dragon went running into Etzel's room and hid under a pile of black dresses. Laura, Daniel, and their mom were in the kitchen eating rat tail stew when they heard Penny loudly moaning. They got up and ran towards the dragon. You could see Penny had tears in her eyes so Daniel picked her up and we all saw she had a broken hand. We quickly and slowly at the same time placed her on the boom. Mom quickly and nervously jumped on too

1

and left to the creepy dragon hospital. We were all waiting around to see what happened except Etzel. She seemed like nothing happened she was in the room on the floor. That got me more mad than I already was so I got my behind off the chair and went to check the phone. You should of seen Etzel, she was turning red and spilling her lungs out it was cracking up. Then I heard a loud crack on the door. It was my mom saying Penny. She showed us the ways of Penny's hand. She had her own broken in 3 parts. I felt very sorry for Penny but in

2

that moment when it was about to start crying Penny appeared. She looked in so much pain. She just did her dragonly smile and jumped on me. Etzel did not get in trouble because it appeared to my mom as if it was just an accident. After a couple of days Penny's leg got better. Penny seemed to have a mind of her own because she kept livening Etzel with her fire breath. It was an awesome life. Etzel never got close to Penny and we lived happily ever after.

3

(continues)

Examples of Scored Writing: Sample 2 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ A fiction story is told.	4	3	2	1
Writing fully communicates ideas and shows sustained thought. ▪ Experience or event is fully explained. ▪ Sequence of events and their importance are evident to the reader.	4	3	2	1
Writing shows elements of the fiction genre. ▪ Story includes plot, description of setting, and characters developed through speech and thoughts.	4	3	2	1
One event or idea connects logically to the next. ▪ Transitional words and phrases that connect events in a sequence (<i>then, next, after</i>) are used. ▪ Transitional words and phrases that connect ideas (<i>but, since, so</i>) are used.	4	3	2	1
Writing shows individual expression and/or creativity. ▪ An effective ending draws the narrative to a close.	4	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Sensory details make the writing come alive.	4	3	2	1
Sentences are fluent when read aloud. ▪ Run-on sentences have been corrected. ▪ Every sentence is clear in meaning.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Prepositions and prepositional phrases are used effectively. ▪ Consistent point of view is maintained. ▪ Consistent verb tense is maintained. ▪ Sentences are capitalized and have the appropriate end marks.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Speech is punctuated properly. ▪ Writing has been proofread for spelling errors.	4	3	2	1
Subtotal	4	21	2	0

Published Writing total (sum of 4 subtotals): 27

Commentary: We know this is a fiction story from the familiar opening (*It was a dark and stormy day*). The author sets up a problem (Penny the dragon’s broken hand) which is eventually resolved, and creates a vivid world through some sharp and often funny descriptions, such as the dragon diving beneath a pile of black dresses and the family eating rat tail stew. While a plot with a clear beginning, middle, and end is evident, it is unclear who the main character is. Characters are not developed, and the shift from a third-person narrator (*Laura, Daniel, and their mom were in the kitchen . . .*) to the use of *we* and *I* make it unclear who is telling the story. Because Itxel’s involvement in Penny’s injury is not described beyond her reaction (*she seemed like nothing happened*), we are confused by the ending (*Itxel did not get in trouble because it appeared to my mom as if it was just an accident*). Logic also breaks down when we read that Mom comes through the door carrying Penny, then learn contradictory information a few sentences later (*when I was about to start crying Penny appeared*). These examples suggest that more rereading aloud would be helpful during the writing process. Run-on sentences cause some confusion (*We were all waiting worried to see what happened except Itxel she seemed like nothing happened she was in the room on the phone*), and grammar problems further hamper fluency, but the majority of words are spelled correctly.

Examples of Scored Writing: Sample 3

	"The Three Mice
	"Nooo!" Jerry cried grabbing on to his mother, and his crying was heard all over Calisornia. "I don't want to leave!" cried Jerry "You have to," exclaimed Kay "look, do you see your brother or sister complaining?" questioned Kay "no" whispered Jerry.
	Mike, Joan, and Mike were outside the house on a warm fall. "I think we should make our own homes" said Mike "Me too" replied Joan "well, not me" said Jerry, "I should take Jerry with me" said Joan. So off they went.
	The next day Joan and Jerry decided to make a house made out of rubber. When the rubber house was completed they saw Mike making his house out of fur. When Mike finished Joan and Jerry went to visit Mike. "I'm so glad to see you Mike!" exclaimed Joan "so am I" responded Mike.
	Later that same day Jerry and Joan went back home. "Joan" whispered Jerry "What?" questioned Joan "I want to go to sleep!" exclaimed Jerry "ok, ok" said Joan. Joan tucked Jerry and he went to sleep. When Jerry was old enough he made his own home out of bricks.

(continues)

Examples of Scored Writing: Sample 3 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ A fiction story is told.	4	3	2	1
Writing fully communicates ideas and shows sustained thought. ▪ Experience or event is fully explained. ▪ Sequence of events and their importance are evident to the reader.	4	3	2	1
Writing shows elements of the fiction genre. ▪ Story includes plot, description of setting, and characters developed through speech and thoughts.	4	3	2	1
One idea or event connects logically to the next. ▪ Transitional words and phrases that connect events in a sequence (<i>then, next, after</i>) are used. ▪ Transitional words and phrases that connect ideas (<i>but, since, so</i>) are used.	4	3	2	1
Writing shows individual expression and/or creativity. ▪ An effective ending draws the narrative to a close.	4	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Sensory details make the writing come alive.	4	3	2	1
Sentences are fluent when read aloud. ▪ Run-on sentences have been corrected. ▪ Every sentence is clear in meaning.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Prepositions and prepositional phrases are used effectively. ▪ Consistent point of view is maintained. ▪ Consistent verb tense is maintained. ▪ Sentences are capitalized and have the appropriate end marks.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Speech is punctuated properly. ▪ Writing has been proofread for spelling errors.	4	3	2	1
Subtotal	0	12	10	0

Published Writing total (sum of 4 subtotals): 22

Commentary: This story begins in an engaging way and incorporates several elements of fiction: characters, actions, and a sense of high stakes (*his crying was heard all over California*). An ear for fiction is evident in phrases such as *So off they went* and *Later that same day* and in the dialogue, which uses a variety of interesting synonyms for *said* (*exclaimed, questioned, whispered, responded*) and confidently places verbs before subjects (*questioned Kay; whispered Jerry*). Without the story’s title, it’s unclear that the characters are mice; they do not behave like mice, and the author does not describe their appearance. Disjunctions in the narrative, both within and between paragraphs, make it difficult to track the story line, while large spaces between paragraphs add to the sense of fragmentation. The author does provide an ending to the story, although it breaks abruptly from the story’s sequence of events. Punctuation and capitalization in and around quotes is often missing.

Student's Name: _____ Date: _____

Part A: Non-published Writing

		Almost all of the writing demonstrates instruction	Much (>50%) of the writing demonstrates instruction	Some (<50%) of the writing demonstrates instruction	Almost none of the writing demonstrates instruction
Week 1	Quick-write: Messy situations Notebook writing: 5 days	4	3	2	1
Week 2	Quick-write: Ideas from pictures Quick-write: Showing character through dialogue Quick-write: Character, plot, and setting Notebook writing: 5 days	4	3	2	1
Week 3	Quick-write: Creating stories about single objects Quick-write: Character, plot, and setting Notebook writing: 5 days	4	3	2	1
Week 4	Analyzing and Revising Drafts: <ul style="list-style-type: none"> ▪ Complete first draft. ▪ Revise to develop characters. ▪ Revise for plot and transitional words and phrases. ▪ Revise closing sentences. ▪ Revise based on partner feedback. 	4	3	2	1
Week 5	Writing Second Drafts: <ul style="list-style-type: none"> ▪ Revise to develop setting. ▪ Write second draft. ▪ Revise using prepositions and prepositional phrases. ▪ Revise to use consistent point of view. ▪ Revise based on self-assessment. 	4	3	2	1
Week 6	Proofreading and Publishing Writing: <ul style="list-style-type: none"> ▪ Proofread for verb tense consistency. ▪ Proofread for speech punctuation. ▪ Proofread for run-on sentences. ▪ Revise based on partner feedback. ▪ Write final version. 	4	3	2	1
Subtotal					

Non-published Writing total (sum of 4 subtotals): _____

(continues)

Part B: Published Writing

The bulleted items in Part B identify instruction in this unit that addresses particular descriptors of successful writing. A student is not expected to include every bulleted item in his or her final piece; rather, the bulleted items are examples of how a piece of writing might fulfill a particular descriptor. A piece of writing might successfully fulfill a descriptor without necessarily including the bulleted items listed under it.

Descriptors of Successful Writing*	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ A fiction story is told.	4	3	2	1
Writing fully communicates ideas and shows sustained thought. ▪ Experience or event is fully explained. ▪ Sequence of events and their importance are evident to the reader.	4	3	2	1
Writing shows elements of the fiction genre. ▪ Story includes plot, description of setting, and characters developed through speech and thoughts.	4	3	2	1
One idea or event connects logically to the next. ▪ Transitional words and phrases that connect events in a sequence (<i>then, next, after</i>) are used. ▪ Transitional words and phrases that connect ideas (<i>but, since, so</i>) are used.	4	3	2	1
Writing shows individual expression and/or creativity. ▪ An effective ending draws the narrative to a close.	4	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Sensory details make the writing come alive.	4	3	2	1
Sentences are fluent when read aloud. ▪ Run-on sentences have been corrected. ▪ Every sentence is clear in meaning.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Prepositions and prepositional phrases are used effectively. ▪ Consistent point of view is maintained. ▪ Consistent verb tense is maintained. ▪ Sentences are capitalized and have the appropriate end marks.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Speech is punctuated properly. ▪ Writing has been proofread for spelling errors.	4	3	2	1
Subtotal				

*For information on how this program’s “Descriptors of Successful Writing” relates to 6+1 Trait® Writing, see “The 6+1 Trait® Writing Model and the *Being a Writer* Program” in the *Teacher’s Manual*.

Published Writing total (sum of 4 subtotals): _____

(continues)

Genre

Expository Nonfiction

Class Assessment Records (CA1-CA10)	84
Conference Notes (CN1-CN2)	94
Student Self-assessment (SA1)	97
Individual Writing Assessment (IA1)	98

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Are the students able to write about things they have learned or are curious about? 			
Other observations:			

Considerations:

If you notice many students struggling to write, call for their attention and model writing as a class. Call on a volunteer to report what he or she read about, interesting things he or she learned, and things he or she is curious about. Record this information where everyone can see it. After modeling, have the students resume writing on their own for a few more minutes.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Are the students able to write information they have learned about other topics? 			
<p>Other observations:</p>			

Considerations:

If you notice students struggling to write, call for the class’s attention and ask a few volunteers to read what they have written so far aloud. Then have the students resume writing on their own for a few more minutes.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Are partners staying on task, sharing their writing and thoughts about topics? 			
<ul style="list-style-type: none"> ▪ Are they asking each other questions and expressing their curiosity? 			
<p>Other observations:</p>			

Considerations:

Note any difficulties you observe to discuss with the students during the Reflection discussion.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Do the students write freely and with interest about their topics? 			
Other observations:			

Considerations:

If you notice any student having difficulty writing, ask the student to tell you what he or she knows about the topic. You might also ask whether he or she has written anything about this topic in the past two weeks. If so, have the student review that writing. If not, ask the student to write what he or she is curious to know.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Are partners agreeing on interesting facts to write about their topic? 			
<ul style="list-style-type: none"> ▪ Are they writing notes in their own words? 			
<ul style="list-style-type: none"> ▪ Are they writing just one piece of information per card? 			
<ul style="list-style-type: none"> ▪ Are they sharing the work? 			
<p>Other observations:</p>			

Considerations:

If necessary, stop the class to remind the students of the procedures to follow when taking their notes. If you notice partners having difficulty sharing the work, stop them and discuss questions such as:

- Q *What is each of you responsible for accomplishing?*
- Q *Is the way you are sharing the work fair? Why or why not?*
- Q *What can you do to share the work fairly?*
- Q *Why is it important that both of you do your part of the work on this project?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Do partners seem able to categorize their notes in ways that make sense? 			
<ul style="list-style-type: none"> ▪ Do they categorize all their notes? 			
<ul style="list-style-type: none"> ▪ Are they able to agree on how to categorize their notes? 			
<ul style="list-style-type: none"> ▪ If they do not agree at first, do they keep talking until they reach agreement? 			
<p>Other observations:</p>			

Considerations:

Support any pair that struggles by asking questions such as:

- Q *What notes seem to belong together? Why do you think so?*
- Q *What other notes could go into your ["Turning Trash into Treasures"] group? Why do you think so?*

Be aware that categorizing information can be challenging for some students; this is to be expected. They may have difficulty defining subtopics or consistently sorting their notes into those subtopics. They may want to discard notes that do not fit, or become preoccupied with having the same number of notes in each subtopic. Encourage them to try their best to organize all their notes in a way that makes sense (perhaps creating an "Other Interesting Facts" category for outliers).

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Are partners able to decide on an order of the subtopics for their report? 			
<ul style="list-style-type: none"> Does the order make sense? 			
<ul style="list-style-type: none"> Are both partners writing sections of their report? 			
<ul style="list-style-type: none"> Are the students able to use their notes to write coherently about their topics? 			
<ul style="list-style-type: none"> Are they double-spacing their drafts? 			
Other observations:			

Considerations:

Support any pair that struggles by asking questions such as:

- Q *What do you want to write about first to grab your reader's attention?*
- Q *What do you want to write about next?*
- Q *What part is each partner working on? Is that a fair way to share the work? Why or why not? [What will you do differently to share the work fairly?]*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Are groups staying on task, reading and discussing their writing? 			
<ul style="list-style-type: none"> ▪ Are group members asking one another questions about their drafts? 			
<ul style="list-style-type: none"> ▪ Are they giving each other feedback in a helpful and respectful way? 			
<p>Other observations:</p>			

Considerations:

Make note of any problems you want to bring up during the Reflection discussion.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Are partners working together fairly to write a final version of their informational report? 			
<ul style="list-style-type: none"> ▪ Are they catching and correcting spelling, grammar, and punctuation errors? 			
<p>Other observations:</p>			

Considerations:

Support any pair that struggles by asking questions such as:

- Q *What is each of you responsible for accomplishing?*
- Q *Is the way you are sharing the work fair? Why or why not?*
- Q *What can you do to share the work fairly?*
- Q *Why is it important that both of you do your part of the work on this project?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Are partners working together fairly to write a final version of their informational report? 			
<ul style="list-style-type: none"> ▪ Are they including a bibliography? 			
<p>Other observations:</p>			

Considerations:

Support any pair that struggles by asking questions such as:

- Q *What is each of you responsible for accomplishing?*
- Q *Is the way you are sharing the work fair? Why or why not?*
- Q *What can you do to make it so you are sharing the work fairly?*
- Q *Why is it important that both of you do your part of the work on this project?*

Student's Name: _____ Date: _____

Ask partners to tell you the topic they are researching and what they are learning about that topic. Focus your conversations on what the partners are curious about, what they are learning, and how they are capturing what they are learning in their notes. Ask questions such as:

- Q *What topic are the two of you researching? What question about that topic is each of you researching now?*
- Q *What have you found out about your question? Read me one of your notes.*
- Q *What else do you want to know? What sources might you use to find information about that?*

If you ask a student to read you a note and you find it confusing, ask the student what the note means. Explain why you were confused and ask the partners how the note might be rewritten more clearly.

Other observations:

Next steps:

Student's Name: _____ Date: _____

Ask partners to read their drafts aloud and to tell you their plan for their report. Ask questions such as:

- Q *What did you write in your pre-research writing that you want to include in your draft?*

- Q *What questions did you originally write that you will answer in your draft?*

- Q *How did you group and order your notes? What made you decide to organize them that way?*

- Q *What is a fact, detail, definition, or other piece of information that would help your reader learn about [how firefighters put out forest fires]?*

- Q *What transitional word or phrase might you use to help the reader move from this idea to the next one?*

- Q *(Ask through Week 4, Day 5) What else do you want to know? What sources might you use to find information about that?*

- Q *(Beginning Week 5, Day 1) What text features can you include to make the information in your report even more interesting and clear?*

- Q *(Beginning Week 5, Day 3) What can you write in your introduction to make your reader want to keep reading?*

- Q *(Beginning Week 5, Day 4) How might you revise your report so it [makes sense/captures your reader's interest/gives enough information]?*

- Q *(Beginning Week 5, Day 5) What might you write in an "About the Author" section to introduce yourself to your reader?*

(continues)

Other observations:

Next steps:

Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to assess each student's writing from this unit. The Individual Writing Assessment is guided by the assumption that each student is growing at his or her own pace into a strong, capable writer; therefore this assessment is designed to compare a student's work to his or her earlier writing, rather than to the writing of other students. If you would like to administer this assessment online, go to classview.org to learn how you can conduct *Being a Writer* assessments using the CCC ClassView online assessment app.

PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the "Individual Writing Assessment" record sheet (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 108.
- ✓ Collect the students' writing notebooks, any other non-published writing, and their published pieces from the unit. Make a copy of each student's published piece, and return the original to the student or to the class library.
- ✓ Review Parts A and B on the record sheet (IA1) as well as the examples of scored writing starting on page 100 to help you prepare for scoring the students' work.

CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student's notebook and other non-published writing from the unit and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of the unit's instruction. Circle 4, 3, 2, or 1 to indicate your assessment for the writing tasks listed for each week.
2. Part B: Read the student's published piece carefully and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of each descriptor of successful writing. Circle 4, 3, 2, or 1 to indicate your assessment for each descriptor.
3. Calculate totals for Part A and Part B and add them together to determine the writing score.
4. (Optional) If you wish to include any *Student Skill Practice Book* pages in the student's overall unit score, calculate the total for these pages and then add it to the writing score to determine the overall unit score. (For more information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.)

(continues)

5. Review the “Conference Notes” record sheets for the student during this unit. Think about the Reflection questions on the “Individual Writing Assessment” record sheet (IA1) and write your responses in the space provided below each question.
6. Attach the completed assessment to the writing sample and file it, along with the “Conference Notes” record sheets and copies of any *Student Skill Practice Book* pages, in an individual assessment folder for the student.

Examples of Scored Writing: Sample 1

Report on Anne Frank

Introduction

You are about to read about a girl named Anne. Anne was a girl who lived during world war II. She went through the Holocaust but she still had a lot of happiness for a while. She wrote about her life in a diary. It's a story of hope and fear and it's all true.

Anne Frank's Early Life

Anne was born in Germany in 1929. Anne's parents were Otto and Edith. She also had a big sister named Margot. Anne and her family were happy. Then the Nazi party came to power in Germany. That was in 1933. The Nazi party was a band of people led by Adolf Hitler. The Nazis didn't like Jewish people. That was bad for Anne since her family was Jewish. They were in danger. Therefore Anne and her family left Germany forever. They went to another country called the Netherlands.

World war II

For a long time, Anne lived in the Netherlands. She played and went to school. But then Hitler and Germany started World war II. Hitler wanted to take over other countries. So in 1940 Germany invaded the Netherlands. Anne and her family had to hide. Jewish people weren't safe because the Nazis were looking for them.

1

The Secret Annexe

Anne had a pretty good hiding place. Her father worked in a building that had rooms at the back. The three-story annex was separate from the rest of the building. It had three stories and there was a bathroom. The entry to her hiding place was through an opening and closing bookcase. Anne's father's friends brought the family food and helped them.

Anne's Diary

Anne Frank had a diary that she started to write in when she was 13 yrs old. She called this diary kitty. Anne Frank's family knew that she had a diary but they not even her friends thought that it would become famous. But they knew that she had a lot to say about everything. She wrote in her book all the time. Her father gave it to her for her birthday.

Anne Frank liked to talk a lot so her teachers called her "The Chatterbox." She didn't like the name so she wrote it in her diary. Also, she wrote about her friends, school, and boys. She wrote about her sister and parents and friends and how she wanted to be a journalist one day. One entry she wrote was on May 8, 1944. In that entry she wrote: "I want to see something of the world and do all kinds of exciting things."

Caught

Anne and her family hid for a long time. But in August 1944 they were found. When that happened, they were sent to a work camp. These were terrible prisons for Jewish people. At the camps people were made to work very, very hard. If they did not then they would be killed. The body's

2

(continues)

Examples of Scored Writing: Sample 1 *(continued)*

would be stacked like fire wood and at the end of the day a truck would come by, pick them up and burn them. Anne was not killed by soldiers. She and her sister died of typhus, an illness that killed thousands of camp prisoners. She died just a few weeks before British soldiers freed the prisoners.

Why We Know About Anne

After Anne was caught, some friends found her diary in the annex. They saved it and kept it safe. After the war, her diary was published. People all over the world read it. People can also visit the house in the Netherlands where Anne hid. Today Anne Frank is famous everywhere.

About the Authors

██████████ is half jewish (and half catholic). He likes reading and basketball. He wants to grow up to be a politician and make sure the Holocaust never gets repeated. ██████████ likes to do cartooning and skateboarding. Reading about Anne Frank gave him bad dreams but he thinks everyone should so we make a better world.

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3

(continues)

Examples of Scored Writing: Sample 1 (continued)

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. <ul style="list-style-type: none"> The piece is an informational report about a topic that interests the student. 	4	3	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> Information about the topic is fully explained. Sequence of subtopics and their importance are evident to readers. 	4	3	2	1
Writing shows elements of the expository nonfiction genre. <ul style="list-style-type: none"> Focus is on a topic the student has researched. Facts, details, definitions, and other information related to the topic are included. The facts are accurate. Subtopics are introduced with headings. A section about the authors introduces them to readers. A bibliography lists the sources. 	4	3	2	1
One idea connects logically to the next. <ul style="list-style-type: none"> Transitional words and phrases connect ideas in a sequence (<i>in addition, however, since</i>). 	4	3	2	1
Writing shows individual expression and/or creativity. <ul style="list-style-type: none"> A strong introduction engages readers. 	4	3	2	1
Writing contains varied and descriptive vocabulary.	4	3	2	1
Sentences are fluent when read aloud. <ul style="list-style-type: none"> Run-on sentences have been corrected. Every sentence is clear in meaning. 	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> Sentence fragments have been corrected. Sentences are capitalized and have the appropriate end marks. 	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> Writing has been proofread for spelling errors. 	4	3	2	1
Subtotal	32	3	0	0

Published Writing total (sum of 4 subtotals): 35

Commentary: This report successfully presents factual information about the life of Anne Frank. The third-person point of view is used throughout, and the writers provide memorable details to help us understand this historical figure (*her teachers called her "The Chatterbox"; she wrote about her friends, school, and boys*) and the chilling events of her time (*The body's would be stacked like fire wood*). The quote from Anne's diary also adds variety and interest. Transitional words (*but; Therefore; Also*) help connect ideas smoothly. The report does an admirable job of providing historical context, presenting facts accurately, and keeping events in sequence, although readers would benefit from more information in some places (for instance, the important term *Holocaust* appears but is not defined, who found Anne and her family in their hiding place is not described, and the connection between the Nazi party and the camps is left unclear). These omissions together might suggest

(continues)

Examples of Scored Writing: Sample 1 *(continued)*

lapses in research or, minimally, a need for the authors to be made more aware of the reader. Overall the piece is impressive, given that biographical writing is an especially challenging form of nonfiction, requiring the ability to place events in a larger context, describe them chronologically, and explain cause-and-effect relationships. While some descriptive vocabulary is used, the piece would benefit from more. With a few exceptions (*annex/annexe; world war II; they not even her friends; body's; jewish*), the writing is fluent and conforms to conventions. (Note: Due to space limitations, the two photographs and captions that the authors included are not shown here.)

Examples of Scored Writing: Sample 2

Introduction to Venus Fly Traps

Your about to learn about one of the most interesting and weirdest plants ever! It's called a Venus Fly Trap Read this report and find out all about it.

What are Venus Fly Traps?

Venus Fly traps are plants that have traps that look like mouths and eat flies. Venus Fly Traps are carnivorous which means that they eat insects. (There are other carnivorous plants that even eat small frogs!) Why do they like eating insects because they have lots of good nutrients. Venus fly traps grow in wet places like parts of North and South Carolina you can buy some at plant stores also. They are rare plants. But don't worry These plants do not bite people and they are only dangrous if you're an insect.

How do Venus Fly Traps attract flies?

The Venus Fly Traps let out a smell that flies can't resist and when the fly comes close enough the fly trap eats it. The mouth has two things that look like tiny spiky hairs that get hit then the mouth closes. So raindrops don't make the fly traps mouth close unless they hit them twice in a row which is extremely un-libly

Do Venus Fly traps need water and sun?

Yes they need water and sun because their still plants even though they eat insects You have to keep their soil pretty wet and they like to be sprayed with water too. They don't like to get too cold. It is a pretty easy carnivorous plant to grow. However, I think they do not like too much bright hot sunlight I had one on my windowsill that died because the sun was way too hot.

Can Venus Fly Traps see?

Many people have this question but no the plants don't see, instead the flies land on their mouths so then they can open and eat them. Scientists like to study why the Venus fly trap can open and catch the flies so fast!

Do Venus Fly Traps eat anything besides flies?

Yes, Venus Fly traps eat spiders, ants, lightning bugs, and moths. They do not eat pieces of paper or cereal or hamburger because it can make the fly trap get sick and die. In fact, it is bad to try to feed them anything other than insects. Also it takes energy for the fly traps to close. If they waste that energy to eat something it can't eat, it can be hurt.

Conclusion to Venus Fly Traps

Now you know all about Venus Fly Traps. Are you going to go out and buy one of these cool plants? Remember just don't feed it anything but insects!

About the Authors

██████████ lives near Canyon Elementary School with his parents and older brother. He plays soccer and he knows about Venus Fly Traps because he owns a Venus Fly Trap named Neil Armstrong which he owned since second grade. ██████████ has a dog named Barney. Her favorite kind of reading is nonfiction books. She wants to be a veterinarian.

(continues)

Examples of Scored Writing: Sample 2 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. <ul style="list-style-type: none"> The piece is an informational report about a topic that interests the student. 	④	3	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> Information about the topic is fully explained. Sequence of subtopics and their importance are evident to readers. 	4	③	2	1
Writing shows elements of the expository nonfiction genre. <ul style="list-style-type: none"> Focus is on a topic the student has researched. Facts, details, definitions, and other information related to the topic are included. The facts are accurate. Subtopics are introduced with headings. A section about the authors introduces them to readers. A bibliography lists the sources. 	4	③	2	1
One idea connects logically to the next. <ul style="list-style-type: none"> Transitional words and phrases connect ideas in a sequence (<i>in addition, however, since</i>). 	4	③	2	1
Writing shows individual expression and/or creativity. <ul style="list-style-type: none"> A strong introduction engages readers. 	4	③	2	1
Writing contains varied and descriptive vocabulary.	④	3	2	1
Sentences are fluent when read aloud. <ul style="list-style-type: none"> Run-on sentences have been corrected. Every sentence is clear in meaning. 	4	3	②	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> Sentence fragments have been corrected. Sentences are capitalized and have the appropriate end marks. 	4	3	②	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> Writing has been proofread for spelling errors. 	4	3	②	1
Subtotal	8	12	6	0

Published Writing total (sum of 4 subtotals): 26

Commentary: This expository piece uses a lively question-and-answer format to give information about a subject that is of palpable interest to the authors. The introduction immediately communicates the authors' enthusiasm. Early in the piece we learn the most pertinent piece of information about Venus flytraps (that they "are plants that have traps that look like mouths and eat flies"), which provides a context for the rest of the piece. Vocabulary is varied, interesting, and used correctly (*weirdest; nutrients; rare; attract; resist; spiky; bright; instead*). Although the well-chosen subheadings are in a logical sequence and the authors provide answers to the questions posed, some facts are incomplete, too vague to be easily verified, or difficult to follow. For instance, the explanation of the trap's trigger is confusing. These problems, combined with the lack of a bibliography, suggest a hasty writing process. Run-on sentences caused by missing end punctuation and spelling errors (*carnvorous; dangrous; flys*) also make some of the sentences difficult to follow. (Note: Due to space limitations, the two photographs and captions that the authors included are not shown here.)

Examples of Scored Writing: Sample 3

Bald Eagles



This is a bald eagle.

Can you imagine a bird that was 6-8 ft long, people hunted these birds the one they called the bald eagle. Bald eagles are very strong. They are able to fly over 10,000 feet above sea level. It is able to dive at a speed of over 100 mph. The bald eagles talon are able to squeeze together at a strength of 10,000 lb. per square inch. For example if we had that much power of a bald eagle talon we can squeeze a metal cabinet. Did you know that only half of the eaglets only survived the first year. That is not a lot!

A bald eagle's life span ranges about 35 to 40 years old. When they grow up, bald eagles are so big they can be as long as 6 to 8 feet long from wing tip to wing tip, being as long as two kids.

Did you also know Bald eagles are the symbol of the United States of America. They are on our money for example if you really look at them and on the U.S. great seal. Bald eagles are native to north America bald eagles in the northern U.S. migrate to the southern U.S. Bald eagles were endangered in the early 1960s by humans



These are eagle chicks.

There was chemical DDT. If we were decreasing at that rate there wouldn't be any humans in the 1900s. But now bald eagles are protected and there are more of them.

They only live where there is a large area of water. They use their hooked beak to remove the scales. It can go at 44 mph to catch its food. The bald eagle's ancestor Proutarra was millions year old. For example, if our ancestors were that they would have been our great-great-great-great-great (you get the point) grandparents.

Another kind of eagle is a golden eagle. You can tell a bald eagle from a golden eagle because it's has a white head. The bald eagle has a white head that's how it got its name bald eagle a long time ago. It also has a yellow beak.

(continues)

Examples of Scored Writing: Sample 3 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. <ul style="list-style-type: none"> The piece is an informational report about a topic that interests the student. 	4	3	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> Information about the topic is fully explained. Sequence of subtopics and their importance are evident to readers. 	4	3	2	1
Writing shows elements of the expository nonfiction genre. <ul style="list-style-type: none"> Focus is on a topic the student has researched. Facts, details, definitions, and other information related to the topic are included. The facts are accurate. Subtopics are introduced with headings. A section about the authors introduces them to readers. A bibliography lists the sources. 	4	3	2	1
One idea connects logically to the next. <ul style="list-style-type: none"> Transitional words and phrases connect ideas in a sequence (<i>in addition, however, since</i>). 	4	3	2	1
Writing shows individual expression and/or creativity. <ul style="list-style-type: none"> A strong introduction engages readers. 	4	3	2	1
Writing contains varied and descriptive vocabulary.	4	3	2	1
Sentences are fluent when read aloud. <ul style="list-style-type: none"> Run-on sentences have been corrected. Every sentence is clear in meaning. 	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> Sentence fragments have been corrected. Sentences are capitalized and have the appropriate end marks. 	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> Writing has been proofread for spelling errors. 	4	3	2	1
Subtotal	4	0	16	0

Published Writing total (sum of 4 subtotals): 20

Commentary: The strengths of this piece lie in its clear effort to engage the reader (*Can you imagine; Did you know; You can tell*) and in the way it frequently draws dramatic comparisons to help readers understand some of the information that it provides. (For instance, the authors point out that an eagle’s wingspan is as long as two kids and explain that if we had strength comparable to that in an eagle’s talons, we could squeeze a metal cabinet.) However, the facts in the piece are difficult to verify and are not organized in a discernable sequence, subheadings are missing throughout, and few transitional words appear. An interesting introduction is attempted but is marred by its garbled articulation. Spelling and grammatical errors, particularly run-on sentences, make it difficult to follow this piece even though the authors manage to share their excitement for the subject matter. The report lacks an “About the Authors” section or a bibliography, and vocabulary remains fairly basic.

Student's Name: _____ Date: _____

Part A: Non-published Writing

		Almost all of the writing demonstrates instruction	Much (>50%) of the writing demonstrates instruction	Some (<50%) of the writing demonstrates instruction	Almost none of the writing demonstrates instruction
Week 1	Quick-write: Questions about topics Notebook writing: 5 days	4	3	2	1
Week 2	List: Ideas for nature topics Notebook writing: 5 days	4	3	2	1
Week 3	Topic Selection and Research: <ul style="list-style-type: none"> ▪ Pre-research writing ▪ List questions about topics. ▪ Turn research questions into queries. ▪ Take notes. Notebook writing: 2 days	4	3	2	1
Week 4	Research and Drafting: <ul style="list-style-type: none"> ▪ Take notes. ▪ Organize notes. ▪ Begin drafts. ▪ Include information and transitions. 	4	3	2	1
Week 5	Revising: <ul style="list-style-type: none"> ▪ Create text features. ▪ Write introductions. ▪ Revise based on group feedback. ▪ Write part of an "About the Authors" section. 	4	3	2	1
Week 6	Proofreading and Publishing Writing: <ul style="list-style-type: none"> ▪ Proofread for spelling, punctuation, sentence fragments, and run-on sentences. ▪ Write final version. ▪ Write bibliography. 	4	3	2	1
Subtotal					

Non-published Writing total (sum of 4 subtotals): _____

(continues)

Part B: Published Writing

The bulleted items in Part B identify instruction in this unit that addresses particular descriptors of successful writing. A student is not expected to include every bulleted item in his or her final piece; rather, the bulleted items are examples of how a piece of writing might fulfill a particular descriptor. A piece of writing might successfully fulfill a descriptor without necessarily including the bulleted items listed under it.

Descriptors of Successful Writing*	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. <ul style="list-style-type: none"> The piece is an informational report about a topic that interests the student. 	4	3	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> Information about the topic is fully explained. Sequence of subtopics and their importance are evident to readers. 	4	3	2	1
Writing shows elements of the expository nonfiction genre. <ul style="list-style-type: none"> Focus is on a topic the student has researched. Facts, details, definitions, and other information related to the topic are included. The facts are accurate. Subtopics are introduced with headings. A section about the authors introduces them to readers. A bibliography lists the sources. 	4	3	2	1
One idea connects logically to the next. <ul style="list-style-type: none"> Transitional words and phrases connect ideas in a sequence (<i>in addition, however, since</i>). 	4	3	2	1
Writing shows individual expression and/or creativity. <ul style="list-style-type: none"> A strong introduction engages readers. 	4	3	2	1
Writing contains varied and descriptive vocabulary.	4	3	2	1
Sentences are fluent when read aloud. <ul style="list-style-type: none"> Run-on sentences have been corrected. Every sentence is clear in meaning. 	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> Sentence fragments have been corrected. Sentences are capitalized and have the appropriate end marks. 	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> Writing has been proofread for spelling errors. 	4	3	2	1
Subtotal				

*For information on how this program’s “Descriptors of Successful Writing” relates to 6+1 Trait® Writing, see “6+1 Trait® Writing Model and the *Being a Writer* Program” in the *Teacher’s Manual*.

Published Writing total (sum of 4 subtotals): _____

(continues)

Genre

Functional Writing

Class Assessment Records (CA1-CA4).....	113
Conference Notes (CN1).....	117
Student Self-assessment (SA1).....	119
Individual Writing Assessment (IA1).....	120

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Do the students give one another useful feedback? 			
<ul style="list-style-type: none"> Do they give and receive feedback respectfully? 			
<ul style="list-style-type: none"> Do the students discuss possible revisions? 			
Other observations:			

Considerations:

Note any difficulties that you observe groups having and prepare to discuss them later as a class.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Are the students each able to draw a simple pattern and write directions for how to draw it? 			
<ul style="list-style-type: none"> Are they able to write directions that others can follow? 			
Other observations:			

Considerations:

Support struggling students by having each student describe his or her pattern to you (without your looking at it) and by asking:

Q *What is the first thing you do to draw your pattern? How can you write that as a sentence?*

Q *What do you do next?*

If you notice many students struggling to write directions, call the class together and model another example as you did in Step 2 of the lesson; then have the students resume their own writing.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Are partners staying on task, reading and discussing their directions? 			
<ul style="list-style-type: none"> Are they giving each other specific feedback using the questions on the "Writing Good Directions" chart? 			
<ul style="list-style-type: none"> Are they giving feedback in a helpful and respectful way? 			
Other observations:			

Considerations:

Note any difficulties that you observe partners having, and prepare to discuss them later as a class.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Do the students give one another useful feedback? 			
<ul style="list-style-type: none"> ▪ Do they give and receive feedback respectfully? 			
<ul style="list-style-type: none"> ▪ Do the students discuss possible revisions? 			
<p>Other observations:</p>			

Considerations:

Note any difficulties that you observe groups having and prepare to discuss them later as a class.

Student's Name: _____ Date: _____

Have partners who have tested and revised their directions show and read them to you.

As you listen to the partners, ask yourself:	Yes	No	Not evident	Evidence:
▪ Are the directions clear and easy to follow?				
▪ Are the directions complete and accurate?				
▪ Do the directions use specific language and details?				
▪ <i>(Beginning Week 2, Day 5)</i> Has each partner used <i>either/or</i> or <i>both/and</i> to make the directions clearer and easier to understand?				
▪ <i>(Beginning Week 3, Day 2)</i> Has each partner used a series with commas to make the directions easier to follow?				

Help partners revise unclear writing by rereading those passages back to them and explaining what is confusing to you. Ask questions such as:

- Q *I'm not clear about [where to start]. What can you tell me that will help me know what to do? How will you write that in your directions?*
- Q *You wrote, ["Turn when you get to the double doors"]. In which direction should I go? How will you write that in your directions?*
- Q *I'm confused about this direction. There are [two rooms across from the library]. How do I know which one you are writing directions to? How can you make that clear in your directions?*

(continues)

- Q** (Beginning Week 2, Day 5) *Where is a place you might use either/or or both/and to make your directions clearer and easier to understand?*
- Q** (Beginning Week 3, Day 2) *Where is a place you might add a series with commas to make your directions easier to follow?*

If partners have chosen to give directions that are too complex for this writing activity, help them pick a destination that can be reached with simpler directions.

Other observations:

Next steps:

Name: _____ Date: _____

Thoughts About My Directions

Things to look for in my writing:	I did it!	I did it some of the time.	I'm still working on it.
<ul style="list-style-type: none"> ▪ I wrote directions to a place I know. 			
<ul style="list-style-type: none"> ▪ I wrote my directions in an order that makes sense. 			
<ul style="list-style-type: none"> ▪ I included all the information that readers need to follow the directions. 			
<ul style="list-style-type: none"> ▪ My directions are accurate and written clearly. 			
<ul style="list-style-type: none"> ▪ I have proofread my writing. I checked for: <ul style="list-style-type: none"> - punctuation (. ? ! "Hi!" said Adam.) - capital letters (Betty lives in Austin, Texas.) - spelling 			

Reflection:

- What did you do to make your directions clear and easy to follow?

- What did you enjoy about Writing Time during this unit?

Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to assess each student's writing from this unit. The Individual Writing Assessment is guided by the assumption that each student is growing at his or her own pace into a strong, capable writer; therefore this assessment is designed to compare a student's work to his or her earlier writing, rather than to the writing of other students. If you would like to administer this assessment online, go to classview.org to learn how you can conduct *Being a Writer* assessments using the CCC ClassView online assessment app.

PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the "Individual Writing Assessment" record sheet (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 128.
- ✓ Collect the students' writing notebooks, any other non-published writing, and their published pieces from the unit. Make a copy of each student's published piece, and return the original to the student or to the class library.
- ✓ Review Parts A and B on the record sheet (IA1) as well as the examples of scored writing starting on page 122 to help you prepare for scoring the students' work.

CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student's notebook and other non-published writing from the unit and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of the unit's instruction. Circle 4, 3, 2, or 1 to indicate your assessment for the writing tasks listed for each week.
2. Part B: Read the student's published piece carefully and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of each descriptor of successful writing. Circle 4, 3, 2, or 1 to indicate your assessment for each descriptor.
3. Calculate totals for Part A and Part B and add them together to determine the writing score.
4. (Optional) If you wish to include any *Student Skill Practice Book* pages in the student's overall unit score, calculate the total for these pages and then add it to the writing score to determine the overall unit score. (For more information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.)

(continues)

5. Review the “Conference Notes” record sheets for the student during this unit. Think about the Reflection questions on the “Individual Writing Assessment” record sheet (IA1) and write your responses in the space provided below each question.
6. Attach the completed assessment to the writing sample and file it, along with the “Conference Notes” record sheets and copies of any *Student Skill Practice Book* pages, in an individual assessment folder for the student.

Examples of Scored Writing: Sample 1

Directions to Our School Library

Matthew is new to the school and he needs to go to the library. So here's the directions I gave him. Start at the door of Mrs. Brown's classroom. Leave the classroom, make a right turn, and walk until you come to a mural on the wall made of colored tiles. Turn left at the mural and pass a glass door on your left. Don't go through that door. It's the teacher's lounge. Keep walking straight and you'll come to a blue medel pole in the middle of the hallway. Make a left turn at the blue pole and walk down that hallway. At the end of the hallway, make a rihgt turn. When you do, you will see a bubbler on the left. Keep going. In a few steps, you will pass both the boys' bathrom and the girls' bathroom on the right. When you see double doors on the left a few steps further, open them! Your there! You're in the school library!

(continues)

Examples of Scored Writing: Sample 1 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. <ul style="list-style-type: none"> The piece gives directions to get from one place to another. The purpose and audience for the directions are evident to the reader. 	4	3	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> The directions have a clear starting and ending point. The directions refer to landmarks that are easy to recognize. 	4	3	2	1
Writing shows elements of the functional writing genre. <ul style="list-style-type: none"> The directions are accurate. The directions are written clearly. 	4	3	2	1
One idea connects logically to the next. <ul style="list-style-type: none"> The directions are written in a sequence that makes sense. 	4	3	2	1
Writing contains varied and descriptive vocabulary.	4	3	2	1
Sentences are fluent when read aloud. <ul style="list-style-type: none"> Every sentence is clear in meaning. 	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> Sentences are capitalized and have the appropriate end marks. Directions include the conjunctions <i>either/or</i> and <i>both/and</i>. Directions include a series with commas. 	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> Writing has been proofread for spelling errors. 	4	3	2	1
Subtotal	28	3	0	0

Published Writing total (sum of 4 subtotals): 31

Commentary: The writer clearly identifies the purpose and audience in the first sentence of this piece. Not only are easily recognized landmarks pointed out, but also the reader is warned about confusing spots on the route (*Don't go through that door. It's the teacher's lounge.*). She adds clarity to the piece by using the conjunction pair *both/and* and by punctuating a series of items with commas. Since the steps contain only a few spelling or grammatical errors and proceed in a sequence that makes sense, the directions are easy to follow, even after just a single read.

Examples of Scored Writing: Sample 2

Directions to school library

Start at the front door of Mrs. Bednar's room. First, turn right from the door. Keep going straight pass the brown wooden kindergarten cubbies till you reach the big blue pole in the middle of the hallway by the cat picture on the door. Then turn left by the greenish coat racks and keep going straight till you reach the girls bathroom. Turn right from there and walk approximately 20 feet and make a left turn you will see bubblers on the right (take a drink if you want). On the right you will see 2 big wooden doors walk through them then you are there at the librarys

(continues)

Examples of Scored Writing: Sample 2 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. <ul style="list-style-type: none"> The piece gives directions to get from one place to another. The purpose and audience for the directions are evident to the reader. 	4	3	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> The directions have a clear starting and ending point. The directions refer to landmarks that are easy to recognize. 	4	3	2	1
Writing shows elements of the functional writing genre. <ul style="list-style-type: none"> The directions are accurate. The directions are written clearly. 	4	3	2	1
One idea connects logically to the next. <ul style="list-style-type: none"> The directions are written in a sequence that makes sense. 	4	3	2	1
Writing contains varied and descriptive vocabulary.	4	3	2	1
Sentences are fluent when read aloud. <ul style="list-style-type: none"> Every sentence is clear in meaning. 	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> Sentences are capitalized and have the appropriate end marks. Directions include the conjunctions <i>either/or</i> and <i>both/and</i>. Directions include a series with commas. 	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> Writing has been proofread for spelling errors. 	4	3	2	1
Subtotal	12	12	2	0

Published Writing total (sum of 4 subtotals): 26

Commentary: The writer states the purpose of the piece in the title (*Directions to school library*) and identifies a very specific starting point (*the front door of Mrs. Bednar’s room*). Helpful landmarks along the route are described (*brow wooden Kindergarten cubbies; greenish coat racks*) and most of the steps are listed in an order that makes sense. Still, there are some confusing moments; for instance, it’s unclear whether the greenish coat racks are in the same spot as the cat poster or whether the left turn lies further down the hall. Run-on sentences (*Turn right from there and walk approximately 20 feet and make a left turn you will see bubblers on the right*) and missing periods make some of the steps difficult to follow. Although the piece contains spelling errors (*brow, approximately, librarys*), overall the writer observes spelling conventions.

Examples of Scored Writing: Sample 3

	<p>Directions to library</p> <p>WALK to the classroom door. Then turn right keep on going straight until you see two doors on the left of you turn left then turn right then go all the way down until you see the restrooms. then turn left you will see bookshelves so you will see two doors on your left again. So then go into the two doors now you are at the library!</p>
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(continues)

Examples of Scored Writing: Sample 3 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. <ul style="list-style-type: none"> The piece gives directions to get from one place to another. The purpose and audience for the directions are evident to the reader. 	4	3	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> The directions have a clear starting and ending point. The directions refer to landmarks that are easy to recognize. 	4	3	2	1
Writing shows elements of the functional writing genre. <ul style="list-style-type: none"> The directions are accurate. The directions are written clearly. 	4	3	2	1
One idea connects logically to the next. <ul style="list-style-type: none"> The directions are written in a sequence that makes sense. 	4	3	2	1
Writing contains varied and descriptive vocabulary.	4	3	2	1
Sentences are fluent when read aloud. <ul style="list-style-type: none"> Every sentence is clear in meaning. 	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> Sentences are capitalized and have the appropriate end marks. Directions include the conjunctions <i>either/or</i> and <i>both/and</i>. Directions include a series with commas. 	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> Writing has been proofread for spelling errors. 	4	3	2	1
Subtotal	4	3	12	0

Published Writing total (sum of 4 subtotals): 19

Commentary: The title (*Directions to library*) states the writing’s purpose and the endpoint of the directions. Although the writer identifies the starting point as the classroom door, which classroom is not made clear. A few easily identifiable landmarks along the route are described (*two doors of the left; restrooms; bubblers*), though the final steps are presented in a confusing way—should we expect to see the bubblers and the two doors on the left as soon as we make the final left turn, or are the two doors further down the hall? Run-on sentences and spelling errors make the directions difficult to understand even after multiple readings.

Student's Name: _____ Date: _____

Part A: Non-published Writing

		Almost all of the writing demonstrates instruction	Much (>50%) of the writing demonstrates instruction	Some (<50%) of the writing demonstrates instruction	Almost none of the writing demonstrates instruction
Week 1	Writing task: <ul style="list-style-type: none"> ▪ Writing directions for finding a secret object ▪ Revising directions for finding a secret object ▪ Writing directions for drawing a secret pattern Notebook writing: 2 days	4	3	2	1
Week 2	Writing task: <ul style="list-style-type: none"> ▪ Writing directions to the classroom from another location ▪ Revising directions from the classroom to another location 	4	3	2	1
Week 3	Revision, Proofreading, and Publication: <ul style="list-style-type: none"> ▪ Revise based on feedback from partner and group conferring. ▪ Revise for sequence, completeness, accuracy, and clarity. ▪ Revise to add conjunctions <i>either/or</i> and <i>both/and</i>. ▪ Revise to add a series with commas. ▪ Proofread for spelling, punctuation, and grammar. ▪ Write final version. 	4	3	2	1
Subtotal					

Non-published Writing total (sum of 4 subtotals): _____

(continues)

Part B: Published Writing

The bulleted items in Part B identify instruction in this unit that addresses particular descriptors of successful writing. A student is not expected to include every bulleted item in his or her final piece; rather, the bulleted items are examples of how a piece of writing might fulfill a particular descriptor. A piece of writing might successfully fulfill a descriptor without necessarily including the bulleted items listed under it.

Descriptors of Successful Writing*	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. <ul style="list-style-type: none"> The piece gives directions to get from one place to another. The purpose and audience for the directions are evident to the reader. 	4	3	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> The directions have a clear starting and ending point. The directions refer to landmarks that are easy to recognize. 	4	3	2	1
Writing shows elements of the functional writing genre. <ul style="list-style-type: none"> The directions are accurate. The directions are written clearly. 	4	3	2	1
One idea connects logically to the next. <ul style="list-style-type: none"> The directions are written in a sequence that makes sense. 	4	3	2	1
Writing contains varied and descriptive vocabulary.	4	3	2	1
Sentences are fluent when read aloud. <ul style="list-style-type: none"> Every sentence is clear in meaning. 	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> Sentences are capitalized and have the appropriate end marks. Directions include the conjunctions <i>either/or</i> and <i>both/and</i>. Directions include a series with commas. 	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> Writing has been proofread for spelling errors. 	4	3	2	1
Subtotal				

*For information on how this program's "Descriptors of Successful Writing" relates to 6+1 Trait® Writing, see "6+1 Trait® Writing Model and the *Being a Writer Program*" in the *Teacher's Manual*.

Published Writing total (sum of 4 subtotals): _____

Totals:

Part A: Non-published Writing total: _____/12 = _____%

Part B: Published Writing total: _____/32 = _____%

Writing score (Part A + Part B): _____/44 = _____%

Student Skill Practice Book (SSPB) page(s)* total: _____/_____ = _____%

Overall unit score (Total points earned/Total points possible): _____/_____ = _____%

*(Optional) For information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.

(continues)

Genre

Opinion Writing

Class Assessment Records (CA1-CA3)	132
Conference Notes (CN1)	135
Student Self-assessment (SA1)	138
Individual Writing Assessment (IA1)	139

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Are the students able to identify opinions to write about? 			
<ul style="list-style-type: none"> ▪ Can they state their opinions clearly in their writing? 			
<ul style="list-style-type: none"> ▪ Can they give reasons that support their opinions? 			
<p>Other observations:</p>			

Considerations:

If you notice many students struggling to write after 10-15 minutes, call for the class’s attention and have a few volunteers share what they have written so far; then have the students resume writing on their own for a few more minutes.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Are the students able to identify opinions to write about? 			
<ul style="list-style-type: none"> Can they state their opinions clearly in their writing? 			
<ul style="list-style-type: none"> Can they give reasons that support their opinions? 			
Other observations:			

Considerations:

If you notice many students struggling to write after 10–15 minutes, call for the class’s attention and have a few volunteers share what they have written so far; then have the students resume writing on their own for a few more minutes.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> ▪ Are pairs staying on task, reading and discussing their writing? 			
<ul style="list-style-type: none"> ▪ Are they giving each other specific feedback about the charted questions? 			
<ul style="list-style-type: none"> ▪ Are they giving feedback in a helpful and respectful way? 			
<p>Other observations:</p>			

Considerations:

Make note of productive ways you see pairs interacting, as well as any problems, to bring up during Step 4.

Student's Name: _____ Date: _____

Have each student tell you about his or her piece and read it aloud to you.

As you listen to the student, ask yourself:	Yes	No	Not evident	Evidence:
<ul style="list-style-type: none"> ▪ Is this student able to identify an opinion to write about? 				
<ul style="list-style-type: none"> ▪ (<i>Beginning Week 2, Day 2</i>) Is the student able to write an opening that gets the reader interested? 				
<ul style="list-style-type: none"> ▪ Does the student state his or her opinion clearly in the opening paragraph? 				
<ul style="list-style-type: none"> ▪ Does the student give several different reasons that support his or her opinion? 				
<ul style="list-style-type: none"> ▪ (<i>Beginning Week 2, Day 3</i>) Are the reasons supported by facts and details? 				
<ul style="list-style-type: none"> ▪ (<i>Beginning Week 2, Day 4</i>) Does the student use transitional words and phrases? 				
<ul style="list-style-type: none"> ▪ (<i>Beginning Week 2, Day 5</i>) Does the student conclude the essay by restating his or her opinion? 				

(continues)

As you listen to the student, ask yourself:	Yes	No	Not evident	Evidence:
▪ (Beginning Week 3, Day 2) Has the student corrected any sentence fragments?				
▪ (Beginning Week 3, Day 3) Has the student placed commas after introductory words, phrases, and clauses?				

Help the student extend his or her thinking about persuasive essays by asking questions such as:

- Q *What is the opinion you are writing about?*
- Q *Who are you trying to convince? What do you want to convince them of?*
- Q *Why do you believe your opinion is correct? What other reasons can you give?*
- Q (Beginning Week 2, Day 2) *What [question/sentence] might you write as your opening to get your reader interested in your piece?*
- Q *How can you state your opinion clearly in the opening paragraph?*
- Q *What reason will you write about first? Second? Third?*
- Q (Beginning Week 2, Day 3) *What other facts and details can you write about your reasons?*
- Q (Beginning Week 2, Day 4) *Where can you use a transitional word or phrase to help readers connect your opinion and supporting reasons?*
- Q (Beginning Week 2, Day 5) *How can you restate your opinion at the end of your essay?*
- Q (Beginning Week 3, Day 2) *Have you read your essay aloud to listen for any sentence fragments?*
- Q (Beginning Week 3, Day 3) *Have you placed commas after introductory words, phrases, and clauses?*

(continues)

Opinion Writing

Other observations:

Next steps:

Name: _____ Date: _____

Thoughts About My Persuasive Essay

Things to look for in my writing:	I did it!	I did it some of the time.	I'm still working on it.
<ul style="list-style-type: none"> I wrote a persuasive essay about an opinion that I feel strongly about. 			
<ul style="list-style-type: none"> My writing is clear. It is easy to tell what my essay is about and who the audience for my essay is. 			
<ul style="list-style-type: none"> My opinion is clearly stated in the opening paragraph. 			
<ul style="list-style-type: none"> I included reasons that support my opinion. 			
<ul style="list-style-type: none"> My concluding paragraph restates my opinion. 			
<ul style="list-style-type: none"> I have proofread my writing. I checked for: <ul style="list-style-type: none"> punctuation (. ? ! "Hi!" said Adam.) capital letters (Betty lives in Austin, Texas.) spelling 			

Reflection:

- What did you do to make your writing persuasive and interesting to read?

- What did you enjoy about Writing Time during this unit?

Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to assess each student's writing from this unit. The Individual Writing Assessment is guided by the assumption that each student is growing at his or her own pace into a strong, capable writer; therefore this assessment is designed to compare a student's work to his or her earlier writing, rather than to the writing of other students. If you would like to administer this assessment online, go to classview.org to learn how you can conduct *Being a Writer* assessments using the CCC ClassView online assessment app.

PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Individual Writing Assessment” record sheet (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 147.
- ✓ Collect the students' writing notebooks, any other non-published writing, and their published pieces from the unit. Make a copy of each student's published piece, and return the original to the student or to the class library.
- ✓ Review Parts A and B on the record sheet (IA1) as well as the examples of scored writing starting on page 141 to help you prepare for scoring the students' work.

CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student's notebook and other non-published writing from the unit and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of the unit's instruction. Circle 4, 3, 2, or 1 to indicate your assessment for the writing tasks listed for each week.
2. Part B: Read the student's published piece carefully and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of each descriptor of successful writing. Circle 4, 3, 2, or 1 to indicate your assessment for each descriptor.
3. Calculate totals for Part A and Part B and add them together to determine the writing score.
4. (Optional) If you wish to include any *Student Skill Practice Book* pages in the student's overall unit score, calculate the total for these pages and then add it to the writing score to determine the overall unit score. (For more information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.)

(continues)

5. Review the “Conference Notes” record sheets for the student during this unit. Think about the Reflection questions on the “Individual Writing Assessment” record sheet (IA1) and write your responses in the space provided below each question.
6. Attach the completed assessment to the writing sample and file it, along with the “Conference Notes” record sheets and copies of any *Student Skill Practice Book* pages, in an individual assessment folder for the student.

Examples of Scored Writing: Sample 1

Keep Animals In Their Natural Habitat!

Have you ever been to an amusement park or a zoo when there are some animals that you don't normally see? Well they might have taken that animal from the wild! Animals need to stay in their natural environment. If zoos and amusement parks keep capturing them, they might become endangered. The reason I say this is because if you keep animals long enough, they may become more dependant on humans. Also they might not be used to the certain change of climate. Some of the times, by animals have to get use to how much space they have now. Some don't.

An example of animals becoming too dependant on humans, is that if they decide to send it back to the wild, they will forget how to feed themselves. So when they finally go back to their original home, they will be looking for humans, not food. If they can't find any humans they will starve, and die.

Could you imagine being a polar bear and you so used to the cold climate, and then you have to go to a hot and stuffy zoo? They don't have all of that fur plus black skin for nothing! Sure they try to make it colder for them, but it's still not the same.

Have you ever went to Marine World, or another amusement park, and watched the whale do tricks in that big stadium? Well what might be big for us, might not be so huge for the whale.

1 Some animals get so depressed on how much space they have and can even die. Think about it.

What's have the whole ocean. Compare that to the stadium.

Animals have a right to stay with their family in the wild and not get taken for someone else's entertainment. I would you ever want to be taken away from your home. I know I don't. So we need to keep animals in their natural environment.

2

(continues)

Examples of Scored Writing: Sample 1 (continued)

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. <ul style="list-style-type: none"> The piece is a persuasive essay about an opinion the writer feels strongly about. The purpose of the essay and the audience that the writer has in mind are evident. 	4	3	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> The opinion is clearly stated early in the essay. The opinion is supported with reasons. The opinion is restated at the end of the essay. 	4	3	2	1
Writing shows elements of the opinion writing genre. <ul style="list-style-type: none"> The writer states an opinion and tries to persuade the reader to agree. 	4	3	2	1
One idea connects logically to the next. <ul style="list-style-type: none"> Transitional words and phrases connect the opinion and supporting reasons. Facts and details strengthen supporting reasons. 	4	3	2	1
Writing shows individual expression and/or creativity. <ul style="list-style-type: none"> A strong opening engages the reader. An effective ending brings the essay to a close. 	4	3	2	1
Writing contains varied and descriptive vocabulary.	4	3	2	1
Sentences are fluent when read aloud. <ul style="list-style-type: none"> Every sentence is clear in meaning. 	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> Sentence fragments and run-ons have been corrected. Sentences are capitalized and have the appropriate end marks. 	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> Writing has been proofread for spelling errors. Commas have been placed after introductory words, phrases, and clauses. 	4	3	2	1
Subtotal	32	3	0	0

Published Writing total (sum of 4 subtotals): 35

Commentary: Despite the author's lack of content knowledge about the causes of animal endangerment, this piece argues persuasively that animals should remain in their natural habitats. While the logic of the last two sentences in the first paragraph is unclear, in general the piece proceeds sensibly: the first paragraph states the writer's thesis, subsequent paragraphs expand on it, and the final paragraph reiterates it. The author uses transitional words and phrases to link ideas (*also; so; An example of animals becoming too dependent on humans is*). The use of questions (*Would you ever want to be taken away from your home.*) and the impassioned tone (*They don't have all of that fur plus black skin for nothing!*) suggest awareness of the reader and personal investment in the topic. The piece displays highly fluent sentences, good spelling, and an overall command of taught skills, though occasionally words are used incorrectly (*get use to; your so used to; Have you ever went*) and some punctuation is omitted in the final paragraph.

Examples of Scored Writing: Sample 2

Schools should not ban Sports

First of all, sports might be popular, and a lot of kids want to play when schools ban them. If kids only like one game and then the school bans that game then they won't be doing anything at recess. There will be less options at recess. Second, recess won't be fun without your favorite sport. You will have to play sports you might not like. You might be bored the whole recess. Also you won't get very much exercise. You will get out of shape. Recess might be your only source of exercise. You might even get overweight. PE will maybe be your only exercise and that not enough. Finally, you won't be able to focus in class. It will be hard to focus in class. You might talk or distract others. You will also distract yourself. And you might get in trouble. In conclusion, for these reasons, a lot of kids might be playing this sport bans it, recess won't be fun without your favorite sport, you won't get very much exercise, and you won't be able to focus in class. I think schools should not ban sports.

(continues)

Examples of Scored Writing: Sample 2 (continued)

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. <ul style="list-style-type: none"> The piece is a persuasive essay about an opinion the writer feels strongly about. The purpose of the essay and the audience that the writer has in mind are evident. 	4	3	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> The opinion is clearly stated early in the essay. The opinion is supported with reasons. The opinion is restated at the end of the essay. 	4	3	2	1
Writing shows elements of the opinion writing genre. <ul style="list-style-type: none"> The writer states an opinion and tries to persuade the reader to agree. 	4	3	2	1
One idea connects logically to the next. <ul style="list-style-type: none"> Transitional words and phrases connect the opinion and supporting reasons. Facts and details strengthen supporting reasons. 	4	3	2	1
Writing shows individual expression and/or creativity. <ul style="list-style-type: none"> A strong opening engages the reader. An effective ending brings the essay to a close. 	4	3	2	1
Writing contains varied and descriptive vocabulary.	4	3	2	1
Sentences are fluent when read aloud. <ul style="list-style-type: none"> Every sentence is clear in meaning. 	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> Sentence fragments and run-ons have been corrected. Sentences are capitalized and have the appropriate end marks. 	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> Writing has been proofread for spelling errors. Commas have been placed after introductory words, phrases, and clauses. 	4	3	2	1
Subtotal	8	18	2	0

Published Writing total (sum of 4 subtotals): 28

Commentary: This opinion piece makes a passionate case for allowing students to play sports during recess. It would be easier to understand the essay's purpose if it were stated in the first paragraph instead of only in the title, but the essay stays on topic and makes some persuasive points. The audience is presumably the school's administration, but occasionally the author seems to be writing to other students. The essay uses some transitional words and phrases (*Second*; *Finally*; *In conclusion*) and the author tries to make some reasons clearer by explaining them in more than one way. The essay also incorporates some interesting and relevant vocabulary words such as *popular*, *overweight*, and *distract*. While the piece would benefit from tighter organization, more careful use of transitional words, and a stronger opening and closing, most of the sentences are straightforward and easy to follow. A few tangled passages suggest that the piece would have benefitted from being read aloud and proofread.

Examples of Scored Writing: Sample 3

I would like a dog. First dogs are loyal to you. You can teach dogs tricks. That are some of the reasons I would want a dog. Dogs will make me show you how responsible I am.

You can teach dogs tircks. Some of the tricks you can teach dogs are fetch, beg, stand up, sit down, turn arond. Also, roll and spek.

You can play with dogs. Outside and inside but more outside. If you are one of the people how like to play, you have a dog to play with. If I play with a dog, I will get exersize.

I won't bug you. I'll be playing with the dog. I'll wash the dog I will keep the dog healty and put out the food for the dog.

(continues)

Examples of Scored Writing: Sample 3 (continued)

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. <ul style="list-style-type: none"> The piece is a persuasive essay about an opinion the writer feels strongly about. The purpose of the essay and the audience that the writer has in mind are evident. 	4	3	②	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> The opinion is clearly stated early in the essay. The opinion is supported with reasons. The opinion is restated at the end of the essay. 	4	③	2	1
Writing shows elements of the opinion writing genre. <ul style="list-style-type: none"> The writer states an opinion and tries to persuade the reader to agree. 	④	3	2	1
One idea connects logically to the next. <ul style="list-style-type: none"> Transitional words and phrases connect the opinion and supporting reasons. Facts and details strengthen supporting reasons. 	4	3	②	1
Writing shows individual expression and/or creativity. <ul style="list-style-type: none"> A strong opening engages the reader. An effective ending brings the essay to a close. 	4	3	②	1
Writing contains varied and descriptive vocabulary.	4	③	2	1
Sentences are fluent when read aloud. <ul style="list-style-type: none"> Every sentence is clear in meaning. 	4	③	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> Sentence fragments and run-ons have been corrected. Sentences are capitalized and have the appropriate end marks. 	4	3	②	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> Writing has been proofread for spelling errors. Commas have been placed after introductory words, phrases, and clauses. 	4	3	②	1
Subtotal	4	9	10	0

Published Writing total (sum of 4 subtotals): 23

Commentary: Although the piece states clearly what the author wants and cites several supporting reasons, the argument does not develop much beyond an outline. The author's purpose and sense of conviction are hard to miss, and germane words (*loyal; fetch; exercise*) support the argument. However, the intended audience is unclear; the piece uses the pronoun *you* in ways that sometimes seem to refer to a general reader (*You can teach dogs tricks*) and other times to the author's parents (*I won't bug you*). The essay is divided into paragraphs that contain supporting facts, but those facts aren't organized or developed into a coherent argument. The piece contains several spelling errors, and run-on sentences and fragments make parts of the argument difficult to follow.

Student's Name: _____ Date: _____

Part A: Non-published Writing

		Almost all of the writing demonstrates instruction	Much (>50%) of the writing demonstrates instruction	Some (<50%) of the writing demonstrates instruction	Almost none of the writing demonstrates instruction
Week 1	Quick-write: Opinions Notebook writing: 5 days	4	3	2	1
Week 2	Notebook writing: 5 days	4	3	2	1
Week 3	Revision, Proofreading, and Publication: <ul style="list-style-type: none"> ▪ Complete first draft. ▪ Revise based on partner feedback. ▪ Proofread for grammar and spelling errors and correct sentence fragments. ▪ Place commas after introductory words, phrases, and clauses. ▪ Write final version. 	4	3	2	1
Subtotal					

Non-published Writing total (sum of 4 subtotals): _____

(continues)

Part B: Published Writing

The bulleted items in Part B identify instruction in this unit that addresses particular descriptors of successful writing. A student is not expected to include every bulleted item in his or her final piece; rather, the bulleted items are examples of how a piece of writing might fulfill a particular descriptor. A piece of writing might successfully fulfill a descriptor without necessarily including the bulleted items listed under it.

Descriptors of Successful Writing*	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. <ul style="list-style-type: none"> The piece is a persuasive essay about an opinion the writer feels strongly about. The purpose of the essay and the audience that the writer has in mind are evident. 	4	3	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> The opinion is clearly stated early in the essay. The opinion is supported with reasons. The opinion is restated at the end of the essay. 	4	3	2	1
Writing shows elements of the opinion writing genre. <ul style="list-style-type: none"> The writer states an opinion and tries to persuade the reader to agree. 	4	3	2	1
One idea connects logically to the next. <ul style="list-style-type: none"> Transitional words and phrases connect the opinion and supporting reasons. Facts and details strengthen supporting reasons. 	4	3	2	1
Writing shows individual expression and/or creativity. <ul style="list-style-type: none"> A strong opening engages the reader. An effective ending brings the essay to a close. 	4	3	2	1
Writing contains varied and descriptive vocabulary.	4	3	2	1
Sentences are fluent when read aloud. <ul style="list-style-type: none"> Every sentence is clear in meaning. 	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> Sentence fragments and run-on sentences have been corrected. Sentences are capitalized and have the appropriate end marks. 	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> Writing has been proofread for spelling errors. Commas have been placed after introductory words, phrases, and clauses. 	4	3	2	1
Subtotal				

*For information on how this program's "Descriptors of Successful Writing" relates to 6+1 Trait® Writing, see "6+1 Trait® Writing Model and the *Being a Writer* Program" in the *Teacher's Manual*.

Published Writing total (sum of 4 subtotals): _____

(continues)

© Center for the Collaborative Classroom Sample materials for review

Genre

Poetry

Class Assessment Records (CA1-CA2)	152
Conference Notes (CN1)	154
Student Self-assessment (SA1)	155
Individual Writing Assessment (IA1)	156

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students seem to be writing freely and creatively?			
▪ Are they engaged in their writing?			
▪ Do they seem overly cautious or inhibited about what they put on paper?			
Other observations:			

Considerations:

After about 10 minutes, support any student who struggles to start by asking questions such as:

- Q *What kind of weather could you write about?*
- Q *What sensory details can you write to describe what [a rainy day] sounds like? Looks like? Feels like?*
- Q *What does [rain] sound like? What words make you think of the sound of [rain]?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Are the students able to revise their drafts to include sensory details and/or sounds? 			
<ul style="list-style-type: none"> Are they thinking about what their poems look like on the page? 			
<ul style="list-style-type: none"> Do they seem engaged in revising their poems? 			
<p>Other observations:</p>			

Considerations:

Support any student who struggles by asking questions such as:

- Q *What were you thinking about when you marked this place on your draft?*
- Q *What words could you add to help the reader [see/hear/smell/taste/feel] what you're writing about?*
- Q *Read your poem aloud. What sounds do you hear? Do those sounds help to communicate what your poem is about? If not, what words might have the sounds that would make sense in your poem?*
- Q *What do you want your poem to look like on the page? How can you arrange the words so it looks like that?*
- Q *Where might you compare one thing to another? How might you write that?*

Student's Name: _____ Date: _____

Ask each student to show you a draft of a poem and to read it aloud to you.

As you listen to the student, ask yourself:	Yes	No	Not evident	Evidence:
▪ Is this student attempting to write a poem, rather than a story?				
▪ Does this student include sensory details in his or her poem?				
▪ Does the student include other elements of poetry?				

Support the student by asking questions such as:

- Q *What is this poem about?*
- Q *What sensory details [are you including/can you include]? How will that help a reader imagine what's happening?*
- Q *What can you tell me about the lines and stanzas in your poem?*
- Q *What sounds are you thinking about as you write your poem?*
- Q (Beginning Week 1, Day 5) *Where might you use repetition? How might that help a reader understand your poem? What other sounds are you including?*
- Q (Beginning in Week 2, Day 2) *Where might you compare one thing to another? How might you write that?*
- Q (Beginning Week 2, Day 4) *Have you decided to punctuate your poem with periods and to use capital letters? If you decided to follow the rules, are you doing this all the way through your poem? If not, what are you doing instead?*

Other observations:

Next steps:

Name: _____ Date: _____

Thoughts About My Poem

Things to look for in my writing:	I did it!	I did it some of the time.	I'm still working on it.
▪ I wrote a poem instead of a story.			
▪ My writing is fun and interesting.			
▪ I used interesting words to describe how things look, feel, sound, taste, and smell.			
▪ The sound and shape of my poem help readers know what it is about.			
▪ I have proofread my writing. I checked for: <ul style="list-style-type: none"> - spelling - following or not following the rules of punctuation and capitalization throughout my poem 			

Reflection:

- What did you do to make your writing fun and interesting to read?

- What did you enjoy about Writing Time during this unit?

Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to assess each student's writing from this unit. The Individual Writing Assessment is guided by the assumption that each student is growing at his or her own pace into a strong, capable writer; therefore this assessment is designed to compare a student's work to his or her earlier writing, rather than to the writing of other students. If you would like to administer this assessment online, go to classview.org to learn how you can conduct *Being a Writer* assessments using the CCC ClassView online assessment app.

PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Individual Writing Assessment” record sheet (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 164.
- ✓ Collect the students' writing notebooks, any other non-published writing, and their published pieces from the unit. Make a copy of each student's published piece, and return the original to the student or to the class library.
- ✓ Review Parts A and B on the record sheet (IA1) as well as the examples of scored writing starting on page 158 to help you prepare for scoring the students' work.

CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student's notebook and other non-published writing from the unit and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of the unit's instruction. Circle 4, 3, 2, or 1 to indicate your assessment for the writing tasks listed for each week.
2. Part B: Read the student's published piece carefully and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of each descriptor of successful writing. Circle 4, 3, 2, or 1 to indicate your assessment for each descriptor.
3. Calculate totals for Part A and Part B and add them together to determine the writing score.
4. (Optional) If you wish to include any *Student Skill Practice Book* pages in the student's overall unit score, calculate the total for these pages and then add it to the writing score to determine the overall unit score. (For more information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.)

(continues)

5. Review the “Conference Notes” record sheets for the student during this unit. Think about the Reflection questions on the “Individual Writing Assessment” record sheet (IA1) and write your responses in the space provided below each question.
6. Attach the completed assessment to the writing sample and file it, along with the “Conference Notes” record sheets and copies of any *Student Skill Practice Book* pages, in an individual assessment folder for the student.

Examples of Scored Writing: Sample 1

Mountain

Gray
and rocky.
Higher and taller
than every green tree.
I see the silent hawks overhead.
The river runs through me like a vein.
Swish Swish Swish Swish Swish Swish Swish!
Inhaling the forest pine and exhaling the cool mist,
I grow up to the turquoise sky and crumble down down down
down down down to the hard cool earth. Watch me fall, hear me rise.

(continues)

Examples of Scored Writing: Sample 1 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ Sound, imagery, and form help convey what the poem is about.	④	3	2	1
Writing shows elements of the poetry genre. ▪ Personification and similes help the reader visualize things in the poem. ▪ Punctuation and sentence conventions are followed or broken for effect.	④	3	2	1
Writing shows individual expression and/or creativity.	④	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Sensory details make the writing come alive. ▪ Words are chosen for their sound as well as their meaning.	④	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors.	④	3	2	1
Subtotal	20	0	0	0

Published Writing total (sum of 4 subtotals): 20

Commentary: This poem's title, shape, and content unite to convey its subject: a mountain. The poem is rich with sensory details that evoke the look, sound, and feel of the mountain, as well as its wildlife and environment (*gray; rocky; higher; taller; green; silent*). The poet uses the techniques of onomatopoeia (*Swish*) and repetition to enhance the poem with sound, and effectively personifies the mountain by using the first-person voice to make it seem alive (*I see; The river runs through me like a vein; I grow up . . . and crumble down*). The poet also uses simile to express the connection between the mountain's river and a vein (*the river runs through me like a vein*). Individual expression and creativity are seen throughout the poem, particularly in the interesting word choices (*vein; inhaling; turquoise; crumble*) and captivating ending (*Watch me fall, hear me rise*). The spelling and punctuation are correct and conventional.

Examples of Scored Writing: Sample 2

Apple

The apple just sits
There, waiting to be
eaten, so shiny and
smooth, Red as a
Tomato, and fat as a potato

(continues)

Examples of Scored Writing: Sample 2 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ Sound, imagery, and form help convey what the poem is about.	④	3	2	1
Writing shows elements of the poetry genre. ▪ Personification and similes helps the reader visualize things in the poem. ▪ Punctuation and sentence conventions are followed or broken for effect.	4	③	2	1
Writing shows individual expression and/or creativity.	4	③	2	1
Writing contains varied and descriptive vocabulary. ▪ Sensory details make the writing come alive. ▪ Words are chosen for their sound as well as their meaning.	4	③	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors.	④	3	2	1
Subtotal	8	9	0	0

Published Writing total (sum of 4 subtotals): 17

Commentary: This poem about an apple contains interesting sensory details that describe how the apple looks and feels (*shiny and smooth; Red as a Tomato; fat as a potato*). Creativity is demonstrated in the personification of the apple (*The apple just sits There, waiting*). The use of rhyme and simile to compare the apple to other fruits and vegetables (*Red as a Tomato, and fat as a potato*) adds to the poem's effectiveness. The poet consistently uses commas but no end punctuation, and this choice is effective, guiding the reader's attention while not overriding the capacity of line breaks to create stopping points. All of the words in the poem are spelled conventionally. While *shiny and smooth* is an apt description of an apple, it is arguably a bit on the familiar side, and the capitalization of *There, Red, and Tomato* come across as random rather than as contributing to the poem's meaning.

Examples of Scored Writing: Sample 3

Popcorn Popping in the Microwave

Pop! Pop! Pop!
In the micorwave
Smells good out of the bag

Good with buter
Store or home
Also good with salt

Crunch! Crunch! Crunch!
When you eat it! Yum!
Dillices sof and sweet!
You can have it as a snak to!

(continues)

Examples of Scored Writing: Sample 3 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ Sound, imagery, and form help convey what the poem is about.	④	3	2	1
Writing shows elements of the poetry genre. ▪ Personification and similes help the reader visualize things in the poem. ▪ Punctuation and sentence conventions are followed or broken for effect.	4	③	2	1
Writing shows individual expression and/or creativity.	4	③	2	1
Writing contains varied and descriptive vocabulary. ▪ Sensory details make the writing come alive. ▪ Words are chosen for their sound as well as their meaning.	4	③	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors.	4	3	②	1
Subtotal	4	9	2	0

Published Writing total (sum of 4 subtotals): 15

Commentary: It is clear from the title, structure, and content of the piece that it is a poem about popcorn. The poet creatively incorporates onomatopoeia and repetition (*Pop! Pop! Pop!* and *Crunch! Crunch! Crunch!*). The poem has three stanzas and consistently breaks sentence conventions, with the exception of exclamation marks; it is not clear why the third stanza warrants so many more exclamation marks than the rest of the poem. The diction remains simple. A few sensory details (*Dillices sof and sweet!*) add interest although the poem would benefit from more, and in the middle stanza, the description of taste is interrupted with a non sequitur (*Store or home*). Several words in the poem are misspelled or approximated, which slows the reader's comprehension.

Student's Name: _____ Date: _____

Part A: Non-published Writing

		Almost all of the writing demonstrates instruction	Much (>50%) of the writing demonstrates instruction	Some (<50%) of the writing demonstrates instruction	Almost none of the writing demonstrates instruction
Week 1	Quick-write: Ideas for poems about a month Quick-write: Ideas for poems about objects Quick-write: Ideas for poems about weather Quick-write: Ideas for poems about things that move or make noise Notebook writing: 5 days	4	3	2	1
Week 2	Quick-write: "Words are like _____" Notebook writing: 2 days Analyzing and Revising Drafts: <ul style="list-style-type: none"> ▪ Complete first draft. ▪ Revise for sensory details. ▪ Revise for sound. ▪ Revise for form. Proofreading and Publishing Writing: <ul style="list-style-type: none"> ▪ Proofread for punctuation. ▪ Proofread for spelling and conventions. ▪ Write final version. 	4	3	2	1
Subtotal					

Non-published Writing total (sum of 4 subtotals): _____

(continues)

Part B: Published Writing

The bulleted items in Part B identify instruction in this unit that addresses particular descriptors of successful writing. A student is not expected to include every bulleted item in his or her final piece; rather, the bulleted items are examples of how a piece of writing might fulfill a particular descriptor. A piece of writing might successfully fulfill a descriptor without necessarily including the bullets listed under it.

Descriptors of Successful Writing*	Almost all of the writing	Much (>50% of the writing)	Some (<50% of the writing)	Almost none of the writing
It is clear what this piece is about. ▪ Sound, imagery, and form help convey what the poem is about.	4	3	2	1
Writing shows elements of the poetry genre. ▪ Personification and similes help the reader visualize things in the poem. ▪ Punctuation and sentence conventions are followed or broken for effect.	4	3	2	1
Writing shows individual expression and/or creativity.	4	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Sensory details make the writing come alive. ▪ Words are chosen for their sound as well as their meaning.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors.	4	3	2	1
Subtotal				

*For information on how this program's "Descriptors of Successful Writing" relates to 6+1 Trait® Writing, see "6+1 Trait® Writing Model and the *Being a Writer Program*" in the *Teacher's Manual*.

Published Writing total (sum of 4 subtotals): _____

Totals:

Part A: Non-published Writing total: _____/8 = _____%

Part B: Published Writing total: _____/20 = _____%

Writing score (Part A + Part B): _____/28 = _____%

Student Skill Practice Book (SSPB) page(s)* total: _____/_____ = _____%

Overall unit score (Total points earned/Total points possible): _____/_____ = _____%

*(Optional) For information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.

(continues)

Unit 9

Revisiting The Writing Community

End-of-year Writing Sample (WS2)	168
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Obtaining an End-of-year Writing Sample

PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “End-of-year Writing Sample Record” sheet (WS2) from the CCC Learning Hub (ccclearninghub.org) or from page 170. Review the questions on the record sheet to help you prepare to analyze each student’s work.
- ✓ Plan to provide enough time for the students to complete the writing sample. You might base the amount of time on your school district’s requirements for similar writing tasks or simply provide your students with the time they need to complete their writing.
- ✓ Gather any additional materials needed to complete the writing task (for example, dictionaries, extra pencils, crayons, or markers) and make them available to your students.
- ✓ Write the following prompt where everyone can see it: *Think about a day that you will always remember. Write a story about that day.*

CONDUCTING THE ASSESSMENT

1. Tell the students that today they will each write a piece that shows what they know about good writing. Explain that the students should try to do their best writing in this piece.
2. State your expectations for how the students will behave while you are conducting the assessment (for example, students should stay in their seats, work silently, and raise their hands if they have questions). You might also tell the students what additional resources, if any, they can use as they write (such as drawing materials or a dictionary).
3. Direct the students’ attention to the prompt and explain that they will all write about this topic. Give the students a few moments to read the prompt.
4. Give the students a few moments to think about what they will write. (If you are conducting this assessment as a timed writing activity, tell the students how much time they will have to complete their writing and that you will let them know when they have 10 minutes remaining.)
5. Distribute writing paper and have the students begin.
6. Signal the end of the writing period and collect the students’ writing.

(continues)

ANALYZING THE ASSESSMENT

For each student's writing sample:

1. Read the piece carefully. As you read, think about the questions on the “End-of-year Writing Sample Record” sheet (WS2) and record your observations. Make note of any writing conventions that the student uses consistently or inconsistently, and indicate which, if any, grade-level skills are absent from the writing.
2. Review the student's beginning- and end-of-year writing samples. Compare your comments on the student's “Beginning-of-year Writing Sample Record” sheet (WS1) from Unit 1 with those on the “End-of-year Writing Sample Record” sheet (WS2) to see how the student's writing has improved over the year.
3. Attach the completed record sheet to the writing sample and file it in the student's individual assessment folder. Consider passing the folder along to the student's teacher for next year.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Are the students able to explain why they marked a piece as their best, most fun, or most challenging? 			
<ul style="list-style-type: none"> Do they refer to their first drafts or other steps in the writing process in talking about their pieces? 			
<ul style="list-style-type: none"> Do they listen carefully to each other? 			
<p>Other observations:</p>			

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> Do the students write confidently about ways to be a good writer? 			
<ul style="list-style-type: none"> Do students who seemed cautious or inhibited about their writing early in the year write more freely now? 			
<ul style="list-style-type: none"> Do they confidently use their word banks and proofreading notes to proofread their writing? 			
<p>Other observations:</p>			

Student's Name: _____ Date: _____

Ask the student to show you his or her marked pieces of writing and briefly tell you about each one. Help the student think about what it was like to write these pieces and how he or she has grown as a writer this year. Ask the student questions such as the following and record his or her responses:

Q *Which piece did you mark as your [best/most fun/most challenging]? Why?*

Q *What do you remember about working on this piece?*

Q *How do you feel about your writing?*

Q *How do you feel when you are asked to read your own writing to the class?*

Q *What did you like writing about this year?*

Q *What do you do best as a writer?*

Q *How do you think you have changed as a writer this year?*

Q *What are some things you might want to write about this summer?*

Other observations:

Social Skills Assessment Record

Social Skills Assessment Record (SS1)

Use the following rubric to score each student:

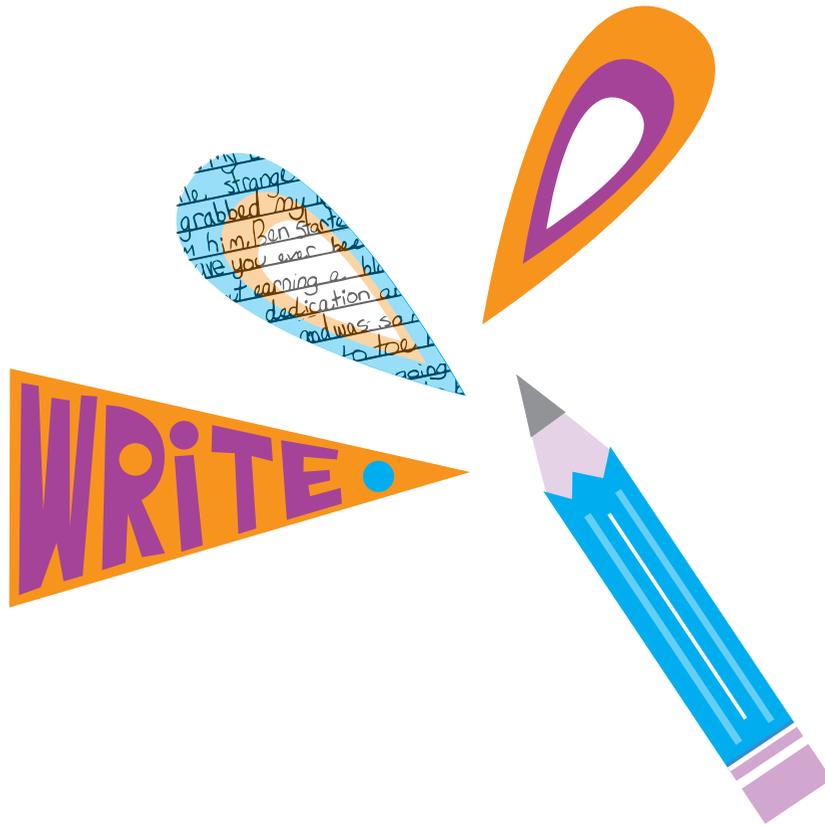
- 1 = does not implement
- 2 = implements with support
- 3 = implements independently

STUDENT NAMES

	Fall																	
Participates in partner work and class discussions	Fall																	
	Winter																	
	Spring																	
Follows classroom procedures (e.g., when gathering, during Writing Time or Author's Chair sharing)	Fall																	
	Winter																	
	Spring																	
Uses "Turn to Your Partner" and "Think, Pair, Share" (e.g., faces partner, listens attentively, contributes ideas about the reading, question, or topic)	Fall																	
	Winter																	
	Spring																	
Speaks clearly (e.g., during Author's Chair sharing)	Fall																	
	Winter																	
	Spring																	
Listens to others	Fall																	
	Winter																	
	Spring																	
Reflects on own behavior	Fall																	
	Winter																	
	Spring																	
Takes responsibility for learning and behavior (e.g., during Writing Time or Author's Chair sharing)	Fall																	
	Winter																	
	Spring																	
Acts considerately toward others	Fall																	
	Winter																	
	Spring																	
Gives full attention to people who are speaking	Fall																	
	Winter																	
	Spring																	
Uses discussion prompts (e.g., to build on one another's thinking)	Fall																	
	Winter																	
	Spring																	
Asks others questions about their writing	Fall																	
	Winter																	
	Spring																	
Shares partner's thinking with the class	Fall																	
	Winter																	
	Spring																	
Agrees and disagrees in a caring way	Fall																	
	Winter																	
	Spring																	
Reaches agreement before making decisions	Fall																	
	Winter																	
	Spring																	
Discusses and solves problems that arise while working with others	Fall																	
	Winter																	
	Spring																	
Handles materials responsibly	Fall																	
	Winter																	
	Spring																	
Shares materials fairly	Fall																	
	Winter																	
	Spring																	
Asks for and receives feedback about own writing	Fall																	
	Winter																	
	Spring																	
Gives feedback in a helpful way	Fall																	
	Winter																	
	Spring																	

© Center for the Collaborative Classroom Sample materials for review

Individual Writing Assessment Class Record



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Illustration by Michael Wertz



BW2-AB5

Grade 5

TEACHER'S MANUAL

Guided Spelling™

Developing Thoughtful Spellers



DEVELOPMENTAL STUDIES CENTER™

Katherine K. Newman
John Shefelbine

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Introduction

Becoming a good speller involves more than simply memorizing words and passing tests. Both in and out of school students will need to spell and write many more words than they can possibly memorize. It is critical for them to know how to approach words that they have not learned for spelling tests. Knowledge about spelling empowers students to spell independently.

The *Guided Spelling* program is a curriculum designed for grades 1–6 with the primary goal of developing knowledgeable, independent, and *thoughtful* spellers. Thoughtful spellers know the content of English spelling: they know how to segment and spell by sounds, recognize patterns within words, add inflections, spell by syllables, add prefixes and suffixes, and apply morphemic spelling knowledge.

- **Segmenting and spelling by sounds**, for example, segmenting /săt/ into its sounds for spelling—/s/+/ă/+/t/—and spelling the word *sat*
- **Recognizing patterns within words**, for example, knowing that the sound /ō/ can be spelled **o_e** as in *home*, **oa** as in *loan*, or **ow** as in *glow*
- **Adding inflections**, for example, doubling the **p** in *hop* and adding *-ed* to get *hopped*, or dropping the **e** in *hope* and adding *-ing* to get *hoping*
- **Spelling by syllables**—breaking words like *Friday* and *middle* into syllables and pronouncing the syllables in ways that reflect their spelling
- **Adding prefixes and suffixes**, for example, adding *dis-* to *connect* to form *disconnect* or adding *-able* to *desire* to form *desirable*
- **Applying morphemic spelling knowledge**, for example, knowing that the word *construction* is related to the word *construct*, so the final syllable is spelled *-tion*

Thoughtful spellers have also memorized the spelling of many words, especially high-frequency words (such as *mother*, *toward*, and *laugh*) and spell them automatically in their writing.

Finally, thoughtful spellers use all of their spelling knowledge in a metacognitive and deliberate manner. They anticipate the pitfalls of English. They know which spelling strategies to use in particular situations. They know when they don't know how to spell a word, and they know what resources to consult for assistance.

There is no substitute for thoughtful spelling. Computer spell-checkers fail to recognize a significant portion of misspellings; they often fail to offer the correct spelling for the intended word; and a weak speller is frequently unable to select the right spelling from the list the spell-checker provides (MacArthur et al. 1996; Pedler 2001).

The *Guided Spelling* program is specifically designed to support the development of thoughtful spellers through 15-minute daily lessons that are teacher-directed, multisensory, and interactive.

► **How the *Guided Spelling* Program Works**

At the heart of the *Guided Spelling* program is the daily guided spelling activity in which the students apply the spelling strategies they are learning by writing words as the teacher provides support and guidance. For each word spelled, the teacher follows three steps: (1) first, the teacher introduces the word; (2) second, the teacher provides guidance while the students spell the word; and (3) finally, the teacher provides feedback and the students correct any misspellings.

When introducing each word, the teacher pronounces the word and uses it in a sentence so that the students hear the word in context. Then the class repeats the word. Speaking the word aloud makes students more aware of the sounds in the word.

The teacher then provides guidance to help the students think about how to spell each word correctly. Before and while the students write a word, the teacher provides information that helps them think about how to approach the most challenging parts of the word. For example, in grade 5, teacher guidance often focuses on how to spell schwas, as in *buffalo* and *maganet*. Teacher guidance encourages students to do the thinking as they become increasingly aware of the decisions they need to make when spelling a word. Extensive explanation and modeling by the teacher ensure that the students understand the principles they are applying.

Once the students have written the word, they read and spell it aloud as the teacher writes it correctly on the board. Students then check their own work and correct any misspellings.

In guided spelling, students respond in unison to questions. Choral responses are very important in the teaching of spelling because spelling is strongly influenced by the writer's pronunciation: as students repeat the teacher's pronunciation, they learn the pronunciation that helps them spell. Choral responses also elicit a high level of student engagement by encouraging the participation of students who lack confidence and would not take the risk of responding individually. Finally, choral responses give the teacher an opportunity to assess student understanding on an ongoing basis.

The *Guided Spelling* lessons follow a weekly pattern: The teacher introduces the week's words on the first day, leads the students in guided spelling on Days 1–4, and gives a spelling test on Day 5. Every sixth week is a review week, and includes a pretest, a proofreading exercise, partner study time, a whole-class spelling discussion, and an end-of-week test. A five-day week for spelling is strongly encouraged, especially for students who are struggling. If the school schedule or other factors prevent a five-day-per-week spelling program, Day 4 of each week may be omitted.

Students learn spelling strategies in a safe, noncompetitive atmosphere. Teacher guidance promotes thoughtfulness and accuracy, while the program's multisensory elements create links among hearing, seeing, saying, and writing word parts and words. Because it assures success, *Guided Spelling* leads to student self-confidence and enthusiasm for spelling.

► Features of the Program

Research-based Instruction

The content and teaching methodology used in the *Guided Spelling* program are based on extensive research in spelling content and how students learn. For more information, refer to the section “Research Basis for *Guided Spelling*” on page 527.

Strategies for Morphemic Spelling

In the *Guided Spelling* program, the students use the structure of words to help them spell. They learn the generalizations for adding suffixes (including inflectional endings), such as doubling the last consonant and dropping **e**. They spell common prefixes, base words, and suffixes. They learn to use related words as spelling

clues; for example, *colony* is a clue for *colonial*. In grades 5 and 6, the students spell words with Greek and Latin roots such as *uni*, *medic*, *soci*, and *gress*.

Strategies for Spelling Polysyllabic Words

In grades 3–6 of the *Guided Spelling* program, the students learn strategies for spelling polysyllabic words. Polysyllabic words are difficult because the pronunciation of a word does not always reflect the written syllables. For example, we pronounce *happy* as /hă-pē/, but the written syllables are *hap-* and *-py*. Polysyllabic words usually have at least one unaccented syllable with a vowel that is often difficult to spell, as in *benefit* and *separate*. In the *Guided Spelling* program, students spell base words by syllables and learn to focus on schwas and other unaccented vowels. They gain extensive experience with syllable boundaries and syllable types. In grades 4–6 they spell common syllables and word parts such as *-ture*, *-ence*, and *-able*.

Strategies for Spelling Think Words, Pattern Words, and Sight Words

In grades 1–3 of the *Guided Spelling* program, the students learn strategies for spelling three types of words: think words, pattern words, and sight words. For example, when the students know consonant and short vowel sounds, they can spell most short vowel words without memorizing them. After they learn the generalizations for inflectional endings, they can also spell hundreds of words like *stops*, *stopped*, *filled*, *ended*, and *dishes*. In the *Guided Spelling* program, words that can be spelled without memorization are referred to as “think words” in grades 1–3.

For words that include sounds that have more than one common spelling (called “pattern words” in grades 2 and 3), students must memorize which spelling to use. For example, *coat* has the common spelling **oa** for the sound /ō/, but **o_e** and **ow** are also common spellings for the sound /ō/. The speller who knows all the common spellings of the sound /ō/ has an advantage in spelling, but still must memorize which spelling is correct for each word.

Students will also encounter irregular words, or “sight words,” that have letters or letter combinations that represent sounds in uncommon ways. When writing the word *been*, for example, spellers might be tempted to spell it *bin* or *ben* (depending on how they pronounce the word); they must learn that *been* is

an irregular word and remember that *been* is spelled **b-e-e-n**. Strategies for memorizing sight words are taught and practiced in grades 1–3.

Support for Phonemic Segmentation

Grade 1 of the *Guided Spelling* program includes extensive instruction in phonemic segmentation. Many beginning spellers have a difficult time perceiving the sounds in a word. They don't realize, for example, that the word *sat* is made up of the sounds /s/ + /ă/ + /t/. Students receive a great deal of support in identifying each sound (phoneme) in a word and learning how to write the letters in sequence.

Word History

Beginning in grade 4, the *Teacher's Manual* provides frequent notes on the history of the spelling words. For example, *crocodile* comes from Greek words that meant *pebble-worm*; the Greeks noticed that this worm-like creature would lie in the sun on the pebbles by the side of the water. Through the history notes, students learn that the spelling, meaning, and pronunciation of words often change over time, and that many English words have origins in other languages and cultures. When a history note refers to a country or region, you may want to point out the area on a map.

Instruction in Memorization

Methods for memorizing words are taught explicitly in the *Guided Spelling* program through modeling, practice of memory steps, and instruction in how to study. In addition, the students learn to use mnemonics (memory aids) and also keep records of words they've missed so they'll know which words they particularly need to study.

High-frequency Words

The high-frequency words the students memorize in the *Guided Spelling* program were selected from studies of high-frequency words in school reading material (Carroll, Davies, and Richman 1971; Zeno et al. 1995). About 90% of the base words that the students memorize are base words in the 3,000 most frequent words listed by Zeno et al. Most of the remaining 10% are base words in words ranked 3,000–5,000 in frequency. The challenge words in grades 4–6 also come from base words in the 3,000–5,000 frequency range in Zeno et al.

Frequent Review

Spelling concepts and specific words are reviewed multiple times in the *Guided Spelling* program. Each new spelling concept is emphasized during guiding for two weeks and usually appears in future lessons as well. At grades 1–3, every word to be mastered is studied for two consecutive weeks and then again in the review week. Each week in grades 4–6, the students study 10 of the previous week’s words. Review weeks include 50 words. If your schedule does not allow time for your students to study all 50 review words, select several representative words from each week being reviewed.

Frequently Misspelled Words

Grades 4, 5, and 6 include review of commonly misspelled words taught in previous grades, such as contractions, compound words, homophones, numbers, and abbreviations. A list of frequently misspelled words also appears in the *Student Spelling Book* for student reference.

Differentiated Instruction

Guided Spelling is designed for whole-class instruction; the structure of the program allows students at different levels to learn together. Instruction may also be differentiated, beginning in grade 2, to meet the needs of students struggling with grade-level content and those who need an extra challenge. Such individual needs can be met by varying the number of words studied each week. In the “Words Used This Week” list at the beginning of each week, stars indicate words for below-grade-level spellers; students who are struggling can concentrate on studying just these words. “Challenge words” are also provided for advanced spellers who are able to study and learn additional words independently.

Support for English Language Learners

English Language Learners (ELLs) face many challenges in spelling. The spelling strategies taught in the *Guided Spelling* program are particularly helpful to English Language Learners. The program provides students with the concepts underlying English spelling, including the inflectional endings (such as *-ed*, *-ing*, and possessive endings) that are so difficult for English Language Learners. Research suggests that English Language Learners benefit from systematic, explicit instruction such as that provided by *Guided Spelling* (see page 528). Interactive

instruction during the daily guided spelling activity offers many opportunities for students to apply the concepts they've learned and receive immediate feedback.

In addition, English Language Learners have many opportunities to hear and speak spelling words aloud. By stressing the relation between spelling and pronunciation, *Guided Spelling* helps students develop in both areas simultaneously.

Notes About Regional Dialect and Pronunciation

Students realize early in their schooling that there is not an exact correspondence between words as pronounced and words as spelled. Speakers of some regional dialects face a challenge when the spelling curriculum does not reflect their pronunciation. For example, most spelling programs, including *Guided Spelling*, teach **w** and **wh** (as in *weather* and *whether*) as representing different sounds, but many American English speakers pronounce them identically. The same is true for short **e** and short **i** (as in *pen* and *pin*) and short **o** and **aw** (as in *lot* and *law*). Notes about regional variations are included throughout the *Guided Spelling* program in the “Teacher Background” sections at the beginning of each week’s lessons.

Support for Transferring Spelling Knowledge to Writing

It is essential for students to be able to transfer their spelling knowledge to their writing. To do so, students must be able to apply the concepts they have learned in spelling lessons to words that they have not encountered in class. Every day in the *Guided Spelling* program, students practice a variety of different spelling strategies that prepare them to spell new words. During daily guiding, students use these strategies on words beyond the weekly words to be mastered. With teacher support, the students become increasingly self-sufficient. In grades 4–6, they write four items independently each day, deciding which strategies to use and developing the key metacognitive ability of knowing when they need to seek help.

In grades 4–6, the students also engage in frequent partner work to practice expressing the reasoning behind English spelling; for example, partners explain to each other why they dropped **e** before the suffix in the word they have just written.

Class discussions raise awareness of how to spell correctly when writing. Students are provided with a “dictionary and personal word list” at the back of the *Student Spelling Book*, which allows

them to look up words as they proofread their writing, and record words they have misspelled. The weekly tests include “application words”—words that the students have not been explicitly taught but that they can figure out by applying the spelling concepts they have learned.

Assessment

Assessment occurs through weekly spelling tests and teacher observation of student work during the daily guided spelling period. The *Teacher’s Manual* supports teachers in interpreting student progress and test performance and adapting instruction for group and individual needs that may arise.

Detailed Teacher’s Manual

The *Guided Spelling Teacher’s Manual* provides strong support for teachers. The guiding procedures are shown in detail for the first two weeks and throughout the year when new material is introduced. At the beginning of each week in the *Teacher’s Manual* is an introduction that summarizes the new content, provides background and advisory notes, and lists all the words in the week’s lessons. Lessons are easy to implement and are written in step-by-step detail to support both teachers and students.

A separate book of blackline masters supplies reproducible homework for each week and, in grades 4–6, optional partner activities. These optional activities reinforce spelling concepts and encourage the students to apply their knowledge beyond their guided spelling practice to activities such as word sorting.

Student Spelling Books

The *Student Spelling Book* for grades 4–6 includes a section at the beginning of each week with the week’s 15 new words and a sentence for each, plus 10 review words from the previous week. There is also a page for each day’s guided spelling lesson, where the students write the words for that day. Student references are provided at the back of the *Student Spelling Book*, and include the generalizations for adding suffixes, a “dictionary and personal word list,” and a list of frequently misspelled words.

Spelling-Sound Chart

The spelling-sound chart, provided with the *Guided Spelling* program at grades 3–6, plays a critical role in helping students organize the complexities of spelling and phonics. Most of the items on the chart represent spelling-sound correspondences,

with each item representing one sound and listing common spellings for that sound. The illustration serves as a mnemonic to help students easily locate the spelling or spellings they are looking for. For example, the item with the illustration of the bone represents long **o** and shows the common spellings for the sound /ō/: **o_e**, **oa_**, **ow**, and **o**. The blanks show where other letters occur when the sound has that spelling. For example, when the sound /ō/ is spelled **oa**, one or more consonants will usually follow. When we hear the sound /ō/ at the end of a word, in most cases it will not be spelled **oa**. Hence the spelling on the chart is **oa_**.

There are also three items on the chart that represent possessives: “girl’s hat,” “cats’ dish,” and “men’s dog.”

The chart should be posted in a location where it is visible to all students and the teacher can conveniently point to each item on the chart.

► Overview of Content in Grades 1–6

The *Guided Spelling* program content follows a developmental sequence, progressing from alphabetic spelling to patterns to morphemic spelling, as seen in the chart on the following page.

At each grade, the students also master the spelling of many high-frequency words: 30 irregular words at grade 1; 100 regular words and 100 irregular words at grade 2; 200 regular words and 100 irregular words at grade 3; and 375 words in each grade at grades 4, 5, and 6.

At grades 2 and 3, the students learn to spell homophones, compound words, contractions, and numbers. At grade 3, they are also introduced to spelling abbreviations, weekdays, and months. At grades 4–6, the students review contractions and other frequently misspelled words. At grades 4 and 5, they learn to spell unusual plurals. At grades 4–6, word history is frequently included in the guided spelling lessons.

OVERVIEW OF GUIDED SPELLING, GRADES 1–6

PHONEMIC SPELLING KNOWLEDGE	1	2	3	4	5	6
Consonants	✓					
Short vowels	✓	✓	✓	✓	✓	✓
Consonant digraphs	✓	✓	✓			
Consonant clusters		✓	✓	✓	✓	✓
Long vowel-consonant-e		✓	✓	✓	✓	✓
Vowel digraphs		✓	✓	✓	✓	✓
r-controlled vowels		✓	✓	✓	✓	✓
Syllable types (constructions)			✓	✓	✓	✓
Syllable boundaries			✓	✓	✓	✓
Schwas				✓	✓	✓
MORPHEMIC SPELLING KNOWLEDGE	1	2	3	4	5	6
Adding s	✓	✓	✓			
Adding es		✓	✓	✓	✓	✓
Single-syllable doubling		✓	✓	✓	✓	✓
Dropping e		✓	✓	✓	✓	✓
Changing y to i			✓	✓	✓	✓
Polysyllabic doubling				✓	✓	✓
Spelling possessives			✓	✓	✓	✓
Prefixes and suffixes			✓	✓	✓	✓
Greek and Latin roots					✓	✓
SPELLING STRATEGIES	1	2	3	4	5	6
Phonemic segmentation	✓					
Spelling words that do not require memorization (called “think words” in grades 1–3)	✓	✓	✓	✓	✓	✓
Spelling words with common patterns (called “pattern words” in grades 2–3)		✓	✓	✓	✓	✓
Spelling irregular words	✓	✓	✓			
Polysyllabic spelling				✓	✓	✓
Using related words				✓	✓	✓

► Grade 5 Content

In grade 5 of the *Guided Spelling* program, the students extend their knowledge of polysyllabic spelling and the generalizations for adding suffixes. They utilize the strategy of using related words as spelling clues; for example, *operate* is a clue for *operation*. They spell possessives, prefixes, suffixes, Greek and Latin roots, and unusual plurals. They review frequently misspelled words. Word history is included in many lessons. The students master 375 words.

Phonemic Spelling Knowledge

- Review of vowels, for example, *knock*, *twice*, *goal*, *conocern*, *choice*
- Schwas and other unaccented vowels, for example, *buffalo*, *magunet*, *opposite*, *cotton*
- Syllable boundaries, for example, *in.tend*, *de.tail*, *shad.ow*, *li.on*
- Syllable types (constructions), for example, *twenty*, *paper*, *extreme*, *record*, *county*, *gentle*
- Word parts, for example, *-ive*, *-ture*, *-age*, *-able*, *-ous*, *-ent*, *-ance*

Morphemic Spelling Knowledge

- Generalizations for adding suffixes, including inflectional endings such as *-ed* and *-ing*:
 - Single-syllable doubling, for example, *skidded*, *swimmer*, *muddy*
 - Dropping **e**, for example, *requiring*, *supposed*, *smoky*, *guidance*
 - Changing **y** to **i**, for example, *satisfied*, *colonial*, *hungrier*
 - Polysyllabic doubling, for example, *permitting*, *preferred*, *flatten*
- Possessive nouns and pronouns, for example, *sister's*, *nurses'*, *children's*, *its*, *ours*
- Prefixes, for example, *fore-*, *sub-*, *semi-*, *in-*, *super-*, *co-*
- Suffixes, for example, *-er*, *-or*, *-eer*, *-ness*, *-y*, *-ful*, *-eth*
- Greek and Latin roots, for example, *port*, *uni*, *part*, *medic*, *micro*

Other Spelling Knowledge

- Frequently misspelled words, for example, *sense, thought, piece*
- Homophones, for example, *its/it's*
- Contractions, for example, *who's, o'clock, that'll*
- Unusual plurals, for example, *wolves, oxen, mice, tomatoes*
- Word history, for example, English *cheese* and Spanish *queso* both come from the Latin word *caseus*

Spelling Strategies

- Polysyllabic spelling, for example, *immediately* → *im-me-di-ate-ly*
- Using related words as spelling clues:
 - Clue for an unaccented vowel, for example, *colony* → *colonial*
 - Clue for *-tion* or *-sion*, for example, *operate* → *operation*; *divide* → *division*

► Using Guided Spelling with Other Programs from Center for the Collaborative Classroom

The *Guided Spelling* program is the spelling component of a complete set of language arts curricula developed by Center for the Collaborative Classroom (CCC) and can be integrated with any of the programs described below. For complete information on Collaborative Classroom's programs, visit our website at collaborativeclassroom.org.

SIPPS

The *Guided Spelling* program may be used in conjunction with CCC's *SIPPS*[®] program (*Systematic Instruction in Phonological Awareness, Phonics, and Sight Words*). *SIPPS* is a decoding program that includes brief daily spelling instruction. When *SIPPS* is used with *Guided Spelling*, the spelling portion of the *SIPPS* lessons may be replaced with *Guided Spelling*.

Being a Writer

The *Being a Writer*[™] program is a yearlong curriculum for grades K–6 designed to help each student develop the creativity and skills of a writer. *Being a Writer* provides inspiration and motivation and a clear scope and sequence to develop students' intrinsic desire to write regularly and to help students build a

full understanding and appreciation of the craft and conventions of writing. The *Being a Writer* program provides students with ample opportunities to use their spelling skills while advocating teacher acceptance for “invented” spellings in the early grades.

Making Meaning

The *Making Meaning*[®] program is a classroom-tested K–6 reading comprehension curriculum that combines the latest comprehension research with support for students’ social and ethical development. It uses read-aloud books to teach students nine different comprehension strategies while also developing their social values to create a supportive community of readers.

The *Vocabulary Teaching Guide* provides 30 weeks of vocabulary instruction that build students’ word knowledge, supplementing and supporting the reading comprehension lessons in the *Making Meaning Teacher’s Manual*. The students learn high-utility words found in or relating to the read-aloud texts. The lessons combine direct instruction in word meanings with activities that require the students to think about the words and use them as they talk with their partners and the class. Students also learn independent word-learning strategies, such as recognizing words with multiple meanings and using context and prefixes and suffixes to figure out word meanings.

Short Vowels; Frequently Misspelled Words

► New Content

The sound /ă/ as in *catch* is spelled **a**.

The sound /ĕ/ as in *spend* is spelled **e**.

The sound /ĭ/ as in *switch* is spelled **i**.

The sound /ŏ/ as in *knock* is spelled **o**.

The sound /ŭ/ as in *trunk* is spelled **u**.

► Teacher Background

In Week 1, the students will review frequently misspelled words and short vowels taught in previous grades.

The first two weeks of the *Guided Spelling* program are structured to introduce the students gradually to the weekly and daily procedures for guided spelling. On Days 2, 3, and 4 of Week 1, the students will write fewer words than they will in later lessons so they can practice and get used to the basic steps for spelling and correcting words before doing a full lesson.

On Days 1 through 4 of each week, you will use the board or projector. Whichever you use, make sure all the students can see easily. If you are using a projector, you can make a transparency of the reusable form on *Blackline Masters* page 1. If you are using the board, you will need to write numbers on the board before each lesson (see the “Teacher Background” section at the beginning of each lesson). You will use the board or projector for two purposes:

- When the students read and spell each word aloud after writing it, you will write the correct word to help the students check their work.
- For some types of student questions, you will write the answer for the students to read silently. This process is explained on page 12.

During the lessons, you will frequently ask the students questions to guide them through the steps to correct spelling. We recommend that the class give choral responses to your questions. The rationale for choral responses is given on page viii.

We suggest that you teach the lessons at a fairly quick pace. If some of the students make a mistake in a response, simply tell the class the correct answer and then repeat the question.

In addition to the main content of the spelling lessons (described in the “New Content” section each week), the *Guided Spelling* program includes additional “guiding points” (content in addition to the major focuses of each week). A comprehensive list of these guiding points appears in the “Scope and Sequence” chart on pages 532–537. Seven guiding points are introduced this week: the sound /n/ at the beginning of a word is sometimes spelled **kn**, as in *knock*; the sound /k/ directly after a short vowel in a one-syllable word is spelled **ck**, as in *track*; the sound /l/ at the end of a one-syllable short vowel word is usually spelled **ll**, as in *thrill*; the sound /ch/ directly after a short vowel in a single-syllable word is usually spelled **tch**, as in *switch*, though *which*, *much*, and *such* are common exceptions; the sound /j/ directly after a short vowel in a single-syllable word is spelled **dge**, as in *pledge*; the suffix /əz/ is spelled **es**, as in *lunches*; preconsonantal nasals in consonant clusters, as in *trunk*, are difficult.

The symbol /ə/ stands for an unaccented short **u** sound. It is called a “schwa.” It is used in the *Guided Spelling* program to indicate the unaccented vowel sound as in the suffixes *-es* and *-ed* and in the words *second* and *ago*.

Compound words, homophones, and contractions are introduced on Day 1.

Each day the students will write the last four words independently. You will continue to use the word in a sentence and have the students repeat it, but you will not provide further guiding unless the students request help. For a further explanation of independently written words, see page 4.

During this week’s pre-spelling activities, you will focus on using the spelling-sound chart to help the students spell short vowel sounds. For an explanation of the spelling-sound chart, see pages xiii–xiv.

An optional spelling activity is provided for partners each week. This enrichment activity reinforces spelling concepts, encourages the students to apply their knowledge beyond the words they write during guided spelling, and increases their interest in spelling. The activity for Week 1 can be found on *Blackline Masters* page 42.

In the introduction to each week, there is a chart entitled “Words Used This Week” (see below for an example). This chart contains a list of all words used in the week’s lessons for your reference:

NEW WORDS	Fifteen new words are introduced each week (except during review weeks). Weeks 1, 2, and 3 include several frequently misspelled words that were taught in previous grades. Beginning in Week 2, the students will be tested on the new words at the end of the week they are introduced.
REVIEW WORDS	These are ten words that were introduced in the previous week. The students will review these words and be tested on three of them at the end of the week.
CHALLENGE WORDS	These words are for your advanced spellers to memorize if you are differentiating instruction.
APPLICATION WORDS ON THE TEST	These are words that appear on the test that have not been announced in advance. The purpose is to assess the students’ knowledge of the spelling concepts taught.
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	These are words that the students will write during guided spelling (in addition to the week’s new words) to practice the concepts being taught in the week’s lessons.
FREQUENTLY MISPELLED WORDS	Most weeks will include one or more frequently misspelled words that the students will memorize and/or write in guided spelling. These have been taught in earlier grades but need periodic review because they are often missed in student writing.

Words Used This Week

The stars indicate words for below-grade-level spellers in classes where spelling instruction is differentiated (see pages 29–30 for more information).

NEW WORDS	*trunk, *skin, *knock, *nonfat, *pledge, *crops, *switches, *thrill, twelve, sense, know, halfway, something, you’re, couldn’t
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	sixth, knows, knocks, twitches, thrills
FREQUENTLY MISPELLED WORDS	sense, halfway, couldn’t, know, something, you’re

Week 1 Day 1

► Teacher Background

Each week on Day 1, you will use the following procedure to introduce the new words (see “Words Used This Week” on page 3):

- Read each word and sentence as the students follow along in their *Student Spelling Books*.
- Explain the spelling features in each word and have the students underline the parts that have to be memorized, for example, **I** in *halfway*.

During guided spelling in this day’s introductory lesson, the students will write eight of the new words. If you are using a projector, make a transparency of the reusable form (*Blackline Masters* page 1). If you are using the board, number from 1 to 8.

During guided spelling you will frequently tell your students that if they aren’t sure how to spell part of a word, they should raise their hand to ask you. This encourages the students to *know when they don’t know* how to spell a word—an important metacognitive skill in spelling. Respond to their questions by writing the answers on the board or projector to the left of the item number. For example, if a student asks how to spell the sound /l/ in *thrill*, write **ll** to the left of number 8. This process is explained on page 523.

Each day the students will write the last four words independently. You will continue to use each word in a sentence and have the students repeat it, but you will not provide further guiding unless the students request help. Encourage the students to raise their hands and ask for help when they need it. You will respond by writing the answer on the board or projector to the left of the item number. One major purpose of the independently written items is to develop the students’ willingness to seek spelling assistance when they need it. Knowing when to seek help is a key metacognitive ability among good spellers.

If you have not already done so, post the spelling-sound chart in your classroom where all the students can see it easily.



Pre-spelling: Using the Spelling-Sound Chart

ELPS 5.A.i
Pre-spelling section (all)

- ▶ Point to the top row of the spelling-sound chart.

This chart will help you in spelling. The top row shows the short vowels. The short vowels will be important this year in words that are polysyllabic. A *polysyllabic* word has more than one syllable.

- ▶ Point to the first picture.

This is a cat “at the chair.” Let’s say you are spelling the word *splash* and you’re not sure how to spell the sound /ă/. Look for the picture of the cat “at the chair” and see the spelling under the picture: **a**.

- ▶ Point to each other short vowel picture and tell its name: “edge of the chair,” “in the chair,” “on the chair,” and “under the chair.”

- a ▶ Point to **a**_ on the chart.

Where is the cat? (Students: at the chair) Sound? (Students: /ă/)

- ▶ Point to the blank in **a**_.

This means that when the short vowel sound /ă/ is spelled **a**, there will be one or more letters after **a**.

- i ▶ Point to **i**_ on the chart.

Where is the cat? (Students: in the chair) Sound? (Students: /ĭ/)

- e ▶ Point to **e**_ on the chart.

Where is the cat? (Students: edge of the chair) Sound? (Students: /ĕ/)

- u ▶ Point to **u**_ on the chart.

Where is the cat? (Students: under the chair) Sound? (Students: /ŭ/)

- o ▶ Point to **o**_ on the chart.

Where is the cat? (Students: on the chair) Sound? (Students: /ŏ/)

- slick I’ll write *slick*. *The icy street was slick*.

- ▶ Write **sl** on the board.

Which picture shows the sound /ĭ/? (Students: in the chair)

How do I spell the sound /ĭ/? (Students: i)

- ▶ Finish writing *slick*.

wren I'll write *wren*. *The song of the wren was cheerful.*

► Write **wr** on the board.

Which picture shows the sound /ě/? (Students: edge of the chair)

How do I spell the sound /ě/? (Students: e)

► Finish writing *wren*.

► **Introduce This Week's Words**

► Distribute a *Student Spelling Book* to each student. Have the students write their name on the inside front cover. Have them open to page 3.

At the beginning of every week, you will see the words that you will learn. There is a sentence for each word. Follow along as I read the words and sentences.

1. trunk Number 1: trunk. She keeps a spare tire in the trunk of her car.

► Point to the “under the chair” picture on the spelling-sound chart.

The “under the chair” picture is for the sound /ŭ/.

Each week I will tell you which parts may be hard to learn, and you will underline them in your spelling books.

The end of *trunk* sounds like /ungk/, but it's spelled **u-n-k**. Find the word *trunk* that is next to number 1. Underline **n-k**.

2. skin Number 2: skin. Protect your skin with sunscreen when you are outside.

► Point to the “in the chair” picture.

The “in the chair” picture is for the sound /i/.

3. knock Number 3: knock. I will knock on the door when I arrive.

The sound /n/ at the beginning of a word is sometimes spelled **k-n**. Find the word *knock* that is next to number 3. Underline **k-n**.

► Point to the “on the chair” picture.

The “on the chair” picture is for the sound /ö/. The sound /k/ after a short vowel in a one-syllable word is spelled **c-k**.

4. nonfat Number 4: nonfat. In nonfat milk, all the fat has been removed.

Non- is a prefix. The base word is *fat*.

► Point to the “at the chair” picture.

The “at the chair” picture is for the sound /ă/.

5. pledge Number 5: pledge. A pledge is a promise.
 ► Point to the “edge of the chair” picture.
 The “edge of the chair” picture is for the sound /ĕ/.
 The sound /j/ after a short vowel in a one-syllable word is spelled **d-g-e**.
6. crops Number 6: crops. The farmer’s main crops were broccoli and lettuce.
7. switches Number 7: switches. We flipped the switches to shut off the power.
 The base word is *switch*. The sound /ch/ after a short vowel in a one-syllable word is usually spelled **t-c-h**. The suffix is /əz/.
8. thrill. Number 8: thrill. What a thrill it was to ride the roller coaster!
 The sound // after a short vowel in a one-syllable word is usually spelled **l-l**. Find the word *thrill* that is next to number 8. Underline **l-l**.
9. twelve Number 9: twelve. We will eat lunch at twelve o’clock today.
 The sound /v/ at the end of a word is spelled **v-e**.
10. sense Number 10: sense. Owls have a very good sense of sight; they can see prey from far away.
 FREQUENTLY MISPELLED WORD *Sense* is a frequently misspelled word.
 Find the word *sense* that is next to number 10. Underline **s-e** at the end.
11. know. Number 11: know. I practiced my spelling words, and I know them all.
 FREQUENTLY MISPELLED WORD *Know* is a frequently misspelled word.
 HOMOPHONE *Know* is a homophone. Homophones are words that sound the same but are spelled differently.
 ► Write on the board: know no
Know, as in *I know the spelling words*, is spelled **k-n-o-w**.
No, the opposite of yes, is spelled **n-o**.
 Find the word *know* that is next to number 11. Underline **k-n**. Underline **o-w**.

12. halfway Number 12: halfway. Let's each start from home and meet halfway.
 FREQUENTLY MISSPELLED WORD *Halfway* is a frequently misspelled word.
Halfway is a compound word made of *half* and *way*. A compound word is made of two smaller words with no space in between.
 Find the word *halfway* that is next to number 12. Underline the silent **l**.
13. something Number 13: something. He knew he had forgotten something.
 FREQUENTLY MISSPELLED WORD *Something* is a frequently misspelled word.
Something is a compound word made of *some* and *thing*.
 Underline **o** and **e**.
14. you're Number 14: you're. I see that you're finished.
 FREQUENTLY MISSPELLED WORD *You're* is a frequently misspelled word.
 HOMOPHONE *You're* is a homophone. It's not *your* as in *your book*. It's *you're* as in *I see that you're finished*.
 CONTRACTION *You're* is a contraction of the two words *you* and *are*. Underline the entire word: **y-o-u-apostrophe-r-e**.
15. couldn't. Number 15: couldn't. She couldn't open the jar's lid.
 FREQUENTLY MISSPELLED WORD *Couldn't* is a frequently misspelled word.
 CONTRACTION *Couldn't* is a contraction of the two words *could* and *not*. Underline the entire word: **c-o-u-l-d-n-apostrophe-t**.

 **Guided Spelling**

ELPS 5.C.i
 Guided Spelling section (all)

► Have your students turn to page 4.

Now you'll write eight of this week's words. I'm going to say each word and you will write it, but this is not a test. I will help you think about each word so that you write it correctly. If you're not sure how to spell a word, raise your hand to ask me for help. It is important to *know when you don't know*.

1. pledge. Number 1: pledge. A pledge is a promise. Say *pledge*.
 (Students: *pledge*)
 If you're not sure how to spell the short vowel sound /ĕ/, look for the cat at the edge of the chair. The sound /j/ after a short vowel in a one-syllable word is spelled **d-g-e**. Write *pledge*.

In guided spelling you will check each word after you write it. This is how you will check your work: Everyone will read and spell the word together. You will point under each letter as you spell.

► Tell the class how you want them to point to each letter (e.g., use their finger, a pencil point, or an eraser).

Let's practice. Read and spell *pledge*. (Students: pledge, p-l-e-d-g-e)
Let's practice again, and as you read and spell, I will write the word.

► At number 1, write *pledge* as the students read and spell. (Students: pledge, p-l-e-d-g-e)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

2. knock. Number 2: knock. I will knock on the door when I arrive. Say *knock*. (Students: knock)

Be careful here. The beginning of *knock* is spelled **k-n**. If you're not sure how to spell the short vowel sound /*ɒ*/, look for the cat on the chair. The sound /*k*/ after a short vowel in a one-syllable word is spelled **c-k**. Write *knock*.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 2, write *knock* as the students read and spell. (Students: knock, k-n-o-c-k)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

3. nonfat. Number 3: nonfat. In nonfat milk, all the fat has been removed. Say *nonfat*. (Students: nonfat)

First you'll write the prefix *non-*. If you're not sure how to spell the short vowel sound /*ɒ*/, look for the cat on the chair. Write *non-*.

Next you'll write the base word *fat*. You'll add the base word to the prefix with no space in between. If you're not sure how to spell the short vowel sound /*ă*/, look for the cat at the chair. Write *fat*.

Now you will check your work. *Nonfat* has two syllables. Whenever we check a word with more than one syllable, read the word and then read and spell by syllables. Let's practice.

Say “*nonfat, non-, n-o-n, -fat, f-a-t.*” (Students: *nonfat, non-, n-o-n, -fat, f-a-t*) Everyone read the word again, and then read and spell by syllables as I write it. Point under each letter as you spell.

► At number 4, write *nonfat* as the students read and spell. (Students: *nonfat, non-, n-o-n, -fat, f-a-t*)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

4. switches Number 4: switches. We flipped the switches to shut off the power. Say *switches*. (Students: *switches*)

The base word is *switch*. If you’re not sure how to spell the short vowel sound /i/, look for the cat in the chair. The sound /ch/ after a short vowel in a one-syllable word is usually spelled **t-c-h**. Write *switch*.

Switches. The suffix is /əz/. It’s spelled **e-s**. Add /əz/.

Now you will check your work. Everyone read the word. (Students: *switches*) *Switches* has two syllables: *switch-es*. Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 4, write *switches* as the students read and spell by syllables. (Students: *switch-, s-w-i-t-c-h, -es, e-s*)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.

If you’re not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. crops Number 5: crops. The farmer’s main crops were broccoli and lettuce. Say *crops*. (Students: *crops*)

Write *crops*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 5.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 5, write *crops* as the students read and spell. (Students: *crops, c-r-o-p-s*)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

6. trunk Number 6: trunk. She keeps a spare tire in the trunk of her car.
Say *trunk*. (Students: trunk)

Write *trunk*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 6.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 6, write *trunk* as the students read and spell.
(Students: trunk, t-r-u-n-k)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

7. skin Number 7: skin. Protect your skin with sunscreen when you are outside. Say *skin*. (Students: skin)

Write *skin*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 7.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 7, write *skin* as the students read and spell.
(Students: skin, s-k-i-n)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

8. thrill Number 8: thrill. What a thrill it was to ride the roller coaster!
Say *thrill*. (Students: thrill)

Write *thrill*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 8.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 8, write *thrill* as the students read and spell.
(Students: thrill, t-h-r-i-l-l)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

► Teacher Background

The first few guided spelling lessons are designed to give the students detailed practice with the guided spelling procedures, and fewer words are introduced in these lessons. In guided spelling today, the students will spell eight words.

The development of the students' metacognitive abilities is an important goal of the *Guided Spelling* program. Strong spellers anticipate common pitfalls in English words, and they are aware when they do not know part of a word. In *Guided Spelling* you will often alert your students to difficult word parts. You will encourage your students to ask questions, and you will frequently offer help. When students have a question, give the answer by writing the spelling to the left of the number of the word. Don't answer aloud. Students who aren't sure of the spelling look at what you wrote, and the students who know the spelling write without being told.

In this lesson, the students will write the homophone *know*. In the *Guided Spelling* program, commonly confused homophones are identified, and you will guide the students in spelling the correct one in each case. If your students have an advanced vocabulary, you may want to mention additional homophones as they appear in guiding, such as *bowl/boll/bole*.

If you are using the board instead of the reusable form (*Blackline Masters* page 1), number from 1 to 8.

► Pre-spelling: Using the Spelling-Sound Chart

We'll review the short vowel sounds and their pictures on the chart.

o ► Point to **o** on the chart.

Where is the cat? (Students: on the chair) Sound? (Students: /ɔ/)

e ► Point to **e** on the chart.

Where is the cat? (Students: edge of the chair) Sound?
(Students: /ě/)

- i ▶ Point to **i**_ on the chart.
Where is the cat? (Students: in the chair) Sound? (Students: /i/)
- a ▶ Point to **a**_ on the chart.
Where is the cat? (Students: at the chair) Sound? (Students: /ă/)
- u ▶ Point to **u**_ on the chart.
Where is the cat? (Students: under the chair) Sound?
(Students: /ü/)
- span I'll write *span*. *The bridge span was a quarter of a mile.*
▶ Write **sp**.
Which picture shows the sound /ă/? (Students: at the chair)
How do I spell the sound /ă/? (Students: a)
▶ Finish writing *span*.
- strum I'll write *strum*. *He likes to strum the banjo.*
▶ Write **str**.
Which picture shows the sound /ü/? (Students: under the chair)
How do I spell the sound /ü/? (Students: u)
▶ Finish writing *strum*.

▶ Guided Spelling

▶ Have your students open their spelling books to page 5. They will write eight words in this lesson. Remind your students that guided spelling is not a test. You will help them think about each word so that they write it correctly. If they are not sure how to spell a word, they should raise their hand to ask for help.

1. twelve Number 1: twelve. We will eat lunch at twelve o'clock today.
Say *twelve*. (Students: twelve)
If you're not sure how to spell the short vowel sound /ě/, look for the cat at the edge of the chair. Be careful at the end of *twelve*. It's spelled **v-e**. Write *twelve*.
Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.
▶ At number 1, write *twelve* as the students read and spell. (Students: twelve, t-w-e-l-v-e)
Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

2. sense Number 2: sense. Owls have a very good sense of sight; they can see prey from far away. Say *sense*. (Students: *sense*)

If you're not sure how to spell the short vowel sound /ĕ/, look for the cat at the edge of the chair. Be careful at the end of *sense*. It's spelled **s-e**. Write *sense*.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 2, write *sense* as the students read and spell. (Students: *sense*, s-e-n-s-e)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

3. halfway Number 3: halfway. Let's each start from home and meet halfway. Say *halfway*. (Students: *halfway*)

First you'll write *half*. If you're not sure how to spell the short vowel sound /ă/, look for the cat at h the chair. Be careful here. *Half* has a silent letter. If you know how to spell *half*, write *half* now. If you're not sure, raise your hand and look up here as I write it.

► If any students raise their hands, write *half* to the left of number 3.

Halfway is a compound word. When you write a compound word, do not leave a space between the two smaller words. If you know how to spell *way*, add *way* now. If you're not sure, raise your hand and look up here as I write it.

► If any students raise their hands, write *way* to the left of number 3.

Now you will check your work. Everyone read the word. (Students: *halfway*) *Halfway* has two syllables. Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 3, write *halfway* as the students read and spell. (Students: *half-*, *h-a-l-f*, *-way*, *w-a-y*)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

4. couldn't Number 4: couldn't. She couldn't open the jar's lid. Say *couldn't*. (Students: *couldn't*)

CONTRACTION *Couldn't* is a contraction of *could not*.

Be careful here. If you know how to spell *couldn't*, write *couldn't* now. If you're not sure about any part, raise your hand to ask me and look up here as I write it.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 4.

Now you will check your work. Everyone read the word.

(Students: couldn't) *Couldn't* has two syllables. Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 4, write *couldn't* as the students read and spell by syllables. (Students: could-, c-o-u-l-d, -n't, n-apostrophe-t)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. know Number 5: know. I practiced my spelling words, and I know them all. Say *know*. (Students: know)

HOMOPHONE *Know* is a homophone. It's not *no*, the opposite of yes. It's *know* as in *I know the spelling words*. Write *know*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 5.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 5, write *know* as the students read and spell. (Students: know, k-n-o-w)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

6. something Number 6: something. He knew he had forgotten something. Say *something*. (Students: something)

Write *something*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 6.

Now you will check your work. Everyone read the word.

(Students: something) *Something* has two syllables. Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 6, write *something* as the students read and spell by syllables. (Students: some-, s-o-m-e, -thing, t-h-i-n-g)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

7. sixth. Number 7: sixth. My sister will be in the sixth grade next year. Say *sixth*. (Students: sixth)

Write *sixth*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 7.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 7, write *sixth* as the students read and spell. (Students: sixth, s-i-x-t-h)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

8. you're. Number 8: you're. I see that you're finished. Say *you're*. (Students: you're)

HOMOPHONE *You're* is a homophone. It's not *your* as in *your book*. It's *you're* as in *I see that you're finished*.

CONTRACTION *You're* is a contraction of the two words *you* and *are*.

Write *you're*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 8.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 8, write *you're* as the students read and spell. (Students: you're, y-o-u-apostrophe-r-e)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

► Teacher Background

In guided spelling today, the students will write eight words. If you are using the board instead of the reusable form (*Blackline Masters* page 1), number from 1 to 8.

► Pre-spelling: Using the Spelling-Sound Chart

► If your students do not yet spell the short vowel sounds accurately, review all the short vowel sounds and pictures as in the Day 2 pre-spelling activity.

We'll use the spelling-sound chart to help us spell short vowels.

throb I'll write *throb*.

► Write **thr**.

Which picture shows the sound /*ō*/? (Students: on the chair)

How do I spell the sound /*ō*/? (Students: o)

► Finish writing *throb*.

trench I'll write *trench*. They dug a trench for the pipes.

► Write **tr**.

Which picture shows the sound /*ě*/? (Students: edge of the chair)

How do I spell the sound /*ě*/? (Students: e)

► Finish writing *trench*.

► Guided Spelling

► Have your students turn to page 6.

1. trunk Number 1: trunk. He will put the groceries in the trunk.
Say *trunk*. (Students: trunk)

Listen to the sounds: trunk. If you're not sure how to spell the short vowel sound /*ũ*/, look for the cat under the chair. The end of *trunk* sounds like /ungk/, but it's spelled **u-n-k**. Write *trunk*.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 1, write *trunk* as the students read and spell.

(Students: trunk, t-r-u-n-k)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

2. couldn't Number 2: couldn't. I couldn't go to the game because I was ill.

Say *couldn't*. (Students: couldn't)

CONTRACTION *Couldn't* is a contraction of *could not*.

Be careful here. If you know how to spell *couldn't*, write *couldn't* now. If you're not sure about any part, raise your hand to ask me and look up here as I write it.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 2.

Now you will check your work. Everyone read the word. (Students: couldn't) *Couldn't* has two syllables. Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 2, write *couldn't* as the students read and spell by syllables. (Students: could-, c-o-u-l-d, -n't, n-apostrophe-t)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

3. knows Number 3: knows. He knows the homework assignment for tonight. Say *knows*. (Students: knows)

Be careful here. If you know how to spell *knows*, write *knows* now. If you're not sure about any part, raise your hand to ask me and look up here as I write it.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 3.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 3, write *knows* as the students read and spell. (Students: knows, k-n-o-w-s)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

4. something Number 4: something. There is something in my shoe rubbing against my foot. Say *something*. (Students: something)

Something is a compound word. Be careful here. If you're not sure how to spell *some*, raise your hand and look up here as I write it.

► If any students raise their hands, write *some* to the left of number 4.

Write *something*.

Now you will check your work. Everyone read the word. (Students: *something*) *Something* has two syllables. Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 4, write *something* as the students read and spell by syllables. (Students: *some-*, *s-o-m-e*, *-thing*, *t-h-i-n-g*)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. *nonfat*. Number 5: *nonfat*. I like to eat *nonfat* yogurt with my cereal. Say *nonfat*. (Students: *nonfat*)

Write *nonfat*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 5.

Now you will check your work. Everyone read the word. (Students: *nonfat*) Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 5, write *nonfat* as the students read and spell by syllables. (Students: *non-*, *n-o-n*, *-fat*, *f-a-t*)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

6. *knocks*. Number 6: *knocks*. She *knocks* so softly that we hardly know she's there. Say *knocks*. (Students: *knocks*)

Write *knocks*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 6.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 6, write *knocks* as the students read and spell. (Students: *knocks*, *k-n-o-c-k-s*)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

7. *twelve* Number 7: *twelve*. The eggs came in a carton of *twelve*. Say *twelve*.
(Students: *twelve*)

Write *twelve*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 7.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 7, write *twelve* as the students read and spell.
(Students: *twelve*, t-w-e-l-v-e)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

8. *switches* Number 8: *switches*. The light switches are next to the door.
Say *switches*. (Students: *switches*)

Write *switches*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 8.

Now you will check your work. Everyone read the word.
(Students: *switches*) *Switches* has two syllables: *switch-es*. Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 8, write *switches* as the students read and spell by syllables. (Students: *switch-*, s-w-i-t-c-h, -es, e-s)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

► Teacher Background

In guided spelling today, the students will write eight words. If you are using the board instead of the reusable form (*Blackline Masters* page 1), number from 1 to 8.

► Pre-spelling: Using the Spelling-Sound Chart

► If your students do not yet spell the short vowel sounds accurately, review all the short vowel sounds and pictures as in the Day 2 pre-spelling activity.

We'll use the spelling-sound chart to help us spell short vowels.

throng I'll write *throng*. *A throng of people is a crowd.*

► Write **thr**.

Which picture shows the sound /ɒ/? (Students: on the chair)

How do I spell the sound /ɒ/? (Students: o)

► Finish writing *throng*.

crutch I'll write *crutch*. *She used a crutch while her leg healed.*

► Write **cr**.

Which picture shows the sound /ʌ/? (Students: under the chair)

How do I spell the sound /ʌ/? (Students: u)

► Finish writing *crutch*.

► Guided Spelling

► Have your students turn to page 7.

1. you're Number 1: you're. My mom says you're an excellent swimmer. Say *you're*. (Students: you're)

HOMOPHONE *You're* is a homophone. It's not *your* as in *your book*. It's *you're* as in *you're an excellent swimmer*.

CONTRACTION *You're* is a contraction of the two words *you* and *are*.

Be careful here. If you know how to spell *you're*, write *you're* now. If you're not sure about any part, raise your hand to ask me and look up here as I write it.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 1.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 1, write *you're* as the students read and spell. (Students: *you're*, y-o-u-apostrophe-r-e)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

2. twitches Number 2: twitches. My cat's tail twitches as I pull the yarn past her. Say *twitches*. (Students: *twitches*)

The base word is *twitch*. If you're not sure how to spell the short vowel sound /i/, look for the cat in the chair. The sound /ch/ after a short vowel in a one-syllable word is usually spelled **t-c-h**. Write *twitch*.

Twitches. The suffix is /əz/. It's spelled **e-s**. Add /əz/.

Now you will check your work. Everyone read the word. (Students: *twitches*) *Twitches* has two syllables: *twitch-es*. Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 2, write *twitches* as the students read and spell by syllables. (Students: *twitch-*, t-w-i-t-c-h, -es, e-s)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

3. thrills Number 3: thrills. The acrobat thrills the audience with her high-flying act. Say *thrills*. (Students: *thrills*)

If you're not sure how to spell the short vowel sound /i/, look for the cat in the chair. The sound /l/ after a short vowel in a one-syllable word is spelled **l-l**. Write *thrills*.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 3, write *thrills* as the students read and spell. (Students: *thrills*, t-h-r-i-l-l-s)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

4. skin Number 4: skin. The skin of a snake is soft and smooth, not slimy. Say *skin*. (Students: skin)

If you're not sure how to spell the short vowel sound /i/, look for the cat in the chair. Write *skin*.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 4, write *skin* as the students read and spell. (Students: skin, s-k-i-n)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. halfway Number 5: halfway. We stopped halfway up the trail to have lunch. Say *halfway*. (Students: halfway)

Write *halfway*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 5.

Now you will check your work. Everyone read the word. (Students: halfway)

Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 5, write *halfway* as the students read and spell by syllables. (Students: half-, h-a-l-f, -way, w-a-y)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

6. crops Number 6: crops. The orange and grapefruit orchards produced huge crops of fruit. Say *crops*. (Students: crops)

Write *crops*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 6.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 6, write *crops* as the students read and spell. (Students: crops, c-r-o-p-s)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

7. pledge Number 7: pledge. I promised to do my best; I made a pledge.
Say *pledge*. (Students: pledge)

Write *pledge*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 7.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 7, write *pledge* as the students read and spell.
(Students: pledge, p-l-e-d-g-e)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

8. sense Number 8: sense. He showed good sense when he decided not to climb the tree. Say *sense*. (Students: sense)

Write *sense*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 8.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 8, write *sense* as the students read and spell.
(Students: sense, s-e-n-s-e)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

► Teacher Background

Make a copy of the Week 1 homework practice page (*Blackline Masters* page 2) for each student, plus an extra copy for your own reference as you introduce the homework procedures to the students.

The lesson today will prepare the students for the weekly homework that begins in Week 2. Today's homework page will be used for in-class practice only; the students will not have spelling homework this week.

► Guided Spelling

TEACHER NOTE When several instructions are given one after another, a small square (■) indicates that you should pause to allow the students time to respond to a question or instruction.

- Hand out the Week 1 homework practice page.
- Tell the students that beginning next week they will have homework to help them memorize the spelling words. In this lesson, they will practice the method for doing homework.
- Have the students follow along as you read the top of the homework practice page:

Week 1 Homework Practice. Name.

Write your name. ■ Let's continue reading:

Practice the memory steps for each word.

Step 1. Read the word. Say the syllables to help you spell.

Step 2. Underline any hard parts.

*Step 3. Cover the word. Say and write the word by syllables.
Check.*

1. trunk Number 1: trunk. We'll do the memory steps together.

STEP 1 . . . Step 1 is *Read the word. Say the syllables to help you spell.* Everyone read. (Students: trunk) *Trunk* has only one syllable.

STEP 2 . . . Step 2 is *Underline any hard parts.* If *trunk* has any parts that are hard for you to hear or remember, underline those parts.

STEP 3 . . . Step 3 is *Cover the word. Say and write the word by syllables. Check.* *Trunk* has only one syllable. Everyone cover *trunk*. Find line number 1. Everyone say *trunk*. ■ Write *trunk*. ■ Check your word. If you made a mistake, draw a line through the word and start again at Step 1.

2. *skin* Number 2: *skin*. We'll do the memory steps together.

STEP 1 . . . Step 1 is *Read the word. Say the syllables to help you spell.* Everyone read. (Students: *skin*) *Skin* has only one syllable.

STEP 2 . . . Step 2 is *Underline any hard parts.* If *skin* has any parts that are hard for you to hear or remember, underline those parts.

STEP 3 . . . Step 3 is *Cover the word. Say and write the word by syllables. Check.* Everyone cover *skin*. Find line number 2. Everyone say and write *skin*. ■ Check your word. If you made a mistake, draw a line through the word and start again at Step 1.

3. *knock*. Number 3: *knock*. We'll do the memory steps together.

STEP 1 . . . Step 1 is *Read the word. Say the syllables to help you spell.* Everyone read. (Students: *knock*) *Knock* has only one syllable.

STEP 2 . . . Step 2 is *Underline any hard parts.* If *knock* has any parts that are hard for you to remember, underline those parts.

STEP 3 . . . Step 3 is *Cover the word. Say and write the word by syllables. Check.* Everyone cover *knock*. Find line number 3. Everyone say and write *knock*. ■ Check your word. If you made a mistake, draw a line through the word and start again at Step 1.

4. *nonfat*. Number 4: *nonfat*. We'll do the memory steps together.

STEP 1 . . . Step 1 is *Read the word. Say the syllables to help you spell.* Everyone read. (Students: *nonfat*) Say *nonfat* by syllables: *non-fat*. (Students: *non-fat*)

STEP 2 . . . Step 2 is *Underline any hard parts.* If *nonfat* has any parts that are hard for you to remember, underline those parts.

STEP 3 . . . Step 3 is *Cover the word. Say and write the word by syllables. Check.*
► Demonstrate at the board how to say and write the word one syllable at a time.

Everyone cover *nonfat*. Find line number 4. Everyone say and write *nonfat* by syllables. ■ Check your word. If you made a mistake, draw a line through the word and start again at Step 1.

- 5. pledge ▶ Have a volunteer demonstrate the memory steps for *pledge*. Then have all the students practice individually.
- 6. crops ▶ Have a volunteer demonstrate the memory steps for *crops*. Then have all the students practice individually.
- 7–15 ▶ Have the students practice the memory steps for numbers 7–15 individually.

ELPS 5.C.ii

New Content and Teacher
Background

sections (all, beginning on page 28
and continuing on to page 30)

Doubling with Single-syllable Words; Frequently Misspelled Words

► New Content

If the base word is one syllable, has one vowel, and ends with one consonant *and* the suffix begins with a vowel, we double the last consonant of the base word before the suffix, as in *stopping*, *reddish*, *sadder*, and *flatten*.

► Teacher Background

Make a copy of the Week 2 homework page (*Blackline Masters* page 3) for each student.

If you are using the board, number from 1 to 8 for Day 1 of this week.

Beginning this week, the students will frequently refer to the spelling generalizations in the back of their *Student Spelling Books* on pages 184 and 185. Have them attach a self-stick note to those pages so that they can turn to them quickly.

To help the students understand this week's generalization for doubling the last consonant, you will have them write first the base word, then the suffix, and then the whole word for three items each day this week. These items in the *Student Spelling Book* look like this:

_____ + _____ = _____

When the students check a word with more than one syllable, they will first read the word and then read and spell each syllable, for example, *mised*, *mis-*, **m-i-s**, *-led*, **l-e-d**. Note that many one-syllable words become two syllables when suffixes are added, such as *skid* → *skid-ded* and *drink* → *drink-ing*.

Mnemonics are introduced on Day 1. A mnemonic is a memory aid. The word is pronounced *nə-mŏn-ĭc* (note the unusual

silent **m**), and it comes from the same root as *mind*, *mental*, and *amnesia*. Mnemonics have an important place in subjects like spelling that require extensive memorization. The guided spelling lessons include frequent reminders of groups of words with parts that sound the same and are spelled the same, for example *don't* and *won't*.

On Day 1 of each week, the students will write the first eight of this week's new words. On Day 2, they will write the other seven new words and three additional words that illustrate the week's new spelling concepts. On Days 3 and 4, they will write all of the week's new words, often with suffixes, plus several other words that demonstrate the week's new and review spelling concepts.

Beginning this week, the students will often work with a partner to analyze the hard parts of the tenth word on Days 2, 3, and 4. For example, you might say, "Turn to your neighbor. Take turns explaining why you doubled **n** in *thinner*."

Also beginning this week, the students will practice memorizing the last word in guided spelling on Days 2, 3, and 4. They will use the memory steps that they are using in their spelling homework. You may want to have the partners spell the word aloud together after the third memory step.

One additional guiding point is introduced this week: words that end in **x** are exceptions to the doubling generalization, such as *fix* → *fixing*.

In the pre-spelling activities this week, you will model doubling the final consonant of a single-syllable word before adding a suffix that begins with a vowel.

An optional spelling activity for partners is provided each week in the *Blackline Masters* book. The activity for Week 2 can be found on page 43.

WEEKLY SPELLING TESTS

The first weekly spelling test is on Day 5 of this week. It consists of all of the week's new words, three review words, and two application words. The application words assess the students' knowledge of the spelling concepts and are not announced in advance. The form of the weekly tests is traditional word dictation.

You may wish to differentiate instruction by having your below-grade-level, average, and advanced spellers memorize different numbers of words for the test. If you do decide to do so, talk privately with each student to explain which words to study. Below-grade-level spellers will study just the words with stars

in front of them on each week's word list. Average spellers will study all words except the challenge words. Advanced spellers will study all words including the challenge words.

WEEKLY HOMEWORK

In Week 2, the students begin doing weekly homework. On Day 1, hand out the homework duplicated from *Blackline Masters* page 3. Collect and check the homework using the same procedure you use for other homework.

The purpose of the homework is for the students to memorize the spelling of each new word and memorize the review words. The memory steps will aid in learning the words. We recommend that the students write the words just once for homework during the week. Research indicates that merely writing words many times will not result in memorization (Schlagal 2002).

If you are differentiating spelling instruction, have the below-grade-level spellers do the homework just for the starred words. Have the average spellers study the 25 new and review words. Have the advanced spellers study those 25 words and then independently memorize the challenge words at the bottom of the homework page.

► Words Used This Week

NEW WORDS	*trotting, *skidded, *swimmer, *camping, *muddy, *printed, *fixing, *misled, thought, I'm, who's, they've, which, sure, whole
REVIEW WORDS	*pledge, *knock, *crops, *nonfat, *thrill, *switches, something, sense, you're, halfway
CHALLENGE WORDS	bushes, strength, flatten, jogging, trimming
APPLICATION WORDS ON THE TEST	thrift, crunches
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	flipper, drinking, batter, drumming, thoughts, pumped, fixed, skidding, too, smudge, thinner
FREQUENTLY MISSPELLED WORDS	which, whole, they've, who's, thought, sure, I'm, too

Week 2 Day 1

► Teacher Background

ELPS 5.C.iii
Teacher Background and
Pre-spelling: Doubling
sections

In the pre-spelling activities this week, you will model doubling the final consonant of a single-syllable word before adding a suffix that begins with a vowel. If your students have difficulty distinguishing between vowels and consonants, have them first say whether each letter in the base word is a vowel or a consonant.

► Pre-spelling: Doubling

This week I'll show you that you may have to change the base word when you add a suffix.

► Write on the board: hop hopped

Read these words with me: *hop, hopped.*

hopped ► Point to *hopped*.

What is the base word in *hopped*?

Look at *hopped*. I had to write another **p**. That is called *doubling*. I made two of them. Say "double."

Turn to page 184 in the back of your *Student Spelling Book*. We'll read the single-syllable doubling generalization together:

IF the base word has

- one syllable,

- one vowel,

- and one consonant after the vowel

AND the suffix begins with a vowel,

THEN double the last consonant.

ripped I will write *ripped*. I *ripped* my jacket. *Ripped*. First I write the base word, *rip*.

► Write *rip* on the board. Point to **i**.

I see one vowel.

► Point to **p**.

I see one consonant after the vowel. The suffix **e-d** begins with a vowel.

► Point to **p**.

I need to double this last consonant. I add another **p**. I add **e-d**.
Ripped.



Introduce This Week's Words

► Have your students open their *Student Spelling Books* to page 8 and follow along as you read the words and sentences.

1. trotting Number 1: trotting. The horses were trotting around the track.
The base word is *trot*. The **t** was doubled and then the suffix *-ing* was added.
2. skidded Number 2: skidded. The player skidded into first base.
The base word is *skid*. The **d** was doubled and then the suffix **e-d** was added.
3. swimmer Number 3: swimmer. The swimmer made record time in the breaststroke.
The base word is *swim*. The **m** was doubled and then the suffix *-er* was added.
4. camping Number 4: camping. The hikers are camping in the desert.
The base word is *camp*. The suffix is *-ing*.
5. muddy Number 5: muddy. The rain boots were muddy; they were covered with mud.
The base word is *mud*. The **d** was doubled and then the suffix **y** was added.
6. printed Number 6: printed. School menus are printed on recycled paper.
The base word is *print*. The suffix is **e-d**.
7. fixing Number 7: fixing. The plumber was fixing the leaky faucet.
Words that end in **x** are exceptions to the doubling generalization. We never double **x**. The suffix is *-ing*.
8. misled Number 8: misled. We were misled by the wrong directions and got lost.
Mis- is a prefix. The base word is *led*.
9. thought Number 9: thought. We thought it was a funny movie.
FREQUENTLY MISPELLED WORD *Thought* is a frequently misspelled word.

MNEMONIC A *mnemonic* (nə-mŏn-ĭc) is something that helps you remember.

Here is a mnemonic for *thought*. The end of *thought* sounds like and is spelled the same as *ought*, *bought*, *brought*, and *fought*. Underline **o-u-g-h**.

10. I'm Number 10: I'm. My parents know I'm going to visit my friend.
FREQUENTLY MISPELLED WORD *I'm* is a frequently misspelled word.
CONTRACTION *I'm* is a contraction of the two words *I am*.
Underline the whole word: capital-**I**-apostrophe-**m**.
11. who's Number 11: who's. I wonder who's in charge.
FREQUENTLY MISPELLED WORD *Who's* is a frequently misspelled word.
HOMOPHONE *Who's* is a homophone. It's not *whose* as in *Whose book is this?* It's *who's* as in *I wonder who's in charge*.
CONTRACTION *Who's* is a contraction of the two words *who is*.
Underline the entire word: **w-h-o**-apostrophe-**s**.
12. they've Number 12: they've. I am surprised they've finished their work so quickly.
FREQUENTLY MISPELLED WORD *They've* is a frequently misspelled word.
CONTRACTION *They've* is a contraction of the two words *they have*.
Underline the entire word: **t-h-e-y**-apostrophe-**v-e**.
13. which Number 13: which. He considered which fruit to choose: an apricot or a banana.
FREQUENTLY MISPELLED WORD *Which* is a frequently misspelled word.
► If your students pronounce **wh** and **w** the same way, then *which* and *witch* are homophones.
Underline **c-h**.
14. sure Number 14: sure. She was sure her answer was right.
FREQUENTLY MISPELLED WORD *Sure* is a frequently misspelled word.
Underline **s**. Underline **u** and **e**.
15. whole Number 15: whole. They ran the whole five-mile race.
FREQUENTLY MISPELLED WORD *Whole* is a frequently misspelled word.

HOMOPHONE *Whole* is a homophone. It's not a *hole* as in *a hole in the ground*. It's *whole* meaning *entire* or *complete*.

Underline the entire word: **w-h-o-l-e**.

NUMBERS 16–25 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- | | |
|-------------|---------------|
| 16. *pledge | 21. *switches |
| 17. *knock | 22. something |
| 18. *crops | 23. sense |
| 19. *nonfat | 24. you're |
| 20. *thrill | 25. halfway |

► Guided Spelling

TEKS 2.A.xii
TEKS 2.A.xxvi
TEKS 2.B.xiii
TEKS 2.B.xxvi
Student/Teacher Narrative
Guided Spelling section
(trotting, fixing, camping)

► Have your students turn to page 10. They will write eight of this week's new words.

I'm going to say each word and you will write it, but this is not a test. I will help you think about each word so that you write it correctly. If you're not sure how to spell a word, raise your hand to ask me for help. It is important to *know when you don't know*.

I. trotting. Number I: trotting. The horses were trotting around the track. Say *trotting*. (Students: trotting)

Base word? (Students: trot) Listen to the sounds: trot. Write *trot* in the first space at number I.

Trotting. Suffix? (Students: -ing) Write *-ing* in the second space.

Trotting. What do you have to decide? (Students: Do we double?) Everyone turn to page 184. We'll read the single-syllable doubling generalization together: "IF the base word has one syllable, one vowel, and one consonant after the vowel AND the suffix begins with a vowel, THEN double the last consonant." Turn back to page 10, number I. Everyone point to **o**. Does *trot* have one vowel? (Students: yes) Everyone point to **t**. Does *trot* have one consonant after the vowel? (Students: yes) Does the suffix begin with a vowel? (Students: yes) Will you double the last consonant of *trot*? (Students: yes) Write *trotting* in the third space.

Now you will check your work. When you check a word with more than one syllable, you will read the word first. Then you will read and spell the word by syllables. *Trotting*, *trot-*, **t-r-o-t**, *-ting*, **t-i-n-g**. Everyone read the word. (Students: trotting) Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 1, write *trotting* as the students read and spell by syllables. (Students: trot-, t-r-o-t, -ting, t-i-n-g)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

2. skidded. Number 2: skidded. The player skidded into first base. Say *skidded*. (Students: skidded)

Base word? (Students: skid) Write *skid* in the first space at number 2.

Skidded. Suffix? (Students: e-d) Write **e-d** in the second space.

Skidded. What do you have to decide? (Students: Do we double?) Everyone turn to page 184. We'll read the single-syllable doubling generalization together: "IF the base word has one syllable, one vowel, and one consonant after the vowel AND the suffix begins with a vowel, THEN double the last consonant." Turn back to page 10, number 2. Everyone point to **i**. Does *skid* have one vowel? (Students: yes) Everyone point to **d**. Does *skid* have one consonant after the vowel? (Students: yes) Does the suffix begin with a vowel? (Students: yes) Will you double the last consonant of *skid*? (Students: yes) Write *skidded* in the third space.

Now you will check your work. Everyone read the word. (Students: skidded) *Skidded* has two syllables: *skid-ded*. Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 2, write *skidded* as the students read and spell by syllables. (Students: skid-, s-k-i-d, -ded, d-e-d)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

3. fixing Number 3: fixing. The plumber was fixing the leaky faucet. Say *fixing*. (Students: fixing)

Base word? (Students: fix) Write *fix*.

Fixing. What do you have to decide? (Students: Do we double?) When a word ends with **x**, we do *not* double. Finish writing *fixing*.

Now you will check your work. Everyone read the word. (Students: fixing) *Fixing* has two syllables: *fix-ing*. Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 3, write *fixing* as the students read and spell by syllables. (Students: fix-, f-i-x, -ing, i-n-g)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

4. camping Number 4: camping. The hikers are camping in the desert.

Say *camping*. (Students: camping)

Base word? (Students: camp) Write *camp*.

Camping. What do you have to decide? (Students: Do we double?)

Everyone point to **a**. Does *camp* have one vowel? (Students: yes)

Everyone point to **m-p**. Does *camp* have one consonant after the vowel? (Students: no, two) Will you double the last consonant of

camp? (Students: no) You're writing *camping*. What is the suffix?

(Students: -ing) Finish writing *camping*.

Let's check. Everyone read the word. (Students: camping) Read and spell the word by syllables as I write it.

► At number 4, write *camping* as the students read and spell. (Students: camp-, c-a-m-p, -ing, i-n-g)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. swimmer. Number 5: swimmer. The swimmer made record time in the breaststroke. Say *swimmer*. (Students: swimmer)

Reread page 184 if you need to. Write the base word, then the suffix, and then the whole word *swimmer*.

Now you will check your work. Everyone read the word.

(Students: swimmer) *Swimmer* has two syllables: *swim-mer*.

Everyone read and spell the word by syllables as I write it.

Point under each letter as you spell.

► At number 5, write *swimmer* as the students read and spell by syllables. (Students: swim-, s-w-i-m, -mer, m-e-r)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

6. muddy Number 6: muddy. Their rain boots were muddy. Say *muddy*. (Students: muddy)

Reread page 184 if you need to. Write *muddy*.

Now you will check your work. Everyone read the word.

(Students: muddy) *Muddy* has two syllables: *mud-dy*. Everyone

read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 6, write *muddy* as the students read and spell by syllables. (Students: mud-, m-u-d, -dy, d-y)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

7. printed Number 7: printed. School menus are printed on recycled paper. Say *printed*. (Students: printed)

Write *printed*.

Now you will check your work. Everyone read the word. (Students: printed) *Printed* has two syllables: *print-ed*. Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 7, write *printed* as the students read and spell by syllables. (Students: print-, p-r-i-n-t, -ed, e-d)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

8. misled. Number 8: misled. We were misled by the wrong directions and got lost. Say *misled*. (Students: misled)

Write *misled*.

Now you will check your work. Everyone read the word. (Students: misled) *Misled* has two syllables: *mis-led*. Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 8, write *misled* as the students read and spell by syllables. (Students: mis-, m-i-s, -led, l-e-d)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

► Introduce the Homework

Hand out the Week 2 homework. Explain to the students that they will study by using the memory steps they practiced last week. Explain your procedure for collecting and checking homework.

Tell the students that the words on the homework page include all of this week's 15 new words and 10 review words from last week. All of the new words and some of the review words will be on the test on Day 5. The test will also have two "application" words that are not on the homework. The application words will show that the students understand what they have been learning in spelling.

If you are differentiating instruction, talk privately to each below-grade-level speller. Tell each one to study just the starred words. Tell the advanced spellers that they are responsible for memorizing all words, including the challenge words at the bottom of the page, but that they are not expected to write the challenge words for homework unless they feel they need to.

► Teacher Background

In the pre-spelling activities in this lesson, you will model doubling the final consonant of a single-syllable word before adding a suffix that begins with a vowel. If your students have difficulty distinguishing between vowels and consonants, have them first say whether each letter in the word is a vowel or a consonant.

If you are using the board, number from 1 to 10.

► Pre-spelling: Doubling

Turn to page 184 in the back of your *Student Spelling Book*. We'll read the single-syllable doubling generalization together: "IF the base word has one syllable, one vowel, and one consonant after the vowel AND the suffix begins with a vowel, THEN double the last consonant."

humming Help me write *humming*. A humming sound came from the motor.

Base word? (Students: hum)

► Write *hum* on the board.

Is there one vowel? (Students: yes) Is there one consonant after the vowel? (Students: yes) *Humming*. Suffix? (Students: -ing) Does the suffix begin with a vowel? (Students: yes) Will we double **m**? (Students: yes) *Humming*.

► Add *ming*.

► Guided Spelling

► Have your students turn to page 11.

1. flipper. Number 1: flipper. The seal had injured one flipper. Say *flipper*. (Students: flipper)

Base word? (Students: flip) Write *flip* in the first space at number 1.

Flipper. Suffix? (Students: -er) Write **e-r** in the second space.

Flipper. What do you have to decide? (Students: Do we double?) Everyone turn to page 184. We'll read the single-syllable doubling generalization together: "IF the base word has one syllable, one

vowel, and one consonant after the vowel AND the suffix begins with a vowel, THEN double the last consonant.” Turn back to page 11, number 1. Everyone point to **i**. Does *flip* have one vowel? (Students: yes) Everyone point to **p**. Does *flip* have one consonant after the vowel? (Students: yes) Does the suffix begin with a vowel? (Students: yes) Will you double the last consonant of *flip*? (Students: yes) Write *flipper* in the third space.

Now you will check your work. Everyone read the word. (Students: flipper) *Flipper* has two syllables: *flip-per*. Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 1, write *flipper* as the students read and spell by syllables. (Students: flip-, f-l-i-p, -per, p-e-r)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

2. drinking Number 2: drinking. We were drinking water to quench our thirst after P.E. Say *drinking*. (Students: drinking)

Base word? (Students: drink) Listen to the sounds: drink. Be careful here. The end sounds like /ing/, but it’s spelled **i-n-k**. Write *drink* in the first space at number 2.

Drinking. Suffix? (Students: -ing) Write *-ing* in the second space.

Drinking. What do you have to decide? (Students: Do we double?) Everyone point to **i**. Does *drink* have one vowel? (Students: yes) Everyone point to **n-k**. Does *drink* have one consonant after the vowel? (Students: no, two) Will you double the last consonant of *drink*? (Students: no) Write *drinking* in the third space.

Now you will check your work. Everyone read the word. (Students: drinking) *Drinking* has two syllables: *drink-ing*. Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 2, write *drinking* as the students read and spell by syllables. (Students: drink-, d-r-i-n-k, -ing, i-n-g)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

3. which Number 3: which. He considered which fruit to choose: an apricot or a banana. Say *which*. (Students: which)

► If your students pronounce **wh** and **w** the same way, explain that *which* and *witch* are homophones.

Be careful here. If you know how to spell *which*, write *which* now. If you’re not sure about any part, raise your hand to ask me and look up here as I write it.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 3.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 3, write *which* as the students read and spell.
(Students: which, w-h-i-c-h)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

4. whole Number 4: whole. They ran the whole five-mile race. Say *whole*.
(Students: whole)

HOMOPHONE *Whole* is a homophone. It's not a *hole* as in *a hole in the ground*. It's *whole* meaning *entire* or *complete*.

Be careful here. If you know how to spell *whole*, write *whole* now. If you're not sure about any part, raise your hand to ask me and look up here as I write it.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 4.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 4, write *whole* as the students read and spell.
(Students: whole, w-h-o-l-e)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

5. they've Number 5: they've. I am surprised they've finished their work so quickly. Say *they've*. (Students: they've)

CONTRACTION *They've* is a contraction of *they have*. Write *they've*.

Be careful here. If you know how to spell *they've*, write *they've* now. If you're not sure about any part, raise your hand to ask me and look up here as I write it.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 5.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 5, write *they've* as the students read and spell.
(Students: they've, t-h-e-y-apostrophe-v-e)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

6. who's Number 6: who's. I wonder who's in charge. Say *who's*.
(Students: who's)

HOMOPHONE *Who's* is a homophone. It's not *whose* as in *Whose book is this?* It's *who's* as in *I wonder who's in charge*.

CONTRACTION *Who's* is a contraction of the two words *who is*.

Be careful here. If you know how to spell *who's*, write *who's* now. If you're not sure about any part, raise your hand to ask me and look up here as I write it.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 6.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 6, write *who's* as the students read and spell.
(Students: who's, w-h-o-apostrophe-s)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

7. batter Number 7: batter. The batter hit a home run in the last inning. Say *batter*. (Students: batter)

Reread page 184 if you need to. Write the base word, then the suffix, and then the whole word *batter*.

Now you will check your work. Everyone read the word.
(Students: batter) Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 7, write *batter* as the students read and spell by syllables. (Students: bat-, b-a-t, -ter, t-e-r)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

8. thought Number 8: thought. We thought it was a funny movie. Say *thought*. (Students: thought)

MNEMONIC Here is a mnemonic for *thought*. The end of *thought* sounds like and is spelled the same as *ought*, *bought*, *brought*, and *fought*. Write *thought*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 8.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 8, write *thought* as the students read and spell.
(Students: thought, t-h-o-u-g-h-t)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

9. sure Number 9: sure. She was sure her answer was right. Say *sure*.
(Students: sure)

Write *sure*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 9.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 9, write *sure* as the students read and spell.
(Students: sure, s-u-r-e)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

10. I'm Number 10: I'm. My parents know I'm going to visit my friend.
Say *I'm*. (Students: I'm)

CONTRACTION *I'm* is a contraction of *I am*. Write *I'm*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 10.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 10, write *I'm* as the students read and spell.
(Students: I'm, capital-I-apostrophe-m)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

MEMORY STEPS Every week on Days 2, 3, and 4, you will do the memory steps for word number 10.

STEP 1 . . . Step 1 is *Read the word*. (Students: I'm)

STEP 2 . . . Step 2 is *Underline any hard parts*.

STEP 3 . . . Step 3 is *Cover the word. Say and write the word by syllables. Check. Everyone cover the word. Find the line under number 10. Say and write I'm.* ■ Check your word. If you made a mistake, draw a line through the word and start again at Step 1.

Week 2 Day 3

▶ Teacher Background

If you are using the board, number from 1 to 10.

▶ Pre-spelling: Doubling

▶ If your students have difficulty distinguishing between vowels and consonants, have them first say whether each letter in the word is a vowel or a consonant.

Turn to page 184 in the back of your *Student Spelling Book*. We'll read the single-syllable doubling generalization together: "IF the base word has one syllable, one vowel, and one consonant after the vowel AND the suffix begins with a vowel, THEN double the last consonant."

hotter Help me write *hotter*. It was much hotter today than yesterday.

Base word? (Students: hot)

▶ Write *hot*.

Is there one vowel? (Students: yes) Is there one consonant after the vowel? (Students: yes) *Hotter*. Suffix? (Students: -er) Does the suffix begin with a vowel? (Students: yes) Will we double **t**? (Students: yes) *Hotter*.

▶ Add *ter*.

▶ Guided Spelling

▶ Have your students turn to page 12.

1. swimmer. Number 1: swimmer. The swimmer took her mark and dove into the pool. Say *swimmer*. (Students: swimmer)

Base word? (Students: swim) Write *swim* in the first space at number 1.

Swimmer. Suffix? (Students: -er) Write **e-r** in the second space.

Swimmer. What do you have to decide? (Students: Do we double?)

Everyone point to **i**. Does *swim* have one vowel? (Students: yes)

Everyone point to **m**. Does *swim* have one consonant after the vowel? (Students: yes) Does the suffix begin with a vowel? (Students: yes) Will you double the last consonant of *swim*?

(Students: yes) Write *swimmer* in the third space.

Now you will check your work. Everyone read the word.
(Students: swimmer) *Swimmer* has two syllables: *swim-mer*.
Everyone read and spell the word by syllables as I write it.
Point under each letter as you spell.

► At number 1, write *swimmer* as the students read and spell.
(Students: swim-, s-w-i-m, -mer, m-e-r)

Check your word. If you made a mistake, draw a line through
the word. Write the correct word above it.

2. muddy Number 2: muddy. It was difficult to see to the bottom of
the pond because the water was muddy. Say *muddy*.
(Students: muddy)

Base word? (Students: mud) Write *mud* in the first space at
number 2.

Muddy. Suffix? (Students: -y) Write *y* in the second space.

Muddy. What do you have to decide? (Students: Do we double?)
Everyone point to *u*. Does *mud* have one vowel? (Students: yes)
Everyone point to *d*. Does *mud* have one consonant after the
vowel? (Students: yes) Everyone point to *y*. The letter *y* at the
end of a word is a vowel. Does the suffix begin with a vowel?
(Students: yes) Will you double the last consonant of *mud*?
(Students: yes) Write *muddy* in the third space.

Now you will check your work. Everyone read the word.
(Students: muddy) *Muddy* has two syllables: *mud-dy*. Everyone
read and spell the word by syllables as I write it. Point under
each letter as you spell.

► At number 2, write *muddy* as the students read and spell by
syllables. (Students: mud-, m-u-d, -dy, d-y)

Check your word. If you made a mistake, draw a line through the
word. Write the correct word above it.

3. drumming Number 3: drumming. My sister practices her drumming in her
bedroom. Say *drumming*. (Students: drumming)

Base word? (Students: drum) Listen to the sounds: drum.
Write *drum*.

Drumming. What do you have to decide? (Students: Do we
double?) Does *drum* have one vowel? (Students: yes) Does *drum*
have one consonant after the vowel? (Students: yes) You're
writing *drumming*. What is the suffix? (Students: -ing) Does the
suffix begin with a vowel? (Students: yes) Will you double the last
consonant of *drum*? (Students: yes) Finish writing *drumming*.

Now you will check your work. Everyone read the word.
(Students: drumming) *Drumming* has two syllables: *drum-ming*.

Everyone read and spell the word by syllables as I write it.
Point under each letter as you spell.

► At number 3, write *drumming* as the students read and spell by syllables. (Students: drum-, d-r-u-m, -ming, m-i-n-g)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

4. who's Number 4: who's. I wonder who's making that noise. Say *who's*.
(Students: who's)

HOMOPHONE *Who's* is a homophone. It's not *whose* as in *Whose book is this?* It's *who's* as in *Who's making that noise?*

CONTRACTION *Who's* is a contraction of the two words *who is*.

Be careful here. If you know how to spell *who's*, write *who's* now. If you're not sure about any part, raise your hand to ask me and look up here as I write it.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 4.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 4, write *who's* as the students read and spell.
(Students: who's, w-h-o-apostrophe-s)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

5. thoughts Number 5: thoughts. Her thoughts were on doing well on the test. Say *thoughts*. (Students: thoughts)

Base word? (Students: thought)

MNEMONIC Here is a mnemonic for *thought*. The end of *thought* sounds like and is spelled the same as *ought*, *bought*, *brought*, and *fought*.

Be careful here. If you know how to spell *thoughts*, write *thoughts* now. If you're not sure about any part, raise your hand to ask me and look up here as I write it.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 5.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 5, write *thoughts* as the students read and spell.
(Students: thoughts, t-h-o-u-g-h-t-s)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

6. whole. Number 6: whole. My family ate the whole watermelon. Say *whole*.
(Students: whole)

HOMOPHONE *Whole* is a homophone. It's not a *hole* as in *a hole in the ground*. It's *whole* meaning *entire* or *complete*.

Be careful here. If you know how to spell *whole*, write *whole* now. If you're not sure about any part, raise your hand to ask me and look up here as I write it.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 6.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 6, write *whole* as the students read and spell.
(Students: whole, w-h-o-l-e)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

7. pumped. Number 7: pumped. He pumped up the balloons. Say *pumped*.
(Students: pumped)

Write the base word, then the suffix, and then the whole word *pumped*.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 7, write *pumped* as the students read and spell.
(Students: pumped, p-u-m-p-e-d)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

8. trotting. Number 8: trotting. The riders practice trotting and cantering.
Say *trotting*. (Students: trotting)

Write *trotting*.

Now you will check your work. Everyone read the word.
(Students: trotting) *Trotting* has two syllables: *trot-ting*. Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 8, write *trotting* as the students read and spell by syllables. (Students: trot-, t-r-o-t, -ting, t-i-n-g)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

9. which Number 9: which. He couldn't decide which shirt to buy. Say *which*. (Students: which)

Write *which*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 9.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 9, write *which* as the students read and spell. (Students: which, w-h-i-c-h)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

10. fixed Number 10: fixed. The mechanic fixed the engine. Say *fixed*. (Students: fixed)

Write *fixed*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 10.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 10, write *fixed* as the students read and spell. (Students: fixed, f-i-x-e-d)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

PARTNER STUDY On most days in guided spelling, I will ask a question about word number 10. You and your neighbor will tell each other the answer.

Turn to your neighbor and take turns explaining why you did not double **x** in *fixed*.

MEMORY STEPS Now we'll practice the memory steps for number 10, *fixed*.

STEP 1 . . . Step 1 is *Read the word*. (Students: fixed)

STEP 2 . . . Step 2 is *Underline any hard parts*.

STEP 3 . . . Step 3 is *Cover the word. Say and write the word by syllables. Check*. Everyone cover the word. Find the line under number 10. Say and write *fixed*. ■ Check your word. If you made a mistake, draw a line through the word and start again at Step 1.

► **Teacher Background**

If you are using the board, number from 1 to 10.

► **Pre-spelling: Doubling**

► If your students have difficulty distinguishing between vowels and consonants, have them first say whether each letter in the word *dot* is a vowel or a consonant.

Turn to page 184 in the back of your *Student Spelling Book*. We'll read the single-syllable doubling generalization together: "IF the base word has one syllable, one vowel, and one consonant after the vowel AND the suffix begins with a vowel, THEN double the last consonant."

dotted Help me write *dotted*. She dotted every *i*.

Base word? (Students: dot)

► Write *dot*.

Is there one vowel? (Students: yes) Is there one consonant after the vowel? (Students: yes) *Dotted*. Suffix? (Students: e-d) Does the suffix begin with a vowel? (Students: yes) Will we double *t*? (Students: yes) *Dotted*.

► Add *ted*.

► **Guided Spelling**

► Have your students turn to page 13.

1. printed Number 1: printed. He printed his name at the top of the paper. Say *printed*. (Students: printed)

Base word? (Students: print) Write *print* in the first space at number 1.

Printed. Suffix? (Students: e-d) Write *e-d* in the second space.

Printed. What do you have to decide? (Students: Do we double?)

Everyone point to *i*. Does *print* have one vowel? (Students: yes)

Everyone point to *n-t*. Does *print* have one consonant after the vowel? (Students: no, two) Will you double the last consonant of *print*? (Students: no) Write *printed* in the third space.

Now you will check your work. Everyone read the word.
(Students: printed) *Printed* has two syllables: *print-ed*. Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 1, write *printed* as the students read and spell by syllables. (Students: print-, p-r-i-n-t, -ed, e-d)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

2. skidding Number 2: skidding. Many cars were skidding on the icy streets that day. Say *skidding*. (Students: skidding)

Base word? (Students: skid) Write *skid* in the first space at number 2.

Skidding. Suffix? (Students: -ing) Write *-ing* in the second space.

Skidding. What do you have to decide? (Students: Do we double?) Everyone point to **i**. Does *skid* have one vowel? (Students: yes) Everyone point to **d**. Does *skid* have one consonant after the vowel? (Students: yes) Does the suffix begin with a vowel? (Students: yes) Will you double the last consonant of *skid*? (Students: yes) Write *skidding* in the third space.

Now you will check your work. Everyone read the word.
(Students: skidding) *Skidding* has two syllables: *skid-ding*. Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 2, write *skidding* as the students read and spell by syllables. (Students: skid-, s-k-i-d, -ding, d-i-n-g)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

3. I'm Number 3: I'm. My coach is sure that I'm starting the game. Say *I'm*. (Students: I'm)

CONTRACTION *I'm* is a contraction of *I am*.

Be careful here. If you know how to spell *I'm*, write *I'm* now. If you're not sure about any part, raise your hand to ask me and look up here as I write it.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 3.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 3, write *I'm* as the students read and spell. (Students: I'm, capital-I-apostrophe-m)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

4. misled Number 4: misled. I did this page incorrectly because the instructions misled me. Say *misled*. (Students: misled)

Prefix? (Students: mis-)

If you're not sure how to spell the prefix *mis-*, raise your hand and look up here as I write it.

► If any students raise their hands, write *mis* to the left of number 4.

Finish writing *misled*.

Now you will check your work. Everyone read the word. (Students: misled) *Misled* has two syllables: *mis-led*. Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 4, write *misled* as the students read and spell by syllables. (Students: mis-, m-i-s, -led, l-e-d)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

5. sure Number 5: sure. He was sure he dialed the correct telephone number. Say *sure*. (Students: sure)

Be careful here. If you know how to spell *sure*, write *sure* now. If you're not sure about any part, raise your hand to ask me and look up here as I write it.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 5.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 5, write *sure* as the students read and spell. (Students: sure, s-u-r-e)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

6. too Number 6: too. It was too hot this afternoon for playing soccer. Say *too*. (Students: too)

FREQUENTLY MISSPELLED WORD *Too* is a frequently misspelled word.

HOMOPHONE *Too* is a homophone. It's not the number *two*. It's not *to* as in *I'm going to school*. It's *too* as in *It was too hot*.

Be careful here. If you know how to spell *too*, write *too* now. If you're not sure about any part, raise your hand to ask me and look up here as I write it.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 6.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 6, write *too* as the students read and spell.
(Students: *too*, t-o-o)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

7. camping Number 7: camping. My family enjoys camping at national parks in the summer. Say *camping*. (Students: camping)

Write the base word, then the suffix, and then the whole word *camping*.

Now you will check your work. Everyone read the word.
(Students: camping) *Camping* has two syllables: *camp-ing*. Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 7, write *camping* as the students read and spell by syllables. (Students: camp-, c-a-m-p, -ing, i-n-g)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

8. smudge. Number 8: smudge. There was a smudge on my glasses. Say *smudge*. (Students: smudge)

Write *smudge*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 8.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 8, write *smudge* as the students read and spell.
(Students: smudge, s-m-u-d-g-e)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

9. they've Number 9: they've. We know they've prepared an interesting report. Say *they've*. (Students: they've)

Write *they've*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 9.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 9, write *they've* as the students read and spell. (Students: they've, t-h-e-y-apostrophe-v-e)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

10. thinner Number 10: thinner. The air gets thinner as you climb higher. Say *thinner*. (Students: thinner)

Write *thinner*.

Now you will check your work. Everyone read the word. (Students: thinner) *Thinner* has two syllables: *thin-ner*. Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 10, write *thinner* as the students read and spell by syllables. (Students: thin-, t-h-i-n, -ner, n-e-r)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

PARTNER STUDY Turn to your neighbor. Take turns explaining why you doubled **n** in *thinner*.

MEMORY STEPS Now we'll practice the memory steps for number 10, *thinner*.

STEP 1 . . . Step 1 is *Read the word. Say the syllables to help you spell.* (Students: thinner, thin-ner)

STEP 2 . . . Step 2 is *Underline any hard parts.*

STEP 3 . . . Step 3 is *Cover the word. Say and write the word by syllables. Check.* Everyone cover the word. Find the line under number 10. Say and write *thinner* by syllables. (Students: thin-, t-h-i-n, -ner, n-e-r) Check your word. If you made a mistake, draw a line through the word and start again at Step 1.

Weekly Test

► Teacher Background

The first weekly spelling test is in this lesson. It consists of all 15 of the week's new words, 3 review words, and 2 application words. The form of the weekly tests is traditional word dictation.

The application words assess the students' knowledge of the spelling concepts and are not announced in advance. Tell your students that numbers 1 and 2 are not words that they have memorized for the test, but that they can easily spell the words if they think about what they have learned.

Provide the students with paper for the spelling test.

If you are not differentiating spelling instruction, have all students write the first 20 words. If you are differentiating instruction, have the below-grade-level spellers write the first 13 words, the average spellers write the first 20 words, and the advanced spellers write all 22 words.

We recommend that you collect the tests and correct them yourself so that you can conduct an informal assessment of your class's progress. As you correct the tests, notice particularly the students' spelling of the application words, numbers 1 and 2. Note that students with numerous errors may not be ready for grade 5 spelling.

► Administer the Spelling Test

Hand out test paper. Have the students put their names at the top and number from 1 to 20.

The test words appear on the following page. Pronounce each word and use it in a sentence. You may use the sentences that are provided. Note that the students do not write the sentences.

ALL STUDENTS

1. thrift I'll check the thrift store for our play props. (application word)
2. crunches The gravel on the road crunches under my feet. (application word)
3. misled The detectives were misled by the informant.
4. swimmer My sister is a swimmer on the high school team.
5. fixing He will be fixing the broken pipe under the sink.
6. skidded I skidded to a stop on my bike.
7. knock There was a knock on the door, and he answered it.
8. camping The nature group will be camping out tonight.
9. trotting The jockey exercised the racehorse by trotting it around the track.
10. pledge She will pledge to follow the rules of the group.
11. printed The classroom rules were printed out and posted on the bulletin board.
12. switches The light switches are located by the door.
13. muddy The water in the lake is muddy this year.

TEKS 2.B.xi
TEKS 2.B.xiv
Student/Teacher Activity
Spelling Test
(misled, swimmer, skidded,
trotting, trimming)

AVERAGE AND ADVANCED SPELLERS CONTINUE

14. which I can't decide which fruit to bring for lunch today.
15. I'm The teacher says that I'm to have the lead in the play.
16. whole My family and I ate the whole pie.
17. they've I believe they've left for school already.
18. thought She gave her science project much thought.
19. sure He's sure he locked the door before he left.
20. who's They know who's responsible for the athletic equipment.

ADVANCED SPELLERS CONTINUE

21. strength Rock climbers need both strength and balance.
22. trimming The gardener will be trimming the hedge by the house.

Long Vowels; Frequently Misspelled Words

► New Content

Long **a** is often spelled **a-consonant-e**, **ai**, or **ay**, as in *relate*, *exclaim*, and *day*.

The sound /ā/ at the end of a word is usually spelled **ay**, as in *today*.

Long **e** is often spelled **e-consonant-e**, **ee**, or **ea**, as in *complete*, *week*, and *season*.

The sound /ē/ at the end of a polysyllabic word is usually spelled **y**, as in *plenty*.

Long **i** is often spelled **i-consonant-e**, **igh**, or **y**, as in *provide*, *flight*, and *fry*.

The sound /ī/ at the end of a word is usually spelled **y**, as in *sky* and *deny*.

Long **o** is often spelled **o-consonant-e**, **oa**, or **ow**, as in *alone*, *coat*, and *below*.

Long **u** is often spelled **u-consonant-e**, as in *huge* and *compute*.

► Teacher Background

Make a copy of the Week 3 homework (*Blackline Masters* page 4) for each student.

This week you will introduce the students to the common spellings of the long vowel sounds. The long vowel sounds are found on the second row of the spelling-sound chart.

The spelling **y** for the sound /ē/ at the end of a polysyllabic word is shown as ___y, along with the other long **e** spellings, under the “tree” picture on the spelling-sound chart. The long blank in ___y indicates that the spelling is used in polysyllabic words. Other spellings of the sound /ē/ at the end of a polysyllabic word

are much less frequent than **y**, and include such words as *coffee*, *recipe*, *monkey*, and *Pattie*.

In some regions, speakers pronounce **y** at the end of a polysyllabic word as an unaccented short **i**.

Also this week, you will introduce the students to a routine for spelling sounds with multiple spellings. For example, if you dictate the word *throne*, some students may not know whether to spell it *throan* or *throne*. In the spelling routine, you say, “Question?” meaning, “Ask me a question if you don’t know which spelling of the sound /ō/ to use for *throne*.” The students ask, “Which /ō/?” You say, “Use the first spelling under the ‘bone’ picture on the spelling-sound chart.” Students who *do* know the correct spelling may write the word without asking “Which /ō/?” and without consulting the chart.

The letter **y** is sometimes a vowel. It is a vowel when it is part of the vowel spellings **ay**, **ey**, **oy**, and **uy**, as in *stay*, *key*, *boy*, and *buy*. It is also a vowel when it has the sound of long **i**, as in *style* or *supply*, short **i** as in *typical*, or long **e** as in *happy*. The letter **w** acts as a vowel in the vowel spellings **aw**, **ew**, and **ow**, as in *jaw*, *few*, and *low*. Recognizing that **y** and **w** are sometimes vowels will help the students apply the doubling generalization. We do not double **y** or **w**, as in *staying* and *fewer*.

The words *paid* and *laid* are exceptions to the way we usually add *-ed* to words that end with *-ay*.

Four additional guiding points are introduced this week: the sound /j/ after a long vowel is spelled **g**, as in *cage*; the sound /s/ after a long vowel is spelled **s** or **c**, as in *base* and *twice*; the sound /r/ at the beginning of a word is sometimes spelled **wr**, as in *write*; the sound /ō/ at the end of a word is usually spelled **o** or **ow**, as in *buffalo* and *shadow*.

This week the students will be introduced to word history notes that will appear throughout the year. The notes will show changes in language (spelling, meaning, and pronunciation) as well as influences on English from other languages. When a note refers to a particular country, you may want to point out the country on a map.

The first two weeks of lessons included detailed instructions to support you and your students in learning the basic procedures of guided spelling. Beginning with Week 3, the instructions are abbreviated.

- The cue “Careful” alerts you and the students to an unusual spelling in the word.

- The cue “Offer help” reminds you to ask your students to raise their hands if they don’t know how to spell part of a word. You write the spelling on the board or overhead to the left of the item number.
- Expected student responses are no longer always written out in the lessons. Where several instructions are given on one line, a small square (■) indicates that you pause while the students respond orally or in writing.
- The cue “Check” reminds you to do the entire checking procedure for each word. See page 520 for an example of the checking procedure. When checking a polysyllabic word, have the students read and spell each syllable.

On Day 1 of this week, you will show the students how to keep a record of words they missed on the spelling test. In their *Student Spelling Books* they will write **S** for “need to study” on the line next to each word they missed.

On Day 4, the students will study the words they missed on last week’s test. The students will do this on Day 4 of each week of the *Guided Spelling* program (except the review weeks).

In Week 3, there are two pre-spelling activities each day. The first focuses on the meaning of the terms “short vowel” and “long vowel.” If your students are confident identifying long and short vowel sounds, you may omit this activity. In the second pre-spelling activity, the students will practice the routine for asking for help when they spell a sound with multiple spellings.

An optional spelling activity for partners is provided each week in the *Blackline Masters* book. The activity for Week 3 can be found on page 44.

► Words Used This Week

NEW WORDS	*rays, *goals, *preflight, *twice, *airplane, *meatless, *cage, *throw, unwrapped, o’clock, piece, paid, we’d, that’ll, their
REVIEW WORDS	*muddy, *misled, *fixing, *skidded, *camping, *trotting, I’m, sure, who’s, they’ve
CHALLENGE WORDS	faith, beard, glow, throne, squeeze
APPLICATION WORDS ON THE TEST	quitting, mixed
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	throne, cheese, waist, beast, shrugged, throwing, sunlight, there, weddings
FREQUENTLY MISSPELLED WORDS	paid, that’ll, we’d, their, piece, there

► Pre-spelling #1: Short and Long Vowels

► Remind your students that in spelling it is important to know the name and sound of each short and long vowel.

short o ► Point to **o**_ on the spelling-sound chart.

What is the sound of short **o**?

short a ► Point to **a**_ on the spelling-sound chart.

What is the sound of short **a**?

short u ► Point to **u**_ on the spelling-sound chart.

What is the sound of short **u**?

short e ► Point to **e**_ on the spelling-sound chart.

What is the sound of short **e**?

short i ► Point to **i**_ on the spelling-sound chart.

What is the sound of short **i**?

long a ► Point to the “cake” picture.

The second row on the spelling-sound chart shows the long vowels. The “cake” picture reminds us where to look for the spellings of long **a**, /ā/. Sound? (Students: /ā/)

long e ► Point to the “tree” picture.

The “tree” picture reminds us where to look for the spellings of long **e**, /ē/. Sound? (Students: /ē/)

long i ► Point to the “kite” picture.

The “kite” picture reminds us where to look for the spellings of long **i**, /ī/. Sound? (Students: /ī/)

long o ► Point to the “bone” picture.

The “bone” picture reminds us where to look for the spellings of long **o**, /ō/. Sound? (Students: /ō/)

long u ► Point to the “mule” picture.

The “mule” picture reminds us where to look for the spellings of long **u**, /ū/. Sound? (Students: /ū/)

► **Pre-spelling #2: Ask Which Spelling**

Today I’ll show you how I can help you spell long vowel sounds.

Look at the “cake” picture for long **a**. How many ways can we spell the sound /ā/? (Students: four)

When you spell long vowel sounds, you need to learn which spelling to use.

sprain Let’s say you are writing the word *sprain*, *I don’t want to sprain my ankle*, but you aren’t sure which spelling of the sound /ā/ to use. I will say, “Question?” That means, “Ask me a question if you aren’t sure how to spell this sound.” You will ask, “Which /ā/?” That means, “Which spelling under the ‘cake’ picture is the right one for *sprain*?”

I will say, “Use the second spelling under the ‘cake’ picture.” Which is the second spelling under the “cake” picture? (Students: a-i-blank) The blank means that there is usually a letter after **a-i**. In *sprain* the letter is **n**. How do you spell the sound /ā/ in *sprain*? (Students: a-i)

► Write *sprain* on the board.

maze Let’s practice. *Maze. They couldn’t find their way out of the maze.* Question? You ask, “Which /ā/?” (Students: which /ā/?) Use the first spelling under the “cake” picture. How do you spell the sound /ā/ in *maze*? You say “a-blank-e.” (Students: a-blank-e)

► Point to the blank in **a_e**.

The blank means that there will be a letter here. In *maze* the letter is **z**.

tweed *Tweed. He wore a tweed jacket.* What vowel sound do you hear in *tweed*? (Students: /ē/) Question? (Students: which /ē/?) Use the second spelling under the “tree” picture. How do you spell the sound /ē/ in *tweed*? (Students: e-e)

clove *Clove. She added a clove for flavor.* What vowel sound do you hear in *clove*? (Students: /ō/) Question? (Students: which /ō/?) Use the first spelling under the “bone” picture. How do you spell the sound /ō/ in *clove*? (Students: o-blank-e)

► Introduce This Week's Words

► Have your students open their *Student Spelling Books* to page 14 and follow along as you read the words and sentences.

1. rays Number 1: rays. The sun's rays came through the window.
The base word is *ray*.
The sound /ā/ in the base word *ray* is spelled **a-y**. When we hear the sound /ā/ at the end of a word, we usually spell it **a-y**.
The letter **y** is sometimes a vowel. In **a-y**, the letter **y** is a vowel.
2. goals Number 2: goals. The soccer team scored two goals during the game.
Underline **o-a**.
3. preflight Number 3: preflight. Astronauts have many preflight tasks.
Pre- is a prefix. The base word is *flight*. Underline **i-g-h**.
4. twice Number 4: twice. I fell twice while I was skating.
Underline **i** and **e**. ■ The sound /s/ in *twice* is spelled **c**. Underline **c**.
5. airplane. Number 5: airplane. The airplane landed on the runway and taxied to the gate.
Airplane is a compound word. In *air* underline **a-i**. In *plane* underline **a** and **e**.
6. meatless Number 6: meatless. My cousin doesn't eat meat; all of his meals are meatless.
The base word is *meat*. Underline **e-a**. *-Less* is a suffix.
7. cage Number 7: cage. We keep the hamster in its cage.
Underline **a** and **e**.
8. throw. Number 8: throw. The catcher will throw the ball to the pitcher.
Underline **o-w**.
9. unwrapped Number 9: unwrapped. He unwrapped his birthday gift.
The prefix is *un-*. The base word is *wrap*. The sound /r/ at the beginning of a word is sometimes spelled **w-r**. Underline **w-r**.
Unwrapped. The **p** was doubled and **e-d** was added.
10. o'clock Number 10: o'clock. School begins at eight o'clock in the morning.
CONTRACTION *O'clock* is a contraction of the words *of the clock*.
Underline the first **o** and the apostrophe.

11. piece Number 11: piece. She molded the piece of clay into a bowl.

FREQUENTLY MISPELLED WORD *Piece* is a frequently misspelled word.

HOMOPHONE *Piece* is a homophone. It's not *peace* as in *peace and quiet*. It's *piece* as in *piece of clay*.

MNEMONIC Here's a mnemonic: *piece of pie*. *Piece* and *pie* both begin with **p-i-e**.

Underline **i-e**. Underline **c-e**.

12. paid Number 12: paid. We paid for our tickets and went into the movie theater.

FREQUENTLY MISPELLED WORD *Paid* is a frequently misspelled word.

Underline **a-i**.

13. we'd Number 13: we'd. She thought we'd be there by noon.

FREQUENTLY MISPELLED WORD *We'd* is a frequently misspelled word.

CONTRACTION *We'd* is a contraction of the words *we would* as in *She thought we'd be there*. *We'd* is also a contraction of *we had* as in *We'd already eaten*.

Underline the entire word: **w-e-apostrophe-d**.

14. that'll Number 14: that'll. He knows that'll be his last time at bat for the game.

FREQUENTLY MISPELLED WORD *That'll* is a frequently misspelled word.

CONTRACTION *That'll* is a contraction of the two words *that will*.

Underline apostrophe-**l-l**.

15. their Number 15: their. They carried their camping gear in backpacks.

FREQUENTLY MISPELLED WORD *Their* is a frequently misspelled word.

HOMOPHONE *Their* is a homophone. It's not *there* as in *There you are*. It's the possessive *their* as in *their camping gear*.

Underline **e-i**.

NUMBERS 16–25 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- 16. *muddy 21. *trotting
- 17. *misled 22. I'm
- 18. *fixing 23. sure
- 19. *skidded 24. who's
- 20. *camping 25. they've

► **Guided Spelling**

► Have your students turn to page 16.

1. rays Number 1: rays. The sun's rays came through the window. Say *rays*.

Base word? (Students: ray) When we hear the sound /ā/ at the end of a word, we usually spell it **a-y**. Write *rays*. (Check.)

2. cage Number 2: cage. We keep the hamster in its cage. Say *cage*.

Write the first letter **c**. ■ What is the vowel sound? (Students: /ā/) Which picture shows the ways to spell the sound /ā/? (Students: cake)

► Point to **a_e**.

For *cage* we will use the first spelling. What is the first spelling? (Students: a-blank-e)

► Point to **a**.

Write **a**.

► Point to the blank.

The sound /j/ after a long vowel is spelled **g**. Write **g**. ■ The spelling is **a-blank-e**. What part do you still have to write? (Students: e) Add **e**. (Check.)

3. goals Number 3: goals. The soccer team scored two goals during the game. Say *goals*.

Base word? ■ What vowel sound do you hear in *goal*? (Students: /ō/) Which picture shows the ways to spell the sound /ō/? ■ If you're not sure how to spell the word, raise your hand. Question? (Students with raised hands: which /ō/?) Use the second spelling under the "bone" picture. Write *goals*. (Check.)

4. twice Number 4: twice. I fell twice while I was skating. Say *twice*.
If you're not sure how to spell the word, raise your hand.
Question? (Students with raised hands: which /ī/?) Use the first spelling under the "kite" picture. Careful. The sound /s/ in *twice* is spelled *c*. Write *twice*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. throw. Number 5: throw. The catcher will throw the ball to the pitcher. Say *throw*.

Write *throw*. (Check.)

► If any students ask "Which /ō/?" say, "Use the third spelling under the 'bone' picture."

6. preflight Number 6: preflight. Astronauts have many preflight tasks. Say *preflight*.

Write *preflight*. (Check.)

7. airplane. Number 7: airplane. The airplane landed on the runway and taxied to the gate. Say *airplane*.

Write *airplane*. (Check.)

8. meatless Number 8: meatless. My cousin doesn't eat meat; all of his meals are meatless. Say *meatless*.

Write *meatless*. (Check.)

► **Introduce the Homework**

Hand out the Week 3 homework.

► **Record Words Missed**

Return the students' spelling tests from Week 2. Have them turn to pages 8 and 9 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The application words, numbers 1 and 2 on the test, are not on these pages.

► **Pre-spelling #1: Short and Long Vowels**

I'll say a short or long vowel sound, and you tell me what it is called. For example, I'll say, "/ā/ as in *take*," and you'll say, "long a."

/ī/ as in *dime* ■ /ă/ as in *glad* ■ /ē/ as in *these* ■ /ā/ as in *game* ■
/ū/ as in *huge*

► **Pre-spelling #2: Ask Which Spelling**

When you hear a vowel sound with more than one spelling, ask me which spelling to use.

- vain Let's practice. I will say, "*Vain. They tried in vain. Question?*" You ask, "Which /ā/?" (Students: which /ā/?) I will say, "Use the second spelling under the 'cake' picture." How do you spell the sound /ā/ in *vain*? (Students: a-i)
- blade *Blade.* What vowel sound do you hear in *blade*? (Students: /ā/) Question? (Students: which /ā/?) Use the first spelling under the "cake" picture. How do you spell the sound /ā/ in *blade*? (Students: a-blank-e)
- moat *Moat.* There was a moat around the castle. What vowel sound do you hear in *moat*? (Students: /ō/) Question? (Students: which /ō/?) Use the second spelling under the "bone" picture. How do you spell the sound /ō/ in *moat*? (Students: o-a)
- bleach *Bleach.* What vowel sound do you hear in *bleach*? (Students: /ē/) Question? (Students: which /ē/?) Use the third spelling under the "tree" picture. How do you spell the sound /ē/ in *bleach*? (Students: e-a)

► **Guided Spelling**

► Have your students turn to page 17.

- I. throne Number I: throne. The queen sat on her throne. Say *throne*.
HOMOPHONE *Throne* is a homophone. It's not *thrown* as in *The ball was thrown over the fence*. It's *throne* as in *The queen sat on her throne*.

What vowel sound do you hear in *throne*? (Students: /ō/) Which picture shows the ways to spell the sound /ō/? (Students: bone) If you're not sure how to spell the word, raise your hand. Question? (Students with raised hands: which /ō/?) Use the first spelling under the "bone" picture. Write *bone*. (Check.)

2. paid Number 2: paid. We paid for our tickets and went into the movie theater. Say *paid*.

If you're not sure how to spell the word, raise your hand. Question? (Students with raised hands: which /ā/?) Use the second spelling under the "cake" picture. Write *paid*. (Check.)

3. cheese Number 3: cheese. The cafeteria served cheese sandwiches and salad for lunch today. Say *cheese*.

HISTORY You have probably heard of the ancient Romans. They were powerful about 2,000 years ago. Their capital was Rome, a city that still thrives today in the country of Italy.

► Point out Rome on a map.

The ancient Romans spoke a language called *Latin*. Many English words come from the Latin language. Our word *cheese* comes from the Latin word *caseus*. The Spanish word for *cheese*, *queso*, also comes from *caseus*.

If you're not sure how to spell *cheese*, raise your hand. Question? (Students with raised hands: which /ē/?) Use the second spelling under the "tree" picture. Careful. The sound /z/ in *cheese* is spelled **s-e**. Write *cheese*. (Check.)

4. that'll Number 4: that'll. He knows that'll be his last time at bat for the game. Say *that'll*.

CONTRACTION *That'll* is a contraction of *that will*.

Write *that'll*. (Check.)

5. waist Number 5: waist. I wore a belt around my waist. Say *waist*.

HOMOPHONE *Waist* is a homophone. It's not *waste* as in *the wastebasket*. It's *waist* as in *a belt around your waist*.

If you're not sure how to spell the word, raise your hand. Question? (Students with raised hands: which /ā/?) Use the second spelling under the "cake" picture. Write *waist*. (Check.)

6. o'clock Number 6: o'clock. School begins at eight o'clock in the morning. Say *o'clock*.

CONTRACTION *O'clock* is an unusual contraction of the words of *the clock*.

First write the first letter of the word *of*. ■ Then write an apostrophe. ■ Then write *clock*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. *we'd* Number 7: *we'd*. She thought *we'd* be there by noon. Say *we'd*.
Write *we'd*. (Check.)

8. *their* Number 8: *their*. They carried their camping gear in backpacks.
Say *their*.
Write *their*. (Check.)

9. *piece* Number 9: *piece*. She molded the piece of clay into a bowl.
Say *piece*.
Write *piece*. (Check.)

10. *unwrapped* Number 10: *unwrapped*. He unwrapped his birthday gift.
Say *unwrapped*.
Write *unwrapped*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you doubled **p**.

MEMORY STEPS Now we'll practice the memory steps for *unwrapped*.

STEP 1 . . . Step 1 is *Read the word. Say the syllables to help you spell.*
(Students: *un-wrapped*)

STEP 2 . . . Step 2 is *Underline any hard parts.*

STEP 3 . . . Step 3 is *Cover the word. Say and write the word by syllables. Check.*
Everyone cover the word. Find the line under number 10. First say and write *un-*. ■ Then say and write *wrapped*. ■ Check your word. If you made a mistake, draw a line through the word and start again at Step 1.

► **Teacher Background**

Remember to teach the lessons at a fairly quick pace; this will help sustain the students’ effort and interest. Each day’s lesson is intended to last about 15 minutes.

► **Pre-spelling #1: Short and Long Vowels**

I’ll tell you the name of a sound, and you will tell me the sound. For example, I’ll say, “long e,” and you’ll say, “/ē/.”

long o ■ short i ■ long a ■ short u ■ long e

► **Pre-spelling #2: Ask Which Spelling**

When you hear a vowel sound with more than one spelling, ask me which spelling to use.

slight Let’s practice. I will say, “*Slight. She had a slight cold. Question?*” You ask, “Which /ī/?” (Students: which /ī/?) I will say, “Use the second spelling under the ‘kite’ picture.” How do you spell the sound /ī/ in *slight*? (Students: i-g-h)

flown. *Flown. The bird has flown away. What vowel sound do you hear in flown?* (Students: /ō/) *Question?* (Students: which /ō/?) Use the third spelling under the “bone” picture. How do you spell the sound /ō/ in *flown*? (Students: o-w)

strait *Strait. The ship sailed through the strait. What vowel sound do you hear in strait?* (Students: /ā/) *Question?* (Students: which /ā/?) Use the second spelling under the “cake” picture. How do you spell the sound /ā/ in *strait*? (Students: a-i)

knead *Knead. He had to knead the bread dough. What vowel sound do you hear in knead?* (Students: /ē/) *Question?* (Students: which /ē/?) Use the third spelling under the “tree” picture. How do you spell the sound /ē/ in *knead*? (Students: e-a)

► Guided Spelling

► Have your students turn to page 18.

1. piece Number 1: piece. I'd like another piece of watermelon, please. Say *piece*.
- TEKS 2.A.xi
TEKS 2.A.xxv
TEKS 2.B.xii
TEKS 2.B.xxv
Student/Teacher Narrative
Guided Spelling section
(preflight, unwrapped)
- HOMOPHONE *Piece* is a homophone. It's not *peace* as in *peace and quiet*. It's *piece* as in *a piece of watermelon*.
- MNEMONIC Here's a mnemonic: *piece of pie*. *Piece* and *pie* both begin with **p-i-e**.
- Careful. The sound /s/ in *piece* is spelled **c-e**. Write *piece*. (Check.)
2. preflight Number 2: preflight. The pilots made their preflight checks. Say *preflight*.
- Prefix? (Students: pre-) Write *pre-*.
- Base word? (Students: flight) What vowel sound do you hear in *flight*? (Students: /ī/) Which picture shows the ways to spell /ī/? ■ If you're not sure how to spell the word, raise your hand. Question? (Students with raised hands: which /ī/?) Use the second spelling under the "kite" picture. Write *flight*. (Check.)
3. unwrapped Number 3: unwrapped. I unwrapped the cheese and sliced it. Say *unwrapped*.
- Prefix? ■ Write *un-*.
- The base word is *wrap*. Careful. The beginning is spelled **w-r**. Write *wrap*. *Unwrapped*. What do you have to decide? (Students: Do we double?) Does *wrap* have one vowel? (Students: yes) One consonant after the vowel? (Students: yes) *Unwrapped*. Does the suffix begin with a vowel? (Students: yes) Will you double the last consonant of *wrap*? (Students: yes) Finish writing *unwrapped*. (Check.)
4. airplane. Number 4: airplane. The airplane soared over the city. Say *airplane*.
- Airplane* is a compound word. First you'll write *air*. If you're not sure how to spell *air*, raise your hand. Question? (Students with raised hands: which /ā/?) Use the second spelling under the "cake" picture. Write *air*. ■ Next you'll write *plane*. If you're not sure how to spell *plane*, raise your hand. Question? (Students with raised hands: which /ā/?) Use the first spelling under the "cake" picture. Finish writing *airplane*. (Check.)

5. their Number 5: their. The passengers stored their small bags under the airplane seats. Say *their*.
HOMOPHONE *Their* is a homophone. It's not *there* as in *There it is*. It's *their* as in *their house*.
Careful. (Offer help.) Write *their*. (Check.)

6. we'd Number 6: we'd. They hoped we'd be on time for the concert. Say *we'd*.
CONTRACTION *We'd* is a contraction of *we would* as in *They hoped we'd be on time*. *We'd* is also a contraction of *we had* as in *We'd been there before*.
Careful. (Offer help.) Write *we'd*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. beast Number 7: beast. The lion is just one beast of the African plains. Say *beast*.
HISTORY A thousand years ago people who spoke English used the word *deer* to mean *animals*. About 800 years ago they started using the word *beasts* instead of *deer*, and about 400 years ago they started using the word *animals* instead of *beasts*.
Write *beast*. (Check.)

8. shrugged Number 8: shrugged. He didn't know the answer, so he shrugged his shoulders. Say *shrugged*.
Write *shrugged*. (Check.)

9. cage Number 9: cage. My bird sleeps in its cage. Say *cage*.
Write *cage*. (Check.)

10. rays Number 10: rays. The sun's rays were hot that day. Say *rays*.
Write *rays*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you spelled the sound /ā/ in *rays* **a-y**.

MEMORY STEPS Now we'll practice the memory steps for *rays*.

STEP 1 . . . Step 1 is *Read the word*. (Students: *rays*)

STEP 2 . . . Step 2 is *Underline any hard parts*.

STEP 3 . . . Step 3 is *Cover the word. Say and write the word by syllables. Check*. Everyone cover the word. Find the line under number 10. Write *rays*. ■ Check your word. If you made a mistake, draw a line through the word and start again at Step 1.

► **Teacher Background**

After the guided spelling activity, you will have the students briefly study the words they missed on last week’s test.

► **Pre-spelling #1: Short and Long Vowels**

I’ll say a short or long vowel sound, and you will tell me what it is called. For example, I’ll say, “/ā/ as in *make*,” and you’ll say, “long a.”

/ā/ as in *fame* ■ /ī/ as in *side* ■ /i/ as in *pitch* ■ /ū/ as in *mule*

► **Pre-spelling #2: Ask Which Spelling**

When you hear a vowel sound with more than one spelling, ask me which spelling to use.

- knights. Let’s practice. I will say, “*Knights. Knights lived in medieval days. Question?*” You ask, “Which /ī/?” (Students: which /ī/?) I will say, “Use the second spelling under the ‘kite’ picture.” How do you spell the sound /ī/ in *knights*? (Students: i-g-h)
- vane *Vane. The weather vane pointed to the north. What vowel sound do you hear in vane?* (Students: /ā/) *Question?* (Students: which /ā/?) Use the first spelling under the “cake” picture. How do you spell the sound /ā/ in *vane*? (Students: a-blank-e)
- steed. *Steed. A steed is a powerful horse. What vowel sound do you hear in steed?* (Students: /ē/) *Question?* (Students: which /ē/?) Use the second spelling under the “tree” picture. How do you spell the sound /ē/ in *steed*? (Students: e-e)
- tote. *Tote. She carried her books in a tote bag. What vowel sound do you hear in tote?* (Students: /ō/) *Question?* (Students: which /ō/?) Use the first spelling under the “bone” picture. How do you spell the sound /ō/ in *tote*? (Students: o-blank-e)

► Guided Spelling

► Have your students turn to page 19.

1. **throwing** Number 1: **throwing**. She will be **throwing** the first pitch of the game. Say *throwing*.
Base word? ■ The sound /ō/ at the end of a word is usually spelled **o** or **o-w**. In *throw* it's **o-w**. Write *throw*.
Throwing. In the vowel spelling **o-w**, the **w** acts as a vowel. Just add *-ing*. (Check.)
2. **sunlight** Number 2: **sunlight**. The **sunlight** brightened and warmed the room. Say *sunlight*.
Sunlight is a compound word. First write *sun*. ■ Next you'll write *light*. What vowel sound do you hear in *light*? ■ Which picture shows the ways to spell the sound /ī/? If you're not sure how to spell *light*, raise your hand. Question? (Students with raised hands: which /ī/?) Use the second spelling under the "kite" picture. Finish writing *sunlight*. (Check.)
3. **meatless** Number 3: **meatless**. He is a vegetarian; he eats **meatless** meals. Say *meatless*.
Base word? ■ If you're not sure how to spell *meat*, raise your hand. Question? (Students with raised hands: which /ē/?) Use the third spelling under the "tree" picture. Write *meat*.
Meatless. Suffix? ■ (Offer help.) Finish writing *meatless*. (Check.)
4. **paid** Number 4: **paid**. They **paid** for the tickets at the movie theater. Say *paid*.
If you're not sure how to spell *paid*, raise your hand. Question? (Students with raised hands: which /ā/?) Use the second spelling under the "cake" picture. Write *paid*. (Check.)
5. **goals** Number 5: **goals**. She set herself several **goals** for the school year. Say *goals*.
Base word? ■ If you're not sure how to spell *goal*, raise your hand. Question? (Students with raised hands: which /ō/?) Use the second spelling under the "bone" picture. Finish writing *goals*. (Check.)
6. **o'clock** Number 6: **o'clock**. At 12 **o'clock** the chime will strike twelve times. Say *o'clock*.
CONTRACTION *O'clock* is an unusual contraction of the words of *the clock*.
First write the first letter of the word *of*. ■ Then write an apostrophe. ■ Then write *clock*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. there Number 7: there. I placed the book over there near the window.
Say *there*.

FREQUENTLY MISPELLED WORD *There* is a frequently misspelled word.

Write *there*. (Check.)

8. weddings. Number 8: weddings. Many weddings have taken place in this park. Say *weddings*.

Write *weddings*. (Check.)

9. that'll Number 9: that'll. She hopes that'll be all she needs for the trip.
Say *that'll*.

Write *that'll*. (Check.)

10. twice Number 10: twice. The phone rang twice before he answered it.
Say *twice*.

Write *twice*. (Check.)

MEMORY STEPS Now we'll practice the memory steps for *twice*.

STEP 1 . . . Step 1 is *Read the word*. (Students: *twice*)

STEP 2 . . . Step 2 is *Underline any hard parts*.

STEP 3 . . . Step 3 is *Cover the word. Say and write the word by syllables. Check.* Everyone cover the word. Find the line under number 10. Write *twice*. ■ Check your word. If you made a mistake, draw a line through the word and start again at Step 1.

► **Student Study**

Have the students turn to pages 8 and 9. If they missed a word on the test last week, they have put an S by it. Have them study the words that have S by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

Weekly Test

► Teacher Background

This week's spelling test consists of all 15 of the week's new words, 3 review words, and 2 application words. The application words assess the students' knowledge of the spelling concepts and are not announced in advance. Tell your students that numbers 1 and 2 are not words that they have memorized for the test, but the students can easily spell the words if they think about what they have learned.

Provide the students with paper for the spelling test.

If you are not differentiating spelling instruction, have all students write the first 20 words. If you are differentiating instruction, have the below-grade-level spellers write the first 13 words, the average spellers write the first 20 words, and the advanced spellers write all 22 words.

We recommend that you collect the tests and correct them yourself so that you can conduct an informal assessment of your class's progress. As you correct the tests, notice particularly the students' spelling of the application words, numbers 1 and 2. Note that students with numerous errors may not be ready for grade 5 spelling.

► Administer the Spelling Test

Hand out test paper. Have the students put their names at the top and number from 1 to 20.

The test words appear on the following page. Pronounce each word and use it in a sentence. You may use the sentences that are provided. Note that the students do not write the sentences.

ALL STUDENTS

(application word)

(application word)

- | | |
|--------------|---|
| 4. muddy | Playing by the creek made her shoes muddy. |
| 5. meatless | He will have a meatless lunch; he's a vegetarian. |
| 6. misled | The tracking hound was misled and followed the wrong scent. |
| 7. rays | The sun's rays warmed the water in the pool. |
| 8. throw | She will throw the ball to the catcher. |
| 9. preflight | The flight attendant explained the preflight procedures. |
| 10. trotting | The horses were trotting together in the pasture. |
| 11. goals | We scored both goals in the second half of the game. |
| 12. cage | The hamster's cage was left open, and it got out. |
| 13. twice | She checked her homework twice before turning it in. |

AVERAGE AND ADVANCED SPELLERS CONTINUE

- | | |
|---------------|---|
| 14. o'clock | At four o'clock I will meet my friend at the library. |
| 15. we'd | My dad said we'd leave for the game at noon. |
| 16. unwrapped | He unwrapped his gift and thanked his grandparents. |
| 17. paid | We paid for the tickets at the ticket booth. |
| 18. their | They brought their backpacks on the hike. |
| 19. piece | He had a piece of watermelon at the picnic. |
| 20. that'll | She said that'll be all she needs. |

ADVANCED SPELLERS CONTINUE

- | | |
|-------------|---|
| 21. beard | My father shaved off his beard. |
| 22. squeeze | I will squeeze two oranges for my juice this morning. |

TEKS 2.B.xxiii
Student/Teacher Activity
Spelling Test
(meatless)

Polysyllabic Spelling

► New Content

TEKS 2.A.xxiv

Student/Teacher Narrative

Polysyllabic Spelling section and Pronouncing Polysyllabic Words by Syllables section (all, beginning on page 75 and continuing on to page 77)

When writing a word that has more than one syllable, spell one syllable at a time.

The way we say a polysyllabic word does not always correspond to the way it is written. For example, the syllables in *puppy* sound like /pŭ-pĕ/ but they are written as *pup* and *py*.

► Teacher Background

Make a copy of the Week 4 homework (*Blackline Masters* page 5) for each student.

On Day 2 of this week, you will introduce the “dictionary and personal word list” (found on pages 174–181 in the *Student Spelling Book*). The students will use the dictionary and personal word list during writing and not during guided spelling.

On Day 3 of this week, you will introduce the “frequently misspelled words” list (found on pages 186–188 in the *Student Spelling Book*). The students may consult this list during writing and not during guided spelling.

This week the students will practice the memory steps individually after word number 10 on Days 2, 3, and 4. You have led the students through the memory steps several times, so they should be familiar enough with them to practice without your support.

One additional guiding point is introduced this week: when we hear a long vowel sound at the end of a syllable, it is usually spelled with the long vowel letter itself, for example, *pa-per* and *pro-gram*.

The students will be introduced to four syllable constructions this week. A *closed syllable* contains a short vowel and ends with one or more consonants, for example, both syllables in *district*. An *open syllable* ends with one long vowel, such as *pī* in *pilot*. A *vowel-consonant-e syllable* includes a single vowel followed by

a consonant and **e**; this syllable type appears at the end of a base word, as in *complete*. In a *vowel team syllable*, the vowel sound is spelled with two letters, for example, **ee** in *between* and **ea** in *reason*.

Beginning on Day 5 of this week, the weekly test will include five application words. As on the tests of Weeks 2 and 3, numbers 1 and 2 on the test are words that the students can spell based on their knowledge of spelling concepts already covered. Numbers 3 through 5 are different forms of the base words studied this week. For example, in Week 4 the students will study *shadow*, *airplane*, and *intend*. Application words numbers 3 through 5 on the weekly test will be *shadows*, *airplanes*, and *intended*.

In the pre-spelling activities this week, you will model how to spell polysyllabic words by syllables.

An optional spelling activity for partners is provided each week in the *Blackline Masters* book. The activity for Week 4 can be found on page 45.

POLYSYLLABIC SPELLING

Beginning this week, you will guide the students in spelling polysyllabic words. We read and spell polysyllabic words by syllables (for example, *ham-mer*) and by morphemic, or structural, units (for example, *refillable*), not sound by sound. Many students need explicit instruction in polysyllabic spelling because they are used to spelling by sounds. In *Guided Spelling*, you support your students in polysyllabic spelling in several ways:

- In pre-spelling activities, you will model how to spell by syllables.
- When introducing the week’s new words, you will show your students where to mark the syllable boundaries, for example, between **n** and **f** in *con.flict*. Syllable boundaries are also called *syllable divisions*.
- In guided spelling, the students will say each word by syllables before writing.
- You will pronounce each word so that the students can hear the individual syllables clearly, for example, *be...came*, *plas...tic*. Be sure to pause between syllables so that the division will be clear. For more information see the next section, “Pronouncing Polysyllabic Words by Syllables.”
- The students will write the polysyllabic word one syllable at a time and pronounce each syllable before they write it.
- In the checking step of guided spelling, the students will read and spell each polysyllabic word by syllables.

PRONOUNCING POLYSYLLABIC WORDS BY SYLLABLES

Whenever the written syllables of a word are different from the spoken syllables, you'll say, "I'll say the syllables for spelling." Then you will see the word divided into syllables as in a dictionary. In other words, the word is divided into written syllables (for example, *hap-py*), not syllables as spoken in conversation (*hă-py*). The *Teacher's Manual* gives the syllables, but not the pronunciation.

How will you pronounce each syllable? There are two options:

- The first option is for the teacher to pronounce each syllable with the same vowel sound that the word has in typical conversational speech. For example, for *about* the teacher says ə-*bout*, for *collect* the teacher says cəl-*lect*, and for *second* the teacher says sēc-*ənd*. When a syllable is spelled differently from the way it sounds, the teacher offers help by saying, "If you're not sure how to spell this syllable, look up here," and then writing the syllable on the board for the students who are not confident enough to write it on their own.
- The second option is for the teacher to pronounce each syllable in an exaggerated way to give the students clues about spelling. For example, saying ā-*bout* lets the students know that the schwa in the first syllable is spelled **a**. This exaggeration will help many students remember that *about* begins with **a**. Saying *Wed-nes-day* helps students with the troublesome part of *Wednesday*. Examples of exaggerated pronunciation include: ĭm-mē-dī-āte, ā-gō, hŭn-drēd, tŭn-nēl, and hăb-ĭt.

This exaggeration approach is fairly common; teachers seem to do this by second nature when teaching spelling. We recommend the exaggeration option because of the mnemonic value to the students. Teachers with a background in phonics will be comfortable with this approach. If your exaggeration confuses English Language Learners about the correct pronunciation of the word, have the students say the word correctly one additional time after the checking process.

If you use exaggerated pronunciation, you will not need to offer as much help as is indicated in the lessons. For example, if you have said ā-*bout*, you will not need to offer help for the first syllable.

Words Used This Week

NEW WORDS

*intend, *conflict, *twenty, *details, *shadow, *extremely, *deal,
*low, reach, laid, tank, hidden, steel, wide, broad

REVIEW WORDS

*airplane, *throw, *goals, *twice, *cage, *rays, piece, unwrapped,
we'd, paid

CHALLENGE WORDS

acre, ruin, countryside, museum, poetry

APPLICATION WORDS ON THE TEST

hotter, spray, shadows, airplanes, intended

ADDITIONAL WORDS IN DAILY GUIDED SPELLING

index, contrast, steal, contest, loan, reached, cheap, ourselves,
punish, details, intended

FREQUENTLY MISPELLED WORDS

ourselves

Week 4 Day 1

► Teacher Background

When you and the students pronounce words by syllables, there should be a pause between syllables to indicate the syllable boundary clearly. For example, say “buf...fa...lo,” not “buffallo.”

► Pre-spelling: Spelling by Syllables

TEKS 2.A.xxiv
Student/Teacher Narrative
Pre-spelling: Spelling by Syllables section
(expand, focus)

This week we'll begin spelling polysyllabic base words. Say “polysyllabic.” ■ *Polysyllabic* means with more than one syllable. We will spell every polysyllabic word by syllables. I will show you how.

expand *Expand. Water will expand as it becomes ice. First I say expand by syllables: ex-pand.*

Then I say and spell each syllable: ex-, **e-x**, -*pand*, **p-a-n-d**.

► Write *expand* on the board as you spell by syllables.

focus *Focus. Our focus today is spelling by syllables. First I say focus by syllables: fo-cus.*

The first syllable is *fo-*.

► Point to **o** under the “bone” picture on the spelling-sound chart.

When we hear a long vowel sound at the end of a syllable, it is usually spelled with the long vowel letter itself. In *focus* the first syllable is spelled **f-o**.

► Write *fo*.

The second syllable is *-cus*, **c-u-s**. *Focus*.

► Add *cus*.

► Introduce This Week's Words

► Have your students open their *Student Spelling Books* to page 20 and follow along as you read the words and sentences.

I. intend *Number 1: intend. I intend to finish my homework before dinner. **Intend** has two syllables. I will tell you where each syllable begins and ends for spelling. That is, I will tell you the syllable*

boundaries. When we know the syllable boundaries, we spell more correctly. You will put a dot to show the boundary. Listen to me say *intend* by syllables: *in...tend*. Everyone put a dot after the first **n**.

► Write on the board: *in.tend*

2. **conflict** Number 2: **conflict**. The group considered how to resolve the conflict.

I will tell you the syllables for spelling: *con...flict*. Put a dot at the syllable boundary.

3. **twenty** Number 3: **twenty**. There were twenty books on the bookshelf.

Twen-ty. Put a dot at the syllable boundary.

► Point to **y** under the “tree” picture on the spelling-sound chart.

The sound /ē/ at the end of a polysyllabic word is usually spelled **y**.

The letter **y** at the end of a word is a vowel.

The first syllable, *twen-*, is called a *closed syllable*. A closed syllable has a short vowel and ends with one or more consonants.

4. **details** Number 4: **details**. Pay attention to the details of the directions.

De-tails. Put a dot at the syllable boundary. ■ The first syllable ends with a long **e** sound. When we hear a long vowel sound at the end of a syllable, it is usually spelled with the long vowel letter itself. The syllable *de-* is called an *open syllable*. An open syllable ends with one long vowel.

In the second syllable, underline **a-i**. The second syllable in *details* is called a *vowel team syllable*. The vowel sound is spelled with two letters, **a-i**.

5. **shadow** Number 5: **shadow**. The small mouse was hidden in the shadow of the plant.

Shad-ow. Put a dot at the syllable boundary. ■ Underline **o-w**.

In the vowel spelling **o-w**, the letter **w** acts as a vowel.

6. **extremely** Number 6: **extremely**. It was extremely hot today; it was over 100 degrees.

Ex-treme-ly. Put a dot at each syllable boundary. ■ In the second syllable, underline **e** and **e**. ■ The sound /ē/ at the end of a polysyllabic word is usually spelled **y**. The suffix *-ly* is very common.

7. deal Number 7: deal. She will deal the cards to each player.
Underline **e-a**.
8. low Number 8: low. They ran low on art supplies.
Underline **o-w**.
9. reach Number 9: reach. Can you reach to the top shelf?
Underline **e-a**.
10. laid Number 10: laid. She laid her head on the pillow and fell asleep.
Underline **a-i**.
11. tank Number 11: tank. He fills the gas tank regularly.
The end sounds like /angk/, but it's spelled **a-n-k**. Underline **n-k**.
12. hidden. Number 12: hidden. We found a baby lizard hidden in the garden.
Hid-den. Put a dot at the syllable boundary. ■ The base word is *hid*. The **d** was doubled and the suffix **e-n** was added.
13. steel Number 13: steel. The bridge was made of steel.
HOMOPHONE *Steel* is a homophone. It's not *steal* meaning *rob*.
It's the *steel* used to build strong buildings.
Underline **e-e**.
14. wide Number 14: wide. The door was wide open.
Underline **i** and **e**.
15. broad Number 15: broad. The road was flat and broad, with a lot of
space to ride.
Underline **o-a**.

NUMBERS 16–25 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- | | |
|---------------|---------------|
| 16. *airplane | 21. *rays |
| 17. *throw | 22. piece |
| 18. *goals | 23. unwrapped |
| 19. *twice | 24. we'd |
| 20. *cage | 25. paid |

► Guided Spelling

► Have your students turn to page 22.

1. conflict Number 1: conflict. The group considered how to resolve the conflict. Say *conflict*.

Before you write a polysyllabic word in guided spelling, you will pronounce the word by syllables. Say *conflict* by syllables. ■ First syllable? (Students: con-) Write *con-*.

Second syllable? (Students: -flict) Listen to the sounds: *flict*. Write *-flict*.

When we check a word with more than one syllable, you will read the word and then read and spell by syllables. Read the word. (Students: conflict) Read and spell by syllables as I write.

► At number 1, write *conflict* as the students read and spell. (Students: con-, c-o-n, -flict, f-l-i-c-t)

2. details Number 2: details. Pay attention to the details of the directions. Say *details*.

Base word? ■ Say *detail* by syllables. ■ First syllable? ■ When we hear a long vowel sound at the end of a syllable, it is usually spelled with the long vowel letter itself. Write *de-*.

Second syllable? ■ Question? (Students with raised hands: which /ā/?) Use the second spelling under the “cake” picture. Finish writing *details*. (Check.)

3. extremely Number 3: extremely. It was extremely hot today; it was over 100 degrees. Say *extremely*.

Base word? ■ Say *extreme* by syllables. ■ First syllable? ■ Write *ex-*.

Second syllable? ■ Question? (Students with raised hands: which /ē/?) Use the first spelling under the “tree” picture. Write *-treme*.

Extremely. Suffix? ■ Finish writing *extremely*. (Check.)

Point to the syllable *-treme* at the end of the base word *extreme*. It is called a *vowel-consonant-e syllable*. A vowel-consonant-e syllable includes a single vowel followed by a consonant and **e**.

4. deal Number 4: deal. She will deal the cards to each player. Say *deal*.

Question? (Students with raised hands: which /ē/?) Use the third spelling under the “tree” picture. Write *deal*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. intend. Number 5: intend. I intend to finish my homework before dinner.
Say *intend*.
Write *intend*. (Check.)
6. shadow. Number 6: shadow. The small mouse was hidden in the shadow
of the plant. Say *shadow*.
I will say the syllables in a way that will help you spell. *Shad-ow*.
Write *shadow*. (Check.)
7. twenty Number 7: twenty. There were twenty books on the bookshelf.
Say *twenty*.
Write *twenty*. (Check.)
8. low Number 8: low. They ran low on art supplies. Say *low*.
Write *low*. (Check.)

 **Introduce the Homework**

Hand out the Week 4 homework.

 **Record Words Missed**

Return the students' spelling tests from Week 3. Have them turn to pages 14 and 15 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The application words, numbers 1 and 2 on the test, are not on these pages.

► **Teacher Background**

Pronounce each polysyllabic word so that the students can hear the individual syllables clearly. Be sure that both you and the students pause between syllables so that the division will be clear, for example, *in...dex*, not *innndex*.

In this lesson, you will introduce the students to the dictionary and personal word list (found on *Student Spelling Book* pages 174–181). The dictionary and personal word list consists of the words on the weekly lists excluding challenge words. The dictionary and personal word list may be used by the students in their classroom writing if they need help to accurately spell words studied in spelling this year.

► **Pre-spelling: Spelling by Syllables**

In this lesson, we'll continue to spell polysyllabic base words. Say "polysyllabic." ■ What does *polysyllabic* mean?

impact *Impact. The impact of the crash damaged both cars. First I say impact by syllables: im-pact. Then I say and spell each syllable: im-, i-m, -pact, p-a-c-t.*

► Write *impact* on the board as you spell by syllables.

Both syllables in this word are closed syllables. A closed syllable has a short vowel and ends with one or more consonants.

crisis *Crisis. The fire outbreak was a crisis. Cri-sis. The first syllable is cri-*

► Point to **i** under the "kite" picture.

When we hear a long vowel sound at the end of a syllable, it is usually spelled with the long vowel letter itself. In *crisis* the first syllable is spelled **c-r-i**.

► Write *cri*.

The second syllable is *-sis*, **s-i-s**.

► Add *sis*.

Crisis. The syllable *cri-* is an open syllable. An open syllable ends with one long vowel.

► Guided Spelling

► Have your students turn to page 23.

1. index Number 1: index. She wears a ring on her index finger. Say *index*.

HISTORY The English word *index* comes from the Latin word *index*, which means *forefinger*. Our word *index* can also mean the list at the back of a book that tells us or points us to the page we need.

Say *index* by syllables. ■ First syllable? ■ Write *in-*.

Second syllable? ■ Careful. The end is spelled **x**. Write *-dex*. (Check.)

2. contrast Number 2: contrast. The house painter used a lighter color on the windows to contrast with the darker color of the walls. Say *contrast*.

Say *contrast* by syllables. ■ First syllable? ■ Write *con-*.

Second syllable? ■ Write *-trast*. (Check.)

3. steel. Number 3: steel. The bridge was made of steel. Say *steel*.

HOMOPHONE *Steel* is a homophone. It's not *steal* meaning *rob*. It's the *steel* used to build strong buildings.

Question? (Students with raised hands: which /ē/?) Use the second spelling under the "tree" picture. Write *steel*. (Check.)

In *steel*, **e-e** is a vowel team.

4. reach Number 4: reach. Can you reach to the top shelf? Say *reach*.

Question? (Students with raised hands: which /ē/?) Use the third spelling under the "tree" picture. Write *reach*. (Check.)

5. broad Number 5: broad. The road was flat and broad, with a lot of space to ride. Say *broad*.

Careful. The vowel sound is spelled **o-a**. Write *broad*. (Check.)

6. laid. Number 6: laid. She laid her head on the pillow and fell asleep. Say *laid*.

Question? (Students with raised hands: which /ā/?) Use the second spelling under the "cake" picture. Write *laid*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. tank Number 7: tank. He fills the gas tank regularly. Say *tank*.

Write *tank*. (Check.)

8. steal. Number 8: steal. The mouse may steal the cheese from the counter. Say *steal*.

HOMOPHONE *Steal* is a homophone. It's not the *steel* used to build auto frames. It's *steal* meaning *rob*.

Write *steal*. (Check.)

9. wide. Number 9: wide. The door was wide open. Say *wide*.

Write *wide*. (Check.)

In *wide*, **i-d-e** is a vowel-consonant-**e** spelling.

10. hidden. Number 10: hidden. We found a baby lizard hidden in the garden. Say *hidden*.

Write *hidden*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you doubled **d**.

MEMORY STEPS Do the memory steps for *hidden*.

► Introduce the Dictionary and Personal Word List

Have the students turn to the dictionary and personal word list, beginning on page 174 of the *Student Spelling Book*. Explain how the students might use it during writing:

- As the students write, they may look up words that they have studied in spelling this year.
- Students may keep track of words they misspell in class writing. When they spell a word incorrectly, they find it on the list and write **S** in the space in front of the word. Remind the students that **S** means “I need to study this word.”
- Students may add words in the spaces below the words for each letter.

► Teacher Background

Pronounce each polysyllabic word so that the students can hear the individual syllables clearly. Be sure that both you and the students pause between syllables so that the division will be clear, for example, *in...tend...ed*, not *innntennnded*.

Remember to teach the lessons at a fairly quick pace; this will help sustain the students' effort and interest. Each day's lesson is intended to last about 15 minutes.

In this lesson, you will introduce the list of frequently misspelled words (found on pages 186 and 187 in the *Student Spelling Book*). The students may consult this list during their classroom writing.

► Pre-spelling: Spelling by Syllables

In this lesson, we'll continue to spell polysyllabic base words. Say "polysyllabic." ■ What does *polysyllabic* mean?

impressed. *Impressed. The story impressed her deeply. The base word is impress. First I say impress by syllables: im-press. Then I say and spell each syllable: im-, i-m, -press, p-r-e-s-s.*

► Write *impress* on the board as you spell by syllables. Point to *ss*.

I see two consonants at the end. I will not double. *Impressed.*

► Add *ed*.

tidy *Tidy. First I say tidy by syllables: ti-dy. The first syllable is ti-*

► Point to *i* under the "kite" picture.

When we hear a long vowel sound at the end of a syllable, it is usually spelled with the long vowel letter itself. In *tidy* the first syllable is spelled *t-i*.

► Write *ti* on the board.

The next syllable is *-dy*. When we hear the sound /ē/ at the end of a word with more than one syllable, we usually spell it *y*.

► Add *dy*.

Tidy. The syllable ti- is an open syllable. An open syllable ends with one long vowel.

► Guided Spelling

► Have your students turn to page 24.

1. intended Number 1: intended. He intended to finish the book, but he was interrupted. Say *intended*.
Base word? ■ Say *intend* by syllables. ■ First syllable? ■ Write *in-*.
Second syllable? ■ Write *-tend*.
Intended. The base word ends with two consonants. Just add **e-d**. (Check.)
2. contest Number 2: contest. There was a jumping frog contest at the county fair. Say *contest*.
Say *contest* by syllables. ■ First syllable? ■ Write *con-*.
Second syllable? ■ Write *-test*. (Check.)
Both syllables in *contest* are closed syllables. A closed syllable has a short vowel and ends with one or more consonants.
3. loan Number 3: loan. This book is on loan from the library. Say *loan*.
HOMOPHONE *Loan* is a homophone. It's not *lone* meaning *just one*. It's *loan* meaning *something borrowed*.
Question? (Students with raised hands: which /ō/?) Use the second spelling under the "bone" picture. Write *loan*. (Check.)
4. twenty Number 4: twenty. He needed twenty cents for the parking meter. Say *twenty*.
Say *twenty* by syllables. ■ First syllable? ■ Write *twen-*.
Second syllable? ■ Finish writing *twenty*. (Check.)
5. tank Number 5: tank. The fish tank needs cleaning. Say *tank*.
HISTORY The word *tank*, meaning a *container for storing liquid*, came to English from the Gujarati language in India. In India the word meant a *pond*.
► Point to India on a map.
Careful. The end sounds like /angk/, but it's spelled **a-n-k**. Write *tank*. (Check.)
6. shadow Number 6: shadow. In the late afternoon, my shadow is long. Say *shadow*.
Say *shadow* by syllables. ■ I will often say the syllables in a way that will help you spell. *Shad-ow*. Repeat the syllables. (Students: shad-ow) First syllable? (Students: shad-) Write *shad-*.

Second syllable? (Students: -ow) It's spelled **o-w**. Write -ow. (Check.)

In the vowel spelling **o-w**, the letter **w** acts as a vowel.

The second syllable in *shadow* is a vowel team syllable. The vowel sound is spelled with two letters, **o-w**.

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. reached. Number 7: reached. After several hours on the train, they reached their destination. Say *reached*.

Write *reached*. (Check.)

8. broad. Number 8: broad. The swimmer has broad shoulders. Say *broad*.

Write *broad*. (Check.)

9. deal Number 9: deal. They've learned a great deal about reptiles. Say *deal*.

Write *deal*. (Check.)

10. steel. Number 10: steel. The truck frame was made of steel. Say *steel*.

Write *steel*. (Check.)

PARTNER STUDY Turn to your neighbor. Take turns spelling one of the homophones *steel* or *steal*. Then explain to your partner the meaning of the word you spelled.

MEMORY STEPS Do the memory steps for number 10, *steel*.

► Introduce the Frequently Misspelled Words List

Have the students turn to the list of frequently misspelled words on pages 186 and 187 of the *Student Spelling Book*. Tell the students that these words are frequently missed in writing. If they have a hard time remembering the spelling of a common word, the word may be on this list. You may want to have them mark the page with a self-stick note for easy reference.

► **Teacher Background**

Pronounce each polysyllabic word so that the students can hear the individual syllables clearly. Be sure that both you and the students pause between syllables so that the division will be clear, for example, *pun...ish*, not *punnnish*.

► **Pre-spelling: Spelling by Syllables**

In this lesson, we'll continue to spell polysyllabic base words. Say "polysyllabic." ■ What does *polysyllabic* mean?

suspected *Suspected. The detective suspected that a crime had been committed. The base word is suspect. First I say suspect by syllables: sus-pect. Then I say and spell each syllable: sus-, s-u-s, -pect, p-e-c-t.*

- Write *suspect* on the board as you spell by syllables. Point to **ct**.
- I see two consonants at the end. I will not double. *Suspected.*
- Add *ed*.

gravy *Gravy. First I say gravy by syllables: gra-vy. The first syllable is gra-*

- Point to **a** under the "cake" picture.
- When we hear a long vowel sound at the end of a syllable, it is usually spelled with the long vowel letter itself.
- Write *gra* on the board.
- The next syllable is *-vy*. When we hear the sound /ē/ at the end of a word with more than one syllable, we usually spell it **y**.
- Add *vy*.
- Gravy.* The syllable *gra-* is an open syllable. An open syllable ends with one long vowel.

► **Guided Spelling**

- Have your students turn to page 25.

I. extremely *Number I: extremely. It was extremely cold this morning. Say extremely.*

Base word? ■ Say *extreme* by syllables. ■ First syllable? ■ Write ex-
Second syllable? ■ Question? (Students with raised hands: which /ē/?)
Use the first spelling under the “tree” picture. Write *-treme*.
Extremely. Suffix? ■ Finish writing *extremely*. (Check.)

The first syllable *ex-* is a closed syllable. A closed syllable has a short vowel and ends with one or more consonants.

The second syllable, *-treme*, is a vowel-consonant-*e* syllable. A vowel-consonant-*e* syllable includes a single vowel followed by a consonant and *e*.

2. hidden Number 2: hidden. They had hidden the key under the doormat. Say *hidden*.

Base word? ■ Write *hid*.

Hidden. What do you have to decide? (Students: Do we double?) Does *hid* have one vowel? (Students: yes) One consonant after the vowel? (Students: yes) *Hidden*. The suffix is spelled **e-n**. Will you double the last consonant of *hid*? (Students: yes) Finish writing *hidden*. (Check.)

3. low Number 3: low. The groups spoke in low voices. Say *low*.
The vowel sound is spelled **o-w**. Write *low*. (Check.)

4. cheap Number 4: cheap. These shoes were on sale; they were very cheap. Say *cheap*.

HOMOPHONE *Cheap* is a homophone. It’s not *cheep* meaning the sound of a bird. It’s *cheap* meaning not expensive.

Question? (Students with raised hands: which /ē/?) Use the third spelling under the “tree” picture. Write *cheap*. (Check.)

5. laid Number 5: laid. She laid the baby in the crib. Say *laid*.

Question? (Students with raised hands: which /ā/?) Use the second spelling under the “cake” picture. Write *laid*. (Check.)

6. ourselves Number 6: ourselves. We do all of the gardening ourselves. Say *ourselves*.

FREQUENTLY MISSPELLED WORD *Ourselves* is a frequently misspelled word.

Ourselves is a compound word. First you’ll write *our*. (Offer help.) Write *our*. Next you’ll add *selves*. Careful. The end is spelled **v-e-s**. Finish writing *ourselves*. (Check.)

The first syllable in *ourselves* is a vowel team syllable. The vowel sound is spelled with two letters, **o-u**.

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. **conflict** Number 7: **conflict**. I want to avoid conflict with my sister; I don't want to argue with her. Say *conflict*.
Write *conflict*. (Check.)
8. **wide**. Number 8: **wide**. It was a beautiful day, so we left the windows wide open. Say *wide*.
Write *wide*. (Check.)
9. **punish**. Number 9: **punish**. The judge will punish lawbreakers. Say *punish*.
I'll say the syllables for spelling: *pun-ish*. Write *punish*. (Check.)
10. **details**. Number 10: **details**. The news did not provide details of the accident. Say *details*.
I'll say the syllables for spelling: *de-tails*. Write *details*. (Check.)
- PARTNER STUDY Turn to your neighbor. Explain why you wrote **e** at the end of the first syllable.
- MEMORY STEPS Do the memory steps for *details*.

► **Student Study**

Have the students turn to pages 14 and 15. If they missed a word on the test last week, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

Weekly Test

Beginning on Day 5 of this week, the weekly test will include five application words. As on the tests of Weeks 2 and 3, numbers 1 and 2 on the test are words that the students can spell based on their knowledge of spelling concepts already covered. Numbers 3 through 5 are different forms of base words studied this week. For example, this week the students studied *shadow*, *airplane*, and *intend*. Application words numbers 3 through 5 on the weekly test are *shadows*, *airplanes*, and *intended*.

Provide the students with paper for the spelling test.

If you are not differentiating spelling instruction, have all the students write the first 20 words. If you are differentiating instruction, have the below-grade-level spellers write the first 13 words, the average spellers write the first 20 words, and the advanced spellers write all 22 words.

We recommend that you collect the tests and correct them yourself so that you can conduct an informal assessment of your class's progress. As you correct the tests, notice particularly the students' spelling of application words numbers 1 and 2. Note that students with numerous errors may not be ready for grade 5 spelling.

► Administer the Spelling Test

Hand out test paper. Have the students put their names at the top and number from 1 to 20.

The test words appear on the following page. Pronounce each word and use it in a sentence. You may use the sentences that are provided. Note that the students do not write the sentences.

ALL STUDENTS

1. hotter Lava from volcanoes is hotter than we can imagine. (application word)
2. spray Can you feel the spray from the waterfall? (application word)
3. shadows Our shadows are long on winter mornings. (application word)
4. airplanes The airplanes landed one by one. (application word)
5. intended My comment was intended as a compliment. (application word)
6. throw She will throw out the first ball of the game.
7. extremely The water in the reservoir is extremely high this year.
8. low Temperatures have been low this week.
9. conflict His outspoken views sometimes result in conflict with others.
10. details The detective checked all the details of the crime scene.
11. twice I've already asked him twice.
12. deal When a high-quality bicycle is inexpensive, it's a good deal.
13. twenty There were twenty backpacks lined up in the front of the classroom.

AVERAGE AND ADVANCED SPELLERS CONTINUE

14. steel The bridge is made of steel.
15. reach We won't reach the campsite until late afternoon.
16. wide The road is wide enough for bikes and cars.
17. tank The farm built a water tank on the hill near the farmhouse.
18. broad He flashed a broad grin at us.
19. laid She laid the tray down on the table.
20. hidden The kitten was hidden in the laundry basket.

ADVANCED SPELLERS CONTINUE

21. acre The house sits on an acre of land.
22. ruin They let the house fall into ruin.

Syllables with Schwas

► New Content

A schwa is the sound of unaccented short **u**.

Many syllables in English words contain schwas. Schwas can be spelled in many ways, for example, **o** as in *collect*, **a** as in *ago*, **i**–**e** as in *promise*, and **e** as in *moment*.

► Teacher Background

Make a copy of the Week 5 homework (*Blackline Masters* page 6) for each student.

Schwas are particularly troublesome in English spelling. Many words contain schwas, and schwas have many different spellings. Syllables pronounced with schwas in some regional dialects are not pronounced with schwas in other regional dialects. In the *Guided Spelling* program, you will help your students recognize schwas by telling them which syllables have schwas. You will help them spell words with schwas either by writing the correct spelling on the board or overhead or through exaggerated pronunciation. The section “Pronouncing Polysyllabic Words by Syllables” under “Teacher Background” in Week 4 (page 77) explains the two alternatives for guiding.

A schwa sound is designated by this symbol: /ə/.

Schwas are not the only unaccented vowels in English. Many unaccented vowels sound like /i/ as in *return* and *climate*. Dictionaries show the pronunciation of some unaccented syllables with no vowel, for example, /butn/ for *button* and /mountn/ for *mountain*. In guided spelling, you will offer help to the students for unaccented vowels.

If your students are surprised when you tell them that particular syllables do or do not have a schwa, remind them that regional pronunciations vary. Furthermore, dictionaries do not always concur on how a particular word is correctly pronounced.

In the checking step, the students will read and spell each word by syllables. For some words, the pronunciation by syllables is quite different from the pronunciation of the whole word. You may want to have your students pronounce the whole word again at the end of the checking step. This may benefit the English Language Learners (ELLs) in particular. The reminder to have the students pronounce the whole word again is included in Week 5.

Two additional guiding points are introduced this week: the sound /s/ is often spelled **c** before **e**, **i**, and **y**, as in *cent*, *city*, and *fancy*; the sound /k/ at the end of a syllable is usually spelled **c**, as in *picnic*.

In the pre-spelling activities this week, the students will practice listening for schwas in words.

► Words Used This Week

NEW WORDS	*promise, *buffalo, *kitchen, *immediately, *magnet, *opposite, *succeed, *cotton, depth, slept, shopping, bowl, advice, roll, value
REVIEW WORDS	*twenty, *extremely, *details, *conflict, *low, *shadow, wide, hidden, tank, steel
CHALLENGE WORDS	button, honesty, rocket, palm, elephant
APPLICATION WORDS ON THE TEST	public, stacked, detail, succeeding, magnets
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	compass, dragon, tunnel, magnets, depths, horizon, explains, succeeded, blankets, rolls, bowls, let's, insect
FREQUENTLY MISPELLED WORDS	let's

► **Pre-spelling: Hearing Schwas**

► Write on the board: pilot around promise

When we speak English words, many syllables have the vowel sound /ə/. The sound /ə/ is called a *schwa*. Say “schwa.” ■ Schwas can be a challenge in spelling because they can be spelled in many ways.

pilot ► Point to **o** in *pilot*.

When we say *pilot*, we say the second syllable as /lət/. The vowel sound is a schwa. This schwa is spelled **o**.

around ► Point to **a** in *around*.

When we say *around*, we say the first syllable as /ə/. The vowel sound is a schwa. This schwa is spelled **a**.

promise ► Point to **i** and **e** in *promise*.

When we say *promise*, we say the second syllable as /əs/. The vowel sound is a schwa. This schwa is spelled **i-blank-e**.

► **Introduce This Week’s Words**

► Have your students open their *Student Spelling Books* to page 26 and follow along as you read the words and sentences. Have them mark the syllable boundaries in the polysyllabic words as you read each one by syllables.

1. promise Number 1: promise. If I promise to do something, I will do it.

I will tell you the syllables for spelling. You mark the syllable boundaries. *Prom-ise*. Put a dot after **m**. ■ The second syllable has a schwa. Underline **i** and **e**.

2. buffalo Number 2: buffalo. The American buffalo is a large, hairy mammal.

Buf-fa-lo. ■ The second syllable has a schwa. Underline **a**. Underline **o**.

3. kitchen Number 3: kitchen. They cooked and ate their meals in the kitchen.
Kitch-en. ■ Underline **t-c-h**. ■ The second syllable has a schwa. Underline **e**.
4. immediately Number 4: immediately. I was so hungry that I ate immediately.
Im-me-di-ate-ly. ■ The second syllable is *-me-*. When we hear a long vowel sound at the end of a syllable, it is usually spelled with the long vowel letter itself. In the third syllable, underline **i**. The fourth syllable has a schwa. Underline **a** and **e**.
5. magnet Number 5: magnet. The magnet kept the photo on the refrigerator.
Mag-net. ■ The second syllable has a schwa. Underline **e**.
6. opposite Number 6: opposite. The opposite of “enormous” is “tiny.”
Op-po-site. ■ The second syllable has a schwa. In the second syllable, underline **o**. ■ In the third syllable, underline **i** and **e**. Underline **s**.
7. succeed Number 7: succeed. He will try hard to succeed.
Suc-ceed. ■ The first syllable has a schwa. Underline **u**. Look at the second syllable. Sometimes the sound /s/ before **e**, **i**, and **y** is spelled **c**. In the second syllable, underline **c**. Underline **e-e**.
8. cotton Number 8: cotton. Her shirt and pants are made out of cotton.
Cot-ton. ■ In the second syllable, underline **o**.
9. depth Number 9: depth. The scientists will measure the depth of the lake.
10. slept Number 10: slept. My dog always slept on my bed.
11. shopping Number 11: shopping. We went shopping for groceries.
Shop-ping. ■ The base word is *shop*. The **p** was doubled and the suffix *-ing* was added.
12. bowl Number 12: bowl. She poured her cereal into the bowl.
Underline **o-w**.
13. advice Number 13: advice. The teacher gave good advice about how to study.
Ad-vice. ■ The first syllable has a schwa. Underline **a**. Underline **i** and **e**. Underline **c**.

14. roll Number 14: roll. He will roll up his sleeping bag.

HOMOPHONE *Roll* is a homophone. It's not a *role* that is a part in a play. It's *roll* as in *roll up a sleeping bag* or *eat a bread roll*.

Underline **o-l-l**.

15. value Number 15: value. I value my pets; they mean a lot to me.

Val-ue. ■ Underline **u-e**.

NUMBERS 16–25 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- | | |
|----------------|-------------|
| 16. *twenty | 21. *shadow |
| 17. *extremely | 22. wide |
| 18. *details | 23. hidden |
| 19. *conflict | 24. tank |
| 20. *low | 25. steel |

► Guided Spelling

► Have your students turn to page 28.

1. promise Number 1: promise. If I promise to do something, I will do it.

Say *promise*.

Say *promise* by syllables. ■ The second syllable has a schwa.

Now I'll say the syllables in a way that will help you spell: *prom-ise*.

Repeat the syllables. ■ First syllable? ■ Write *prom-*.

Second syllable? ■ If you're not sure how to spell this syllable, raise your hand to ask me and look up here as I write it.

► If any students raise their hands to ask about *-ise*, write the correct spelling to the left of number 1.

Finish writing *promise*. (Check.)

► To benefit your ELLs, have the class repeat the word again: *promise*.

2. buffalo Number 2: buffalo. The American buffalo is a large, hairy mammal. Say *buffalo*.

HISTORY When people who spoke English first saw an American buffalo, they thought it looked like an animal that the Portuguese called *bufalo*, so they called it a *buffalo*.

Say *buffalo* by syllables. ■ The second syllable has a schwa. Now I'll say the syllables in a way that will help you spell: *buf-fa-lo*.

Repeat the syllables. ■ First syllable? ■ Write *buf-*.

Second syllable? ■ (Offer help.) Write *-fa-*.

Third syllable? ■ It's spelled **I-o**. Write *-lo*. (Check.)

► To benefit your ELLs, have the class repeat the word again:
buffalo.

3. succeed Number 3: succeed. He will try hard to succeed. Say *succeed*.

Say *succeed* by syllables. ■ The first syllable has a schwa. Now I'll say the syllables in a way that will help you spell: *suc-ceed*. Repeat the syllables. ■ First syllable? ■ (Offer help.) The sound /k/ at the end of a syllable is usually spelled **c**. Write *suc-*.

Second syllable? ■ The sound /s/ before **e**, **i**, and **y** is sometimes spelled **c**. Write **c**. ■ Question? ■ Use the second spelling under the "tree" picture. Finish writing *succeed*. (Check.)

► To benefit your ELLs, have the class repeat the word again:
succeed.

4. immediately. Number 4: immediately. I was so hungry that I ate immediately. Say *immediately*.

Say *immediately* by syllables. ■ The fourth syllable has a schwa. Now I'll say the syllables in a way that will help you spell: *im-me-di-ate-ly*. Repeat the syllables. ■ First syllable? ■ Write *im-*.

Second syllable? ■ Remember how to spell a long vowel sound at the end of a syllable. Write *-me-*.

Next syllable? ■ Careful. (Offer help.) Write *-di-*.

Next syllable? ■ (Offer help.) Write *-ate-*.

Last syllable? ■ Finish writing *immediately*. (Check.)

► To benefit your ELLs, have the class repeat the word again:
immediately.

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. kitchen Number 5: kitchen. They cooked and ate their meals in the kitchen. Say *kitchen*.

► If any students ask how to spell the schwa, write **e** to the left of number 5.

Write *kitchen*. (Check.)

6. magnet Number 6: magnet. The magnet kept the photo on the refrigerator. Say *magnet*.

▶ If any students ask how to spell the schwa, write **e** to the left of number 6.

Write *magnet*. (Check.)

7. opposite Number 7: opposite. The opposite of “enormous” is “tiny.” Say *opposite*.

I’ll say the syllables for spelling: *op-po-site*.

▶ If any students ask how to spell one of the unaccented vowels, write the spelling to the left of number 7.

Write *opposite*. (Check.)

▶ To benefit your ELLs, have the class repeat the word again: *opposite*.

8. cotton Number 8: cotton. Her shirt and pants are made out of cotton. Say *cotton*.

I’ll say the syllables for spelling: *cot-ton*.

▶ If any students ask how to spell the unaccented vowel, write **o** to the left of number 8.

Write *cotton*. (Check.)

▶ To benefit your ELLs, have the class repeat the word again: *cotton*.

▶ **Introduce the Homework**

Hand out the Week 5 homework.

▶ **Record Words Missed**

Return the students’ spelling tests from Week 4. Have them turn to pages 20 and 21 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The first two application words, numbers 1 and 2 on the test, are not on these pages. If the students missed any of the other three application words, numbers 3, 4, or 5, have them mark the form of the word that appears in their book. For example, if they missed number 5, *intended*, have them write **S** next to *intend*.

► **Pre-spelling: Hearing Schwas**

The sound /ə/ is called a *schwa*. Say “schwa.” ■ It’s important to hear schwas in words because you need to figure out how they are spelled.

Now we’ll practice hearing schwas. I will say a word the way I speak when I’m having a conversation. You say which syllable has a schwa. For example, I say “common” and you say “second syllable.”

attach *Attach*. (Students: first syllable)

kitchen. *Kitchen*. (Students: second syllable)

arrive. *Arrive*. (Students: first syllable)

organize *Organize*. (Students: second syllable)

► **Guided Spelling**

► Have your students turn to page 29.

1. compass Number 1: compass. The compass is a tool that determines direction. Say *compass*.

Say *compass* by syllables. ■ The second syllable has a schwa. Now I’ll say the syllables for spelling: *com-pass*. Repeat the syllables. ■ First syllable? ■ Careful. (Offer help.) Write *com-*.

Second syllable? ■ (Offer help.) The end is spelled **s-s**. Write *-pass*. (Check.)

► To benefit your ELLs, have the class repeat the word again: *compass*.

2. advice. Number 2: advice. The teacher gave good advice about how to study. Say *advice*.

Say *advice* by syllables. ■ The first syllable has a schwa. Now I’ll say the syllables for spelling: *ad-vice*. Repeat the syllables. ■ First syllable? ■ (Offer help.) Write *ad-*.

Second syllable? ■ Question? ■ Use the first spelling under the “kite” picture. The sound /s/ in *-vice* is spelled **c**. Write *-vice*. (Check.)

► To benefit your ELLs, have the class repeat the word again: *advice*.

3. bowl. Number 3: bowl. She put her cereal in the bowl. Say *bowl*.

Question? ■ Use the third spelling under the “bone” picture. Write *bowl*. (Check.)

4. value Number 4: value. I value my pets; they mean a lot to me. Say *value*.

Say *value* by syllables. ■ Now I’ll say the syllables for spelling: *val-ue*. Repeat the syllables. ■ First syllable? ■ Write *val-*.

Second syllable? ■ Careful. It’s spelled **u-e**. Finish writing *value*. (Check.)

► To benefit your ELLs, have the class repeat the word again: *value*.

5. roll. Number 5: roll. He will roll up his sleeping bag. Say *roll*.

HOMOPHONE *Roll* is a homophone. It’s not a *role* that is a part in a play. It’s *roll* as in *roll up a sleeping bag* or *eat a bread roll*.

Careful. It’s spelled **r-o-l-l**. Write *roll*. (Check.)

6. slept. Number 6: slept. My dog always slept on my bed. Say *slept*.

Listen to the sounds: slept. Write *slept*. (Check.)

NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.

7. dragon Number 7: dragon. A dragon is a make-believe creature that breathes fire. Say *dragon*.

I’ll say the syllables for spelling: *drag-on*.

► If any students ask how to spell the schwa, write **o** to the left of number 7.

Write *dragon*. (Check.)

► To benefit your ELLs, have the class repeat the word again: *dragon*.

8. depth Number 8: depth. The scientists will measure the depth of the lake. Say *depth*.

Write *depth*. (Check.)

9. tunnel. Number 9: tunnel. The mole made a tunnel under the garden. Say *tunnel*.

I’ll say the syllables for spelling: *tun-nel*.

- ▶ If any students ask how to spell the schwa, write **e** to the left of number 9.

Write *tunnel*. (Check.)

- ▶ To benefit your ELLs, have the class repeat the word again: *tunnel*.

10. shopping Number 10: shopping. We went shopping for groceries.

Say *shopping*.

Write *shopping*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you doubled **p**.

MEMORY STEPS Do the memory steps for *shopping*.

► Teacher Background

Remember to teach the lessons at a fairly quick pace; this will help sustain the students' effort and interest. Each day's lesson is intended to last about 15 minutes.

► Pre-spelling: Hearing Schwas

The sound /ə/ is called a *schwa*. Say "schwa." ■ It's important to hear schwas in words because you need to figure out how they are spelled.

Now we'll practice hearing schwas. I will say a word the way I speak when I'm having a conversation. You say which syllable has a schwa. For example, I say "method" and you say "second syllable."

command *Command*. (Students: first syllable)

envelope *Envelope*. (Students: second syllable)

recognize *Recognize*. (Students: second syllable)

► Guided Spelling

► Have your students turn to page 30.

1. advice Number 1: advice. My parents give me good advice about riding my bike safely. Say *advice*.

Say *advice* by syllables. ■ The first syllable has a schwa. Now I'll say the syllables for spelling: *ad-vice*. Repeat the syllables. ■ First syllable? ■ (Offer help.) Write *ad-*.

Second syllable? ■ Question? ■ Use the first spelling under the "kite" picture. The sound /s/ in *-vice* is spelled *c*. Write *-vice*. (Check.)

► To benefit your ELLs, have the class repeat the word again: *advice*.

2. magnets Number 2: magnets. The opposite ends of the two magnets attracted each other. Say *magnets*.
- Base word? ■ Say *magnet* by syllables. ■ The second syllable has a schwa. Now I'll say the syllables for spelling: *mag-net*. Repeat the syllables. ■ First syllable? ■ Write *mag-*.
- Second syllable? ■ (Offer help.) Finish writing *magnets*. (Check.)
- To benefit your ELLs, have the class repeat the word again: *magnets*.
3. depths Number 3: depths. Seals can dive to great depths. Say *depths*.
- Listen to the sounds: depths.
- HISTORY English has few words with four consonants in a row. *Depths* is one of them.
- Write *depths*. (Check.)
4. shopping Number 4: shopping. We went shopping for new school clothes. Say *shopping*.
- Base word? ■ Write *shop*. ■ *Shopping*. What do you have to decide? (Students: Do we double?) Does *shop* have one vowel? (Students: yes) One consonant after the vowel? (Students: yes) *Shopping*. Suffix? (Students: -ing) Does the suffix begin with a vowel? (Students: yes) Will you double the last consonant of *shop*? (Students: yes) Finish writing *shopping*. (Check.)
5. kitchen Number 5: kitchen. The stove and refrigerator are located in the kitchen. Say *kitchen*.
- Say *kitchen* by syllables. ■ The second syllable has a schwa. Now I'll say the syllables for spelling: *kitch-en*. Repeat the syllables. ■ First syllable? ■ Careful. The sound /ch/ in *kitchen* is spelled **t-c-h**. Write *kitch-*.
- Second syllable? ■ (Offer help.) Finish writing *kitchen*. (Check.)
- To benefit your ELLs, have the class repeat the word again: *kitchen*.
6. value Number 6: value. The antique clock is of great value; it's worth a lot of money. Say *value*.
- Say *value* by syllables. ■ Now I'll say the syllables for spelling: *val-ue*. Repeat the syllables. ■ First syllable? ■ Write *val-*.
- Second syllable? ■ Careful. It's spelled **u-e**. Finish writing *value*. (Check.)
- To benefit your ELLs, have the class repeat the word again: *value*.

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. horizon Number 7: horizon. The setting sun was barely visible on the horizon. Say *horizon*.
I'll say the syllables for spelling: *ho-ri-zon*.
▶ If any students ask how to spell either schwa, write **o** to the left of number 7.
Write *horizon*. (Check.)
▶ To benefit your ELLs, have the class repeat the word again: *horizon*.
8. promise Number 8: promise. He followed through on his promise. Say *promise*.
I'll say the syllables for spelling: *prom-ise*.
▶ If any students ask how to spell the schwa, write **i_e** to the left of number 8.
Write *promise*. (Check.)
▶ To benefit your ELLs, have the class repeat the word again: *promise*.
9. explains Number 9: explains. This book explains life during colonial times. Say *explains*.
Write *explains*. (Check.)
10. succeeded Number 10: succeeded. He succeeded in winning the tennis match. Say *succeeded*.
Write *succeeded*. (Check.)
PARTNER STUDY Turn to your neighbor. Explain why you did not double **d**.
MEMORY STEPS Do the memory steps for *succeeded*.

► **Pre-spelling: Hearing Schwas**

The sound /ə/ is called a *schwa*. Say “schwa.” ■ It’s important to hear schwas in words because you need to figure out how they are spelled.

Now we’ll practice hearing schwas. I will say a word the way I speak when I’m having a conversation. You say which syllable has a schwa. For example, I say “collect” and you say “first syllable.”

magnet. *Magnet*. (Students: second syllable)

balance. *Balance*. (Students: second syllable)

announce *Announce*. (Students: first syllable)

► **Guided Spelling**

► Have your students turn to page 31.

1. opposite Number 1: opposite. The opposite of “smooth” is “rough.”
Say *opposite*.

Say *opposite* by syllables. ■ The second syllable has a schwa. Now I’ll say the syllables for spelling: *op-po-site*. Repeat the syllables. ■ First syllable? ■ Write *op-*.

Second syllable? ■ (Offer help.) Write *-po-*.

Third syllable? ■ (Offer help.) Write *-site*. (Check.)

► To benefit your ELLs, have the class repeat the word again: *opposite*.

2. blankets Number 2: blankets. They keep several blankets on their beds in winter. Say *blankets*.

Base word? ■ Say *blanket* by syllables. ■ Now I’ll say the syllables for spelling: *blan-ket*. Repeat the syllables. ■ First syllable? ■ Careful. It sounds like /blang/ but it’s spelled **b-l-a-n**. Write *blan-*.

Second syllable? ■ (Offer help.) Finish writing *blankets*. (Check.)

► To benefit your ELLs, have the class repeat the word again: *blankets*.

3. cotton Number 3: cotton. Many cotton plants were destroyed by insects. Say *cotton*.
Say *cotton* by syllables. ■ Now I'll say the syllables for spelling: *cot-ton*. Repeat the syllables. ■ First syllable? ■ Write *cot-*.
Second syllable? ■ (Offer help.) Finish writing *cotton*. (Check.)
▶ To benefit your ELLs, have the class repeat the word again: *cotton*.

4. rolls Number 4: rolls. We had rolls with dinner. Say *rolls*.
HOMOPHONE *Rolls* is a homophone. It's not *roles* meaning *the parts that actors play*. It's *rolls* meaning *bread rolls*.
Base word? ■ Careful. It's spelled **r-o-l-l**. Finish writing *rolls*. (Check.)

5. immediately. Number 5: immediately. When the fire alarm sounded, they left the building immediately. Say *immediately*.
Say *immediately* by syllables. ■ The fourth syllable has a schwa. Now I'll say the syllables in a way that will help you spell: *im-me-di-ate-ly*. Repeat the syllables. ■ First syllable? ■ Write *im-*.
Second syllable? ■ Remember how to spell a long vowel sound at the end of a syllable. Write *-me-*.
Next syllable? ■ Careful. (Offer help.) Write *-di-*.
Next syllable? ■ (Offer help.) Write *-ate-*.
Last syllable? ■ Finish writing *immediately*. (Check.)
▶ To benefit your ELLs, have the class repeat the word again: *immediately*.

6. bowls Number 6: bowls. The bowls of soup were steaming and fragrant. Say *bowls*.
Question? ■ Use the third spelling under the “bone” picture. Write *bowls*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. let's Number 7: let's. Now let's plan our free time. Say *let's*.
FREQUENTLY MISSPELLED WORD *Let's* is a frequently misspelled word.
CONTRACTION *Let's* is a contraction of *let us*.
Write *let's*. (Check.)

8. insect Number 8: insect. A cockroach is a troublesome but interesting insect. Say *insect*.

Write *insect*. (Check.)

9. slept Number 9: slept. Bears are hungry after they've slept all winter. Say *slept*.

Write *slept*. (Check.)

10. buffalo Number 10: buffalo. Vast herds of buffalo used to graze on the plains. Say *buffalo*.

I'll say the syllables for spelling: *buf-fa-lo*. Write *buffalo*. (Check.)

► To benefit your ELLs, have the class repeat the word again: *buffalo*.

PARTNER STUDY What do we call the vowel in the second syllable of *buffalo*? Turn to your neighbor and discuss the answer.

MEMORY STEPS Do the memory steps for *buffalo*.

► Student Study

Have the students turn to pages 20 and 21. If they missed a word on the test last week, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

Week 5 Day 5

TEKS 2.B.xxiv
Student/Teacher Activity
Spelling Test
(immediately, shopping)

Weekly Test

For details about the weekly test, see page 93.

ALL STUDENTS

1. public
The public library is open daily. (application word)
2. stacked
The cans were stacked in the cupboard. (application word)
3. detail
She told me every detail in the story. (application word)
4. succeeding
She will be succeeding her father as editor of the paper.
(application word)
5. magnets
Several magnets were on the refrigerator. (application word)
6. opposite
My brother and I sat at opposite sides of the table.
7. buffalo
Hundreds of buffalo roamed the plains.
8. cotton
These pajamas are made of cotton.
9. immediately
The fire department responded to the alarm immediately.
10. promise
She made a promise to take good care of the cat.
11. conflict
The conflict arose when the players disagreed about the rules.
12. shadow
Part of the room was in shadow.
13. kitchen
We usually eat breakfast in the kitchen.

AVERAGE AND ADVANCED SPELLERS CONTINUE

14. shopping
In August we went shopping for new school clothes.
15. slept
A litter of kittens slept in the basket.
16. roll
Roll up the sleeping bag before we leave the campsite.
17. depth
He spoke with great depth of feeling.
18. value
These old photos are of historical value.
19. advice
I need some advice on which computer to buy.
20. bowl
The cat drank milk from a bowl.

ADVANCED SPELLERS CONTINUE

21. elephant
The elephant is not a solitary animal; it lives in a herd.
22. honesty
I appreciate your honesty.

Review of Weeks 1, 2, 3, and 4

► Teacher Background

Duplicate the three homework pages for this week (*Blackline Masters* pages 7–9).

On Day 1, you will give a pretest. The students will correct the pretests in class as you read the answers. The students will note which words they need to study.

The Day 2 lesson introduces proofreading practice. The students will work with partners to find spelling errors in sentences.

On Day 3, the students will study for the review test with partners.

The Day 4 lesson includes a class discussion on how to study spelling words for a test.

On Day 5, you will give the review test.

If you are differentiating instruction, speak privately with each below-grade-level speller: they will study just the starred words on *Student Spelling Book* pages 32 and 33. Have the average spellers study all the words on pages 32 and 33 except the challenge words. Have the advanced spellers study all words, including the challenge words.

In the pre-spelling activities this week, which begin on Day 2, you will model dropping final *e* before a suffix that begins with a vowel.

► Words Used This Week

REVIEW WORDS

*skin, *pledge, *trunk, *knock, *switches, couldn't, twelve, you're, know, sense, *swimmer, *fixing, *muddy, *printed, *skidded, thought, whole, they've, which, who's, *preflight, *cage, *goals, *meatless, *twice, o'clock, that'll, paid, their, unwrapped, *intend, *deal, *details, *extremely, *shadow, laid, reach, steel, broad, hidden

REVIEW CHALLENGE WORDS

flatten, bushes, strength, trimming, jogging, glow, faith, squeeze, throne, beard, ruin, museum, countryside, acre, poetry

APPLICATION WORDS ON THE TEST

skinned, jogger, skidding, fixed, switched

Pretest

► Administer the Pretest

Have your students turn to page 34 in their *Student Spelling Books*. Explain that this week they will review ten words each from Weeks 1 through 4. The pretest in this lesson will help them identify words they especially need to study.

- | | |
|---------------|--|
| 1. goals | The player scored two goals in the soccer game. |
| 2. couldn't | I'm sorry I couldn't come to your party. |
| 3. shadow | In the late afternoon, the house casts a shadow over the garden. |
| 4. steel | The skyscraper was made of steel and glass. |
| 5. cage | The parrot talked and squawked in its cage. |
| 6. whole | The whole soccer field was soaked. |
| 7. their | Their house was the smallest one on the block. |
| 8. muddy | "Don't walk on the rug with your muddy shoes!" my mother exclaimed. |
| 9. pledge | My neighbor said he would pledge ten cents per mile in the school walkathon. |
| 10. paid | Everyone paid admission before entering. |
| 11. trunk | Before she went to camp, my sister packed clothes in her trunk. |
| 12. they've | They've already seen that movie, so we have to choose a different one. |
| 13. extremely | On extremely hot days, the temperature can reach 100 degrees or more. |
| 14. broad | The ship's deck was long and broad. |
| 15. fixing | The plumber had trouble fixing the sink. |

► Correct the Pretest

Read and spell the 15 words out loud. For each word, have the students point under each letter of their word as you spell. If any students did not spell a word correctly, have them draw a line through each word they missed.

▶ **Record Words Missed on the Pretest**

Have the students turn back to pages 32 and 33. These are the words that will be reviewed this week. If they missed any words on the pretest, have them find the words here and write **S** in front of each one. These are the words that they especially need to study.

▶ **Introduce the Homework**

Hand out the homework for Week 6. There are three pages of homework this week. The students will practice every review word.

▶ **Record Words Missed on Last Week's Test**

Return the students' spelling tests from Week 5. Have them turn to pages 26 and 27 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The first two application words, numbers 1 and 2 on the test, are not on these pages. If the students missed any of the other three application words, numbers 3, 4, or 5, have them mark the form of the word that appears in their book. For example, if they missed number 3, *detail*, have them write **S** next to *details*.

Proofreading

► Teacher Background

The activity in this lesson develops proofreading skills. The students will work with partners to find the misspelled words and then write them correctly in their *Student Spelling Books*. There are one, two, three, or no words misspelled in each sentence.

In the pre-spelling activity this week, you will model dropping **e** to prepare the students for learning the drop **e** generalization in Week 7.

► Pre-spelling: Suffixes on Consonant-e Words

TEKS 2.A.iv
 TEKS 2.A.xviii
 TEKS 2.B.ii
 TEKS 2.B.xv
 Student/Teacher Narrative
 Pre-spelling section
 (gliding, shiny)

gliding I will write *gliding*. *The skaters were gliding on the ice.* The base word is *glide*.

- Write on the board: glide + ing
- Point to **de**.

The base word ends with consonant-**e**. The suffix begins with a vowel. I will drop **e** and then add **i-n-g**. *Gliding*.

- Finish writing *gliding*.

shiny I will write *shiny*. *I found a shiny new dime.* The base word is *shine*.

- Write on the board: shine + y
- Point to **ne**.

The base word ends with consonant-**e**. The suffix is **y**. The suffix begins with a vowel. I will drop **e** and then add **y**. *Shiny*.

- Finish writing *shiny*.

► Partner Proofreading

Explain that the students will work with the person sitting next to them. Note that some students may have to work in a group of three.

Have your students open their books to page 35. The sentences on this page include many words that the students have studied, but some of them are misspelled. Have the students read the sentences with their partners and look for the misspelled words. Then have the students work individually to draw a line through each misspelled word and write the correct word above it. There may be a sentence with all words correct.

As the students work, monitor and assist those who need extra support in proofreading.

► Correct Sentences Together

► Read each sentence. Have the students tell you each word that is misspelled and how to spell it correctly. Write the correct word on the board. If the students made a mistake, have them draw a line through the incorrect word.

1. The car skidded twice on Green Road, which was extremely muddy that day. Misspelled words?

► Write *which* and *extremely* on the board as the students read and spell the words.

2. At twelfe oclock sharp there was a loud knock at the door. Misspelled words?

► Write *twelve* and *o'clock* on the board as the students read and spell the words.

3. The swimer intended to reech his training goles by September. Misspelled words?

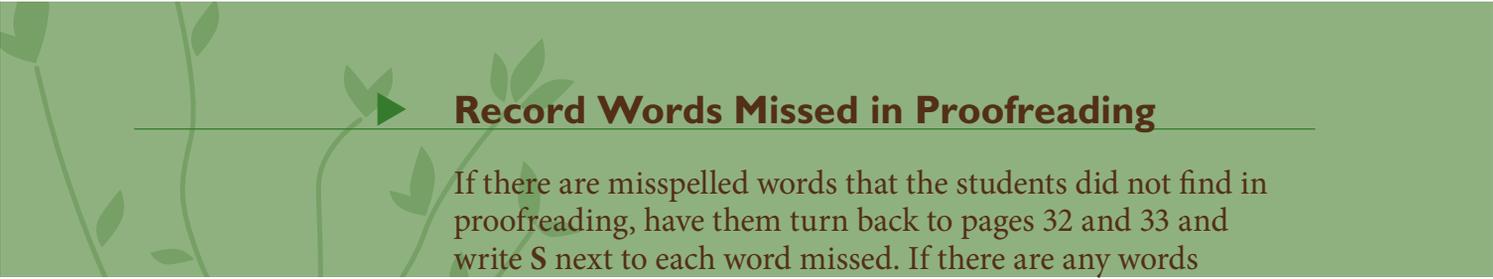
► Write *swimmer*, *reach*, and *goals* on the board as the students read and spell the words.

4. Whose unwrapped the present that was hiden so carefully? Misspelled words?

► Write *Who's* and *hidden* on the board as the students read and spell the words.

5. I know your adding more detales to your paragraph. Misspelled words?

► Write *you're* and *details* on the board as the students read and spell the words.



Record Words Missed in Proofreading

If there are misspelled words that the students did not find in proofreading, have them turn back to pages 32 and 33 and write **S** next to each word missed. If there are any words that they did not write correctly, have them write **S** next to those words on pages 32 and 33. These are words the students especially need to study.

Partner Study

► Teacher Background

During partner study time, the students will study for the review test with a partner. Have the students work with their partners from Day 2. First model the study procedure with a partner. Then have a few pairs model the procedure for the class. As the partners study, circulate and help pairs as needed.

► Pre-spelling: Suffixes on Consonant-e Words

I will show you when to drop **e**. If the base word ends with consonant-**e** and the suffix begins with a vowel, we drop **e**.

hiding. I will write *hiding*. My brother is *hiding*. The base word is *hide*.

► Write on the board: hide + ing

► Point to **de**.

The base word ends with consonant-**e**. The suffix *-ing* begins with a vowel. I will drop **e** and then add **i-n-g**. *Hiding*.

► Finish writing *hiding*.

baker. *Baker*. The baker kneaded the dough. The base word is *bake*.

► Write on the board: bake + er

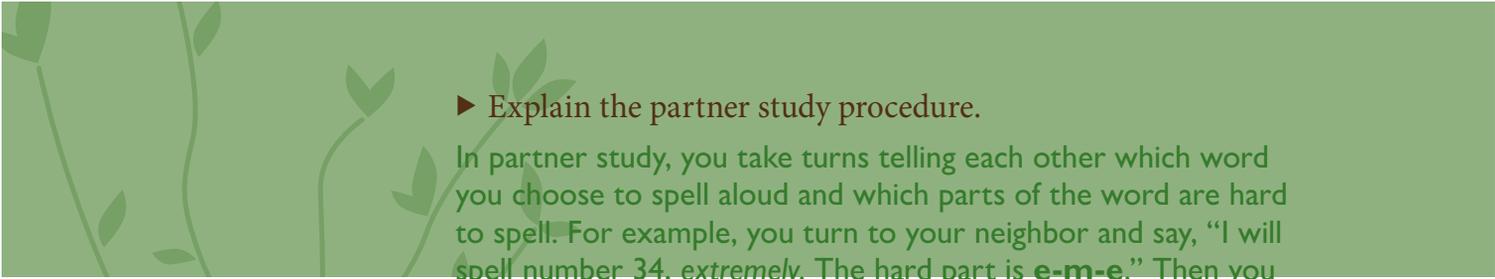
► Point to **ke**.

The base word ends with consonant-**e**. The suffix *-er* begins with the vowel **e**. I will drop **e** and then add **e-r**. *Baker*.

► Finish writing *baker*.

► Partner Study

► Have your students open their spelling books to pages 32 and 33. Explain that they will study this week's words with a partner to review the words and practice identifying and explaining the hard parts of each word.



► Explain the partner study procedure.

In partner study, you take turns telling each other which word you choose to spell aloud and which parts of the word are hard to spell. For example, you turn to your neighbor and say, “I will spell number 34, *extremely*. The hard part is **e-m-e**.” Then you cover the word and spell it aloud as your partner checks. If you make a mistake, both of you cover the word and spell it together. Then you write **S** in front of the word to remind you to study it.

► Model the procedure with a partner. Have the students practice if necessary.

► Circulate as partners work, observing the students and helping them as necessary to study the words together. Encourage the students to choose words that are hard for them.

Spelling Discussion

► Teacher Background

The purpose of today's spelling discussion is to exchange ideas about ways to memorize spelling words. Hearing other students' strategies will enrich each student's approach to studying.

► Pre-spelling: Suffixes on Consonant-e Words

I will show you when to drop **e**. If the base word ends with consonant-**e** and the suffix begins with a vowel, we drop **e**.

noisy I will write *noisy*. *One group was very noisy*. The base word is *noise*.

- Write on the board: noise + y
- Point to **se**.

The base word ends with consonant-**e**. The suffix begins with a vowel. I will drop **e** and then add **y**. *Noisy*.

- Finish writing *noisy*.

endurance *Endurance*. *Marathon runners have exceptional endurance*. The base word is *endure*.

- Write on the board: endure + ance
- Point to **re**.

The base word ends with consonant-**e**. The suffix **-ance** begins with the vowel **a**. I will drop **e** and then add **a-n-c-e**. *Endurance*.

- Finish writing *endurance*.

► Spelling Discussion

Turn to pages 32 and 33 in your spelling books. These are the words you are studying for the review test this week. There are many ways to learn words for a spelling test. What are some ways you might memorize specific words on this list?

Students might say:

“Some of the words are contractions. I could think about which words the contraction stands for. For example *who’s* stands for *who is* and *who has*.”

“I could say words by syllables and think how each syllable is spelled, for example, *shad-ow* and *de-tails*.”

“I could remember the doubling generalization.”

“I could think about the parts that are unusual, for example, *knock* starts with **k-n** and *broad* has **o-a**.”

“I could think which homophone the word is, for example *you’re* or *your*, *whole* or *hole*.”

“I could visualize the word in my mind.”

“I could say the hard parts over and over to myself.”

► If the students have difficulty sharing ideas, share one or two of the ideas listed above and then ask them to think of additional ways they might memorize the words on the list.

► Partner Study

If time permits, have the students study the review words on pages 32 and 33 with their partners, as on Day 3 of this week. This is a brief activity of 1 or 2 minutes.

TEKS 2.B.xv
Student/Teacher Activity
Spelling Test
(preflight, museum)

Weekly Test

For details about the weekly test, see page 93.

ALL STUDENTS

1. skinned

The girl fell and skinned her knee. (application word)

2. jogger

The jogger ran through the park. (application word)

3. skidding

His bike went skidding out of control. (application word)

4. fixed

My mom fixed the clogged sink. (application word)

5. switched

I switched to a new school last year. (application word)

6. shadow

The moth cast a shadow on the wall.

7. printed

My sister printed the invitations on the computer.

8. meatless

Vegetarians eat meatless meals.

9. pledge

My uncle made a \$10 pledge for our school's dance-a-thon.

10. deal

When we play cards, my brother always likes to deal.

11. preflight

The flight attendant gave us the preflight safety lecture.

12. skin

After I touched the poison ivy, my skin felt very itchy.

13. unwrapped

My sister unwrapped her birthday present with great excitement.

AVERAGE AND ADVANCED SPELLERS CONTINUE

14. that'll

"That'll be \$4.50," said the cashier.

15. laid

Our chicken laid an egg every day.

16. sense

He has a good sense of smell.

17. thought

I thought carefully about what he said.

18. paid

After I paid my brother back, I started saving for a new game.

19. broad

The broad street was lined with trees.

20. whole

She ate the whole peach in just a few bites.

ADVANCED SPELLERS CONTINUE

21. bushes

He trimmed the bushes and cut the grass.

22. museum

We saw a dinosaur skeleton at the museum.

▶ Ongoing Assessment of Spelling Progress

Take some time to assess the progress of your students.

Were there many errors on the regular short vowels? If so, reteach pre-spelling from Week 1 and the first daily pre-spelling activity from Week 3. These will reinforce the students' knowledge of the names and sounds of the short vowels as well as how to use the spelling-sound chart. Short vowels are very important in both single-syllable and polysyllabic spelling.

Were there many errors on memory parts of words? The memory parts are the letter sequences that must be memorized because they can't be figured out using phonics knowledge. Examples are the underlined letters in the following words: *reach*, *thought*, and *extremely*. If the students are making errors on the memory parts, discuss the importance of spelling homework. Be sure the students and parents understand the homework instructions and the importance of using the three memory steps.

If you have been differentiating instruction, are your below-grade-level, average, and advanced spellers correctly designated? Consider the students' performance on all spelling tests to date. If some students have consistently made several errors on the tests, consider having them memorize fewer words each week. If average spellers have made no errors on the tests, they may be able to learn the challenge words each week. Consider student effort as well as performance, however. Some students with perfect tests may have studied intensely and would find it difficult to memorize additional words.

Do your students need encouragement to transfer their knowledge from *Guided Spelling* lessons to their writing? When they ask how to spell a word during writing, have them ask about the *parts* of the word they're not sure of. Provide the guiding and assistance that you would provide during a *Guided Spelling* lesson.

Drop e Generalization

► New Content

If the base word ends with consonant-**e** and the suffix begins with a vowel, then we drop the final **e** of the base word before adding the suffix, as in *tamed*, *closing*, *wider*, *sensor*, *scaly*, and *lovable*.

► Teacher Background

Make a copy of the Week 7 homework (*Blackline Masters* page 10) for each student.

To help the students understand this week's generalization for dropping **e**, you will have them write first the base word, then the suffix, and then the whole word for three items each day this week. These items in the *Student Spelling Book* look like this:

_____ + _____ = _____

In words like *requiring* and *trader*, the **e** at the end of the base word has been dropped before the suffix beginning with a vowel. Dictionaries generally syllabicate such words as *re-quir-ing* and *trad-er*. Pronounce these words with a long vowel in the syllable preceding the suffix: *re-quir-ing* and *trād-er*.

Words that end with **ce** or **ge** are exceptions to the drop **e** generalization when the suffix begins with **a** or **o**. We keep **e** so that **c** and **g** will retain their soft sounds, as in *rechargeable* and *courageous*.

If a word ends with consonant-**e** and the suffix begins with a consonant, we do not drop final **e**, as in *wakes*, *careful*, *closeness*, and *senseless*. One exception is *wholly*. *Judgment* and *acknowledgment* are preferred, but *judgement* and *acknowledgement* are acceptable.

The *-ly* form of words that end with consonant-**l-e** is consonant-**l-y**, as in *possibly*, *terribly*, and *wiggly*. In the *Guided Spelling* program, such words are taught phonemically

(i.e., by sound) rather than morphemically (i.e., base word plus suffix).

Several final-*e* words with suffixes are correct with or without *e*: *mileage/milage*, *likable/likeable*, *lovable/loveable*, *movable/moveable*, and *usable/useable*.

Your students may ask about suffixes on base words that end with vowel-vowel, such as *continued*, *arguing*, *argument*, *truly*, *agreed*, and *agreement*. The generalizations covering these words are complex. Advise your students to consult the dictionary when spelling these words.

Three additional guiding points are introduced this week: sound /z/ after a long vowel is spelled **z** or **s**, as in *blaze* and *wise*; sound /k/ after a long vowel is spelled **k**, as in *smoke*; when we hear a long vowel followed by a consonant sound in the last syllable of a polysyllabic word, the syllable usually ends with vowel-consonant-*e*, as in *refuse* and *suppose*.

Beginning this week, the lessons will no longer include the instruction to have the class repeat the word at the end of guiding for the special benefit of ELLs. However, if it helps your students to pronounce the word this additional time, continue to include the step.

In the pre-spelling activities, which begin on Day 2 of this week, you will model ways for the students to memorize the spelling of words.

► Words Used This Week

NEW WORDS	*requiring, *smoky, *preparing, *trader, *broken, *wisest, *supposed to, *refusing, topic, swimming, upstairs, attach, palace, glance, fence
REVIEW WORDS	*opposite, *buffalo, *cotton, *immediately, *promise, slept, depth, bowl, shopping, value
CHALLENGE WORDS	meanwhile, holiday, excused, amazing, confusing
APPLICATION WORDS ON THE TEST	context, insist, smoking, refused, required
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	decorator, contributing, engaged, palaces, amazing, recommend, investigating, envelopes, coming, glanced
FREQUENTLY MISPELLED WORDS	coming

► **Introduce This Week's Words**

► Have your students open their *Student Spelling Books* to page 36 and follow along as you read the words and sentences. Have them mark the syllable boundaries in the polysyllabic words as you read each one by syllables.

1. requiring Number 1: requiring. The teacher will be requiring us to do daily homework.
I'll tell you the syllables for spelling. You mark the syllable boundaries. *Re-quir-ing*. The second syllable boundary is after the second **r**. ■ The base word is *require*. The suffix *-ing* begins with a vowel. The final **e** in *require* was dropped and **i-n-g** was added to make *requiring*. Underline the first **e**.
2. smoky Number 2: smoky. The air was smoky after the brush fire.
Smok-y. The syllable boundary is after **k**. ■ The base word is *smoke*. The suffix *-y* begins with a vowel. The **e** in the base word was dropped and **y** was added. Underline **o**.
3. preparing Number 3: preparing. She is preparing for the test by studying.
Pre-par-ing. The second syllable boundary is after the second **r**. ■ The base word is *prepare*. The suffix *-ing* begins with a vowel. The final **e** in *prepare* was dropped and **i-n-g** was added to make *preparing*. Underline the first **e**.
4. trader Number 4: trader. A North American fur trader would travel great distances by canoe.
Trad-er. ■ The base word is *trade*. The suffix *-er* begins with the vowel **e**. The **e** of the base word was dropped and **e-r** was added. Underline **a**.
5. broken Number 5: broken. The leg on the chair is broken.
Bro-ken. ■ The base word is *broke*. The suffix *-en* begins with the vowel **e**. The **e** of the base word was dropped and **e-n** was added. Underline **o**.

6. wisest. Number 6: wisest. The owl is sometimes considered the wisest of birds.
Wis-est. ■ The base word is *wise*. The suffix *-est* begins with the vowel **e**. The **e** of the base word was dropped and **e-s-t** was added. Underline **i**. Underline **s**.
7. supposed to. Number 7: supposed to. We are supposed to brush our teeth at least twice a day.
Sup-posed to. ■ The base word of *supposed* is *suppose*. The suffix **e-d** begins with a vowel. The **e** of *suppose* was dropped and **e-d** was added. Underline **o**. Underline **s**. ■ The expression *supposed to* is two words. Underline the space between the two words.
8. refusing. Number 8: refusing. My dog was refusing to sit for a treat.
Re-fus-ing. ■ The base word is *refuse*. The suffix *-ing* begins with a vowel. The final **e** of *refuse* was dropped and *-ing* was added to make *refusing*. Underline **e**. Underline **s**.
9. topic Number 9: topic. The geography topic for this week is the mountain ranges of the western United States.
Top-ic. ■ Underline **i**.
10. swimming Number 10: swimming. He will be doing a lot of swimming in this hot weather.
Swim-ming. ■ The base word is *swim*. The **m** was doubled and then the suffix *-ing* was added.
11. upstairs Number 11: upstairs. The bedrooms of this house are upstairs.
Up-stairs. ■ *Upstairs* is a compound word. Underline **a-i**.
12. attach Number 12: attach. I will attach this light to my bike.
At-tach. ■ The first syllable has a schwa. Underline the first **a**.
13. palace Number 13: palace. The palace contained a hundred beautiful rooms.
Pal-ace. ■ In the second syllable, underline **a** and **e**. Underline **c**.
14. glance Number 14: glance. A glance is a quick look.
 Underline **c-e**.
15. fence. Number 15: fence. The fence keeps our dog in our yard.
 Underline **c-e**.

NUMBERS 16–25 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- | | |
|------------------|--------------|
| 16. *opposite | 21. slept |
| 17. *buffalo | 22. depth |
| 18. *cotton | 23. bowl |
| 19. *immediately | 24. shopping |
| 20. *promise | 25. value |

► **Guided Spelling**

► Have your students turn to page 38.

1. requiring Number 1: requiring. The teacher will be requiring us to do daily homework. Say *requiring*.

Base word? ■ Say *require* by syllables. ■ Now I'll say the syllables for spelling: *re-quire*. Repeat the syllables. ■ First syllable? ■ (Offer help.) Write *re-* in the first space at number 1.

Second syllable? ■ This is the last syllable of the base word. We hear a long vowel and then a consonant. Use the vowel-consonant-*e* spelling. Finish writing *require* in the first space.

Requiring. Suffix? ■ Write *-ing* in the second space.

Requiring. What do you have to decide? (Students: Do we drop *e*?) Everyone turn to page 184. We'll read the drop *e* generalization together: "IF the base word ends with consonant-*e* AND the suffix begins with a vowel, THEN drop *e*." Turn back to page 38, number 1. Everyone point to *r-e*. Does *require* end with a consonant and then *e*? (Students: yes) Everyone point to *i* in *-ing*. Does the suffix begin with a vowel? (Students: yes) Will you drop *e*? (Students: yes) Write *requiring* in the third space. (Check.)

2. smoky Number 2: smoky. The air was smoky after the brush fire. Say *smoky*.

Base word? ■ Question? ■ Use the first spelling under the "bone" picture. The sound /k/ after a long vowel is spelled **k**. Write *smoke* in the first space at number 2.

Suffix? ■ Write **y** in the second space.

Smoky. What do you have to decide? (Students: Do we drop *e*?) Everyone turn to page 184. We'll read the drop *e* generalization together: "IF the base word ends with consonant-*e* AND the suffix begins with a vowel, THEN drop *e*." Turn back to page 38, number 2. Everyone point to **k-e** in *smoke*. Does *smoke* end with

a consonant and then **e**? (Students: yes) Everyone point to **y**. Does the suffix begin with a vowel? (Students: yes) Will you drop the final **e** from *smoke*? (Students: yes) Write *smoky* in the third space. (Check.)

3. refusing. Number 3: refusing. My dog was refusing to sit for a treat. Say *refusing*.

Base word? ■ Say *refuse* by syllables. ■ Now I'll say the syllables for spelling: *re-fuse*. Repeat the syllables. ■ First syllable? ■ (Offer help.) Write *re-*.

Second syllable? ■ This is the last syllable of *refuse*. We hear a long vowel and then a consonant. Use the vowel-consonant-**e** spelling. The sound /z/ in *-fuse* is spelled **s**. Write *-fuse*.

Refusing. What do you have to decide? (Students: Do we drop **e**?) Everyone turn to page 184. We'll read the drop **e** generalization together: "IF the base word ends with consonant-**e** AND the suffix begins with a vowel, THEN drop **e**." Turn back to page 38, number 3.

Does *refuse* end with a consonant and then **e**? (Students: yes) Suffix? (Students: -ing) Does the suffix begin with a vowel? (Students: yes) Will you drop **e**? (Students: yes) Finish writing *refusing*. (Check.)

4. supposed to. Number 4: supposed to. We are supposed to brush our teeth at least twice a day. Say *supposed to*.

Supposed. Base word? ■ Say *suppose* by syllables. ■ The first syllable has a schwa. Now I'll say the syllables for spelling: *sup-pose*. Repeat the syllables. ■ First syllable? ■ (Offer help.) Write *sup-*.

Second syllable? ■ This is the last syllable of *suppose*. We hear a long vowel and then a consonant. Use the vowel-consonant-**e** spelling. The sound /z/ in *-pose* is spelled **s**. Write *-pose*.

Supposed. What do you have to decide? (Students: Do we drop **e**?) Does *suppose* end with a consonant and then **e**? (Students: yes) Suffix? (Students: e-d) Does the suffix begin with a vowel? (Students: yes) Will you drop **e**? (Students: yes) Finish writing *supposed to*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. trader. Number 5: trader. A North American fur trader would travel great distances by canoe. Say *trader*.

Write the base word, then the suffix, and then the whole word *trader*. (Check.)

6. wisest. Number 6: wisest. The owl is sometimes considered the wisest of birds. Say *wisest*.
Write *wisest*. (Check.)

7. preparing. Number 7: preparing. She is preparing for the test by studying. Say *preparing*.
I'll say the syllables for spelling: *pre-par-ing*. Write *preparing*. (Check.)

8. broken Number 8: broken. The leg on the chair is broken. Say *broken*.
Write *broken*. (Check.)

▶ **Introduce the Homework**

Hand out the Week 7 homework.

▶ **Record Words Missed**

Return the students' spelling tests from Week 6. Have them turn to pages 32 and 33 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The first two application words, numbers 1 and 2 on the test, are not on these pages. If the students missed any of the other three application words, numbers 3, 4, and 5, have them mark the form of the word that appears in their book.

► **Pre-spelling: Memorizing Words**

- Remind your students that in the discussion on Day 4 of last week they talked about ways to learn words for spelling tests.
- Write *palace* on the board.

Let's think about how to memorize the spelling of words.

palace One of the words you will learn this week is *palace*. Saying the syllables for spelling helps me remember that there is only one **l**: *pal-ace*.

The second syllable has two hard parts. I have to remember the spelling of the vowel sound. I also have to remember that the sound /s/ is spelled **c**. I can visualize **a-c-e**, or I can say it to myself several times: **a-c-e, a-c-e**.

The second syllable is spelled like the word *ace*.

► **Guided Spelling**

- Have your students turn to page 39.

l. decorator Number **l**: decorator. A decorator is a person who chooses wall color, floors, and furniture for a home. Say *decorator*.

Base word? ■ Say *decorate* by syllables. ■ The second syllable has a schwa. Now I'll say the syllables for spelling: *dec-o-rate*. Repeat the syllables. ■ First syllable? ■ Write *dec-* in the first space at number **l**.

Second syllable? ■ (Offer help.) Write *-o-*.

Third syllable? ■ This is the last syllable of the base word. We hear a long vowel and then a consonant. Use the vowel-consonant-**e** spelling. Finish writing *decorate* in the first space.

Decorator. Suffix? ■ Write **o-r** in the second space.

Decorator. What do you have to decide? (Students: Do we drop **e**?) Everyone turn to page 184. We'll read the drop **e** generalization together: "IF the base word ends with consonant-**e** AND the suffix begins with a vowel, THEN drop **e**." Turn back to page 39, number **l**. Everyone point to **t-e**. Does *decorate* end with a consonant and then **e**? (Students: yes) Everyone point to **o**

in **o-r**. Does the suffix begin with a vowel? (Students: yes)
Will you drop **e**? (Students: yes) Write *decorator* in the third space. (Check.)

2. contributing Number 2: contributing. Our class will be contributing to the school penny drive. Say *contributing*.

Base word? ■ Say *contribute* by syllables. ■ The first syllable has a schwa. Now I'll say the syllables for spelling: *con-trib-ute*. Repeat the syllables. ■ First syllable? ■ (Offer help.) Write *con-* in the first space at number 2.

Second syllable? ■ Write *-trib-*.

Third syllable? ■ This is the last syllable of the base word. We hear a long vowel and then a consonant. Use the vowel-consonant-**e** spelling. Finish writing *contribute* in the first space.

Contributing. Suffix? ■ Write *-ing* in the second space.

Contributing. What do you have to decide? (Students: Do we drop **e**?) Everyone turn to page 184. We'll read the drop **e** generalization together: "IF the base word ends with consonant-**e** AND the suffix begins with a vowel, THEN drop **e**." Turn back to page 39, number 2. Everyone point to **t-e**. Does *contribute* end with a consonant and then **e**? (Students: yes) Everyone point to **i** in *-ing*. Does the suffix begin with a vowel? (Students: yes) Will you drop **e**? (Students: yes) Write *contributing* in the third space. (Check.)

3. attach Number 3: attach. I will attach this light to my bike. Say *attach*.

Say *attach* by syllables. ■ The first syllable has a schwa. Now I'll say the syllables for spelling: *at-tach*. Repeat the syllables. ■ First syllable? ■ (Offer help.) Write *at-*.

Second syllable? ■ Write *-tach*. (Check.)

4. glance Number 4: glance. A glance is a quick look. Say *glance*.

Listen to the sounds: glance. The end is spelled **c-e**. Write *glance*. (Check.)

5. upstairs Number 5: upstairs. The bedrooms of this house are upstairs. Say *upstairs*.

Upstairs is a compound word. Say *upstairs* by syllables. ■ First syllable? ■ Write *up-*.

Second syllable? ■ Question? ■ Use the second spelling under the "cake" picture. Write *-stairs*. (Check.)

6. palace Number 6: palace. The palace contained many beautiful rooms. Say *palace*.

HISTORY A Roman emperor built a magnificent house on a hill called *Palatine*. The Romans started using the name of the hill to mean a great and grand house. That word later became our English word *palace*.

Say *palace* by syllables. ■ Now I'll say the syllables for spelling: *pal-ace*. Repeat the syllables. ■ First syllable? ■ Write *pal-*. Second syllable? ■ (Offer help.) The sound /s/ in *palace* is spelled *c*. Write *-ace*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. engaged Number 7: engaged. My friend and I were deeply engaged in conversation. Say *engaged*.

I'll say the syllables for spelling: *en-gaged*. Write the base word, then the suffix, and then the whole word *engaged*. (Check.)

8. topic Number 8: topic. The geography topic for this week is the mountain ranges of the western United States. Say *topic*.

I'll say the syllables for spelling: *top-ic*. Write *topic*. (Check.)

9. fence Number 9: fence. The fence keeps our dog in our yard. Say *fence*. Write *fence*. (Check.)

10. swimming Number 10: swimming. He will be doing a lot of swimming in this hot weather. Say *swimming*.

Write *swimming*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you doubled **m**.

MEMORY STEPS Do the memory steps for *swimming*.

► Pre-spelling: Memorizing Words

► Write *refusing* on the board.

Let's think about how to memorize the spelling of words.

refusing One of the words you will learn this week is *refusing*.

First I'll think of the base word *refuse*. I'll say *refuse* by syllables and exaggerate the first syllable: *rē-fuse*.

I'll remember **u-blank-e** because *-fuse* is the last syllable in the base word. I have to memorize **s**.

I know the drop **e** generalization, so I know how to write the end of *refusing*.

► Guided Spelling

► Have your students turn to page 40.

1. broken Number 1: broken. The dryer is broken, and the clothes are still wet. Say *broken*.

Base word? ■ Question? ■ Use the first spelling under the “bone” picture. The sound /k/ after a long vowel is spelled **k**. Write *broke* in the first space at number 1.

Suffix? ■ The suffix *-en* is spelled **e-n**. Write **e-n** in the second space.

Broken. What do you have to decide? (Students: Do we drop e?) Everyone turn to page 184. We'll read the drop **e** generalization together: “IF the base word ends with consonant-**e** AND the suffix begins with a vowel, THEN drop **e**.” Turn back to page 40, number 1. Everyone point to **k-e** in *broke*. Does *broke* end with a consonant and then **e**? (Students: yes) Everyone point to **e-n**. Does the suffix begin with a vowel? (Students: yes) Will you drop the final **e** from *broke*? (Students: yes) Write *broken* in the third space. (Check.)

2. preparing Number 2: preparing. She will be preparing a delicious meal for her guests. Say *preparing*.
- Base word? ■ Say *prepare* by syllables. ■ Now I'll say the syllables for spelling: *pre-pare*. Repeat the syllables. ■ First syllable? ■ (Offer help.) Write *pre-* in the first space at number 2.
- Second syllable? ■ This is the last syllable of the base word. We hear a long vowel and then a consonant. Use the vowel-consonant-*e* spelling. Finish writing *prepare* in the first space.
- Preparing*. Suffix? ■ Write *-ing* in the second space.
- Preparing*. What do you have to decide? (Students: Do we drop *e*?) Does *prepare* end with a consonant and then *e*? (Students: yes) Does the suffix begin with a vowel? (Students: yes) Will you drop *e*? (Students: yes) Write *preparing* in the third space. (Check.)
3. upstairs. Number 3: upstairs. One of the windows upstairs was left open. Say *upstairs*.
- Upstairs* is a compound word. Say *upstairs* by syllables. ■ First syllable? ■ Write *up-*.
- Second syllable? ■ Question? ■ Use the second spelling under the "cake" picture. Write *-stairs*. (Check.)
4. fence Number 4: fence. There was a fence around the pool. Say *fence*.
- HISTORY Long ago the word *fence* was short for *defense*. A fence around you could be a defense against enemies.
- Fence*. Listen to the sounds: fence. The end is spelled **c-e**. Write *fence*. (Check.)
5. topic Number 5: topic. The teacher reminded them to stay on the topic. Say *topic*.
- Say *topic* by syllables. ■ Now I'll say the syllables for spelling: *top-ic*. Repeat the syllables. ■ First syllable? ■ Write *top-*.
- Second syllable? ■ The sound /k/ at the end of a syllable is usually spelled **c**. Write *-ic*. (Check.)
6. palaces Number 6: palaces. Palaces are splendid homes for royalty. Say *palaces*.
- Base word? ■ Say *palace* by syllables. ■ Now I'll say the syllables for spelling: *pal-ace*. Repeat the syllables. ■ First syllable? ■ Write *pal-*.
- Second syllable? ■ (Offer help.) The sound /s/ in *palace* is spelled **c**. Finish writing *palaces*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. amazing. Number 7: amazing. There was an amazing sunset of purple, red, and orange. Say *amazing*.

I'll say the syllables for spelling: *a-maz-ing*. Write the base word, then the suffix, and then the whole word *amazing*. (Check.)

8. recommend. Number 8: recommend. The librarian will recommend a biography for my book report. Say *recommend*.

I'll say the syllables for spelling: *rec-om-mend*. Write *recommend*. (Check.)

9. requiring. Number 9: requiring. The teacher is requiring students to wear athletic shoes for P.E. Say *requiring*.

I'll say the syllables for spelling: *re-quir-ing*. Write *requiring*.

10. supposed to. Number 10: supposed to. We are supposed to have our chores done by the end of the day. Say *supposed to*.

I'll say the syllables of *supposed* for spelling: *sup-posed*. Write *supposed to*.

PARTNER STUDY Turn to your neighbor. Explain why you dropped **e** at the end of *suppose*.

MEMORY STEPS Do the memory steps for *supposed to*.

► **Pre-spelling: Memorizing Words**

► Write *smoky* on the board.

Let's think about how to memorize the spelling of words.

smoky One of the words you will learn this week is *smoky*.

You don't have to memorize *smoky* as long as you can spell the base word *smoke* and remember the drop **e** generalization.

► **Guided Spelling**

► Have your students turn to page 41.

1. trader. Number 1: trader. The trader exchanged tools for gold dust.
Say *trader*.

Base word? ■ Question? ■ Use the first spelling under the “cake” picture. Write *trade* in the first space by number 1.

Trader. Suffix? ■ The suffix *-er* is spelled **e-r**. Write **e-r** in the second space.

What do you have to decide? (Students: Do we drop **e**?) Everyone turn to page 184. We'll read the drop **e** generalization together: “IF the base word ends with consonant-**e** AND the suffix begins with a vowel, THEN drop **e**.” Turn back to page 41, number 1. Everyone point to **d-e** in *trade*. Does *trade* end with a consonant and then **e**? (Students: yes) Everyone point to **e-r**. Does the suffix begin with a vowel? (Students: yes) Will you drop the final **e** from *trade*? (Students: yes) Write *trader* in the third space. (Check.)

2. investigating. Number 2: investigating. The police are investigating the burglary at the store. Say *investigating*.

Base word? ■ Say *investigate* by syllables. ■ Now I'll say the syllables for spelling: *in-ves-ti-gate*. Repeat the syllables. ■

First syllable? ■ Write *in-* in the first space at number 2.

Second syllable? ■ Write *-ves-*.

Third syllable? ■ Write *-ti-*.

Fourth syllable? ■ This is the last syllable of the base word. We hear a long vowel and then a consonant. Use the vowel-consonant-**e** spelling. Finish writing *investigate* in the first space.

Investigating. Suffix? ■ Write *-ing* in the second space.

Investigating. What do you have to decide? (Students: Do we drop e?)
Does *investigate* end with a consonant and then e? (Students: yes)
Does the suffix begin with a vowel? (Students: yes) Will you drop e? (Students: yes) Write *investigating* in the third space. (Check.)

3. wisest. Number 3: wisest. He is the wisest of my friends. Say *wisest*.

Base word? ■ Question? ■ Use the first spelling under the “kite” picture. The sound /z/ in *wise* is spelled *s*. Write *wise*.

Wisest. What do you have to decide? (Students: Do we drop e?)
Does *wise* end with a consonant and then e? (Students: yes)
Suffix? ■ Does the suffix begin with a vowel? (Students: yes)
Will you drop the final e from *wise*? (Students: yes) Finish writing *wisest*. (Check.)

4. swimming Number 4: swimming. We will be swimming in the new city pool. Say *swimming*.

Base word? ■ Write *swim*.

Swimming. What do you have to decide? (Students: Do we double?)
Does *swim* have one vowel? (Students: yes) One consonant after the vowel? (Students: yes) *Swimming*. Suffix? (Students: -ing) Does the suffix begin with a vowel? (Students: yes) Will you double the last consonant of *swim*? (Students: yes) Finish writing *swimming*. (Check.)

5. envelopes Number 5: envelopes. I put my invitations in envelopes and mailed them. Say *envelopes*.

Base word? ■ Say *envelope* by syllables. ■ The second syllable has a schwa. Now I’ll say the syllables for spelling: *en-vel-ope*. Repeat the syllables. ■ First syllable? ■ Write *en-*.

Second syllable? ■ (Offer help.) Write *-vel-*.

Third syllable? ■ This is the last syllable. We hear a long vowel and then a consonant. Use the vowel-consonant-e spelling. Finish writing *envelopes*. (Check.)

6. attach. Number 6: attach. He will attach this stamp to the envelope. Say *attach*.

Say *attach* by syllables. ■ The first syllable has a schwa. Now I’ll say the syllables for spelling: *at-tach*. Repeat the syllables. ■ First syllable? ■ (Offer help.) Write *at-*.

Second syllable? ■ Write *-tach*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. coming Number 7: coming. My parents will be coming to my piano recital.
Say *coming*.

FREQUENTLY MISPELLED WORD *Coming* is a frequently misspelled word.

Write the base word, then the suffix, and then the whole word *coming*. (Check.)

8. glanced Number 8: glanced. She glanced at the board to check the date.
Say *glanced*.

Write *glanced*. (Check.)

9. refusing Number 9: refusing. The horse is refusing to move forward.
Say *refusing*.

I'll say the syllables for spelling: *re-fus-ing*. Write *refusing*. (Check.)

10. smoky Number 10: smoky. The barbecue gave the meat a smoky flavor.
Say *smoky*.

Write *smoky*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you dropped **e**.

MEMORY STEPS Do the memory steps for *smoky*.

► **Student Study**

Have the students turn to pages 26 and 27. If they missed a word on the test in Week 5, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

Weekly Test

For details about the weekly test, see page 93.

ALL STUDENTS

1. context The boy used context clues to figure out the word's meaning. (application word)
2. insist "I insist you stay for dinner," my mother said graciously. (application word)
3. smoking The oven was smoking dangerously. (application word)
4. refused The toddler refused to go to bed without a drink of water. (application word)
5. required All sixth graders are required to pass the test. (application word)
6. wisest The oldest person is sometimes the wisest.
7. promise "I promise to clean my room when I get home," my sister said.
8. trader The woman worked as a stock trader on Wall Street.
9. supposed to She is supposed to do her homework before she goes out to play.
10. preparing My mother was busy preparing the house for my aunt's visit.
11. immediately The baby was so tired that she fell asleep immediately.
12. opposite Hot is the opposite of cold.
13. broken I tried, but I couldn't fix the broken cup.

AVERAGE AND ADVANCED SPELLERS CONTINUE

14. upstairs Our neighbors upstairs make a lot of noise.
15. attach "Please attach your homework to the reading log," my teacher said.
16. fence Our yard has a wooden fence around it so the dog stays in.
17. topic I can't decide on a topic for my research paper.
18. glance After a quick glance at the clock, I realized I was late.
19. palace The king and queen lived in a grand palace.
20. swimming We take swimming lessons after school.



ADVANCED SPELLERS CONTINUE

Syllables with r-controlled Vowels

► New Content

The sound /er/ is often spelled **er**, **ir**, or **ur**, as in *concern*, *third*, and *surface*.

The sound /or/ at the beginning or in the middle of a word is usually spelled **or**, as in *border* and *orbit*.

The sound /or/ at the end of a word is usually spelled **or** or **ore**, as in *for* and *explore*.

The sound /ar/ is spelled **ar**, as in *alarm*.

► Teacher Background

Make a copy of the Week 8 homework (*Blackline Masters* page 11) for each student.

As is the case with many other English spelling-sound relationships, **or** and **ore** are complicated by varying regional pronunciations. For example, for some speakers *for* and *shore* rhyme; **or** and **ore** can be taught as two spellings of a single sound. If, however, your students do not pronounce *for* and *shore* as rhyming words, teach the particular spelling for each sound.

The students will be introduced to another syllable construction this week. An *r-controlled syllable* includes a single vowel followed by **r**, as in *alarm*, *concern*, *thirteen*, *orbit*, and *urgent*.

In previous weeks the guiding has specified, “I’ll say the syllables for spelling: *com-plete*. Repeat the syllables.” Beginning in this week, the guiding for this sequence is condensed to, “For spelling say *com-plete*.”

A few reminders:

- Be sure your class understands that guided spelling is not a test. The students should listen to your step-by-step guidance so that they write the words correctly.

- Encourage your students to ask questions, even in the items they write independently. *Knowing when we don't know* is an important metacognitive ability in spelling.
- Teach the lessons at a fairly quick pace. Difficult concepts will be reviewed many times.
- If some of the students make a mistake in the choral response, tell the class the correct answer and repeat the question.

In the pre-spelling activities, which begin on Day 2 this week, you will model the spelling of suffixes added to base words that end with consonant-y, such as *buried*, *occupying*, *categories*, and *drowsiness*. These activities prepare the students for the change y to i generalization in Week 9.

► Words Used This Week

NEW WORDS	*concern, *alarm, *border, *dirty, *misreported, *surprising, *prerecorded, *unexplored, chapter, knees, belong, collect, staring, ought, fought
REVIEW WORDS	*requiring, *supposed to, *wisest, *preparing, *trader, palace, attach, glance, swimming, topic
CHALLENGE WORDS	conquer, fortune, germs, margin, urge
APPLICATION WORDS ON THE TEST	promising, widest, borders, alarmed, concerning
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	cargo, orbit, stirred, belongs, burst, borders, enclosing, chapters, increasing, knees, eleventh, Saturday, collects
FREQUENTLY MISSPELLED WORDS	Saturday

► Introduce This Week's Words

- Point to the last row of the spelling-sound chart.

This week you'll write words with the spellings under the first three pictures:

- “Racing robot” is for the sound /er/
- “Art car” is for the sound /ar/
- “Short fork” is for the sound /or/

► Have your students open their *Student Spelling Books* to page 42 and follow along as you read the words and sentences. Have them mark the syllable boundaries in the polysyllabic words as you read each one by syllables.

1. concern Number 1: concern. There is concern about a water shortage because of the drought.

Con-cern. ■ The first syllable has a schwa. Underline **o**. Underline the second **c**.

► Point to **er** under the “racing robot” picture on the spelling-sound chart.

The picture shows a racing robot for the sound /er/. The sound /er/ in *concern* is spelled **e-r**. Underline **e-r**.

2. alarm Number 2: alarm. I got up when the alarm clock buzzed.

A-larm. ■ The first syllable has a schwa. Underline the first **a**.

► Point to **ar** under the “art car” picture.

The picture shows an art car for the sound /ar/. The sound /ar/ is spelled **a-r**.

3. border Number 3: border. I will add a red border to the quilt.

Bor-der.

► Point to **or** under the “fork” picture on the spelling-sound chart.

The picture shows a fork for the sound /or/. The sound /or/ at the beginning or in the middle of a word is usually spelled **o-r**. In the second syllable, underline **e-r**.

4. dirty Number 4: dirty. The dirty laundry goes in the washing machine.
Dirt-y. ■ The base word is *dirt*.
 ► Point to **ir** under the “robot” picture.
 Look at the racing robot. The sound /er/ in *dirt* is spelled **i-r**.
 Underline **i-r**.
5. misreported Number 5: misreported. The announcer misreported the
 accident because he did not interview the witnesses.
Mis-re-port-ed. ■ *Mis-* is a prefix. In the syllable *re-*, underline **e**.
6. surprising Number 6: surprising. It was surprising to see a crowd at the mall
 so early.
Sur-pris-ing.
 ► Point to **ur** under the “robot” picture.
 The sound /er/ in *sur-* is spelled **u-r**. Underline **u-r**. ■ The base
 word is *surprise*. The **e** was dropped and **i-n-g** was added.
 Underline **s**.
7. prerecorded Number 7: prerecorded. The television show was prerecorded
 and shown at a later time.
Pre-re-cord-ed. ■ *Pre-* is a prefix. In the syllable *pre-*, underline **e**.
8. unexplored Number 8: unexplored. Much of Antarctica was unexplored
 by humans.
Un-ex-plored. ■ *Un-* is a prefix. The base word is *explore*. *Explore*
 ends with **o-r-e**.
 ► Point to **_ore** under the “fork” picture.
 The sound /or/ at the end of a word is often spelled **o-r-e**.
 In *explored* the **e** was dropped and **e-d** was added.
9. chapter Number 9: chapter. I’m on the second chapter of the
 adventure book.
Chap-ter. ■ Underline **e-r**.
10. knees Number 10: knees. She scraped her knees playing volleyball.
 Underline **k-n**. Underline **e-e**.
11. belong Number 11: belong. Does this pencil belong to you?
Be-long. ■ In the first syllable, underline **e**.
12. collect Number 12: collect. My sister likes to collect shells at the beach.
Col-lect. ■ The first syllable has a schwa. Underline **o**.

13. *staring*. Number 13: *staring*. The owl was staring at the mouse without even blinking.
Star-ing. ■ The base word is *stare*. The *e* was dropped and *i-n-g* was added. Underline *a*.
14. *ought*. Number 14: *ought*. We ought to leave now to arrive at the movie on time.
 MNEMONIC Here is a mnemonic for *ought*. *Ought* sounds like and is spelled the same as the end of *thought*, *bought*, *brought*, and *fought*. Underline **o-u-g-h**.
15. *fought*. Number 15: *fought*. They fought for their right to vote.
 MNEMONIC Here is a mnemonic for *fought*. The end of *fought* sounds like and is spelled the same as the end of *thought*, *bought*, *brought*, and *ought*. Underline **o-u-g-h**.

NUMBERS 16–25 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- | | |
|------------------|--------------|
| 16. *requiring | 21. palace |
| 17. *supposed to | 22. attach |
| 18. *wisest | 23. glance |
| 19. *preparing | 24. swimming |
| 20. *trader | 25. topic |

► Guided Spelling

► Have your students turn to page 44.

1. *alarm*. Number 1: *alarm*. I got up when the alarm clock buzzed.
 Say *alarm*.
 Say *alarm* by syllables. ■ The first syllable has a schwa. For spelling say *a-larm*. ■ First syllable? ■ (Offer help.) Write *a-*.
 Second syllable? ■ If you're not sure how to spell the sound /ar/, look under the "art car" picture. Write *-larm*. (Check.)
2. *concern*. Number 2: *concern*. There is concern about a water shortage because of the drought. Say *concern*.
 Say *concern* by syllables. ■ The first syllable has a schwa. For spelling say *con-cern*. ■ First syllable? ■ (Offer help.) Write *con-*.
 Second syllable? ■ Careful. First write *c*. Question? ■ Use the first spelling under the "robot" picture. Finish writing *concern*. (Check.)

TEKS 2.A.viii
 TEKS 2.A.xxii
 TEKS 2.B.vi
 TEKS 2.B.xix
 Student/Teacher Narrative
 Guided Spelling section (alarm,
 concern, border, unexplored,
 misreported, dirty)

3. border Number 3: border. I will add a red border to the quilt. Say *border*.
Say *border* by syllables. ■ For spelling say *bor-der*. ■ First syllable? ■
Write *bor-*.

Second syllable? ■ Question? ■ Use the first spelling under the
“robot” picture. Write *-der*. (Check.)

Both syllables in *border* are *r-controlled syllables*. An *r-controlled*
syllable includes a single vowel and then *r*.

4. unexplored Number 4: unexplored. Much of Antarctica was unexplored by
humans. Say *unexplored*.

Prefix? ■ Write *un-*.

Base word? (Students: explore) Say *explore* by syllables. ■ First
syllable? ■ Write *ex-*.

Second syllable? ■ Question? ■ Use the second spelling under the
“fork” picture. Write *-plore*.

Unexplored. What do you have to decide? (Students: Do we drop *e*?)
Does *explore* end with a consonant and then *e*? (Students: yes)
Does the suffix begin with a vowel? (Students: yes) Will you drop *e*?
(Students: yes) Finish writing *unexplored*. (Check.)

NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.

If you’re not sure how to spell part of the word, raise your hand
to ask me. I will write the answer.

5. misreported Number 5: misreported. The announcer misreported the
accident because he did not interview the witnesses. Say
misreported.

Write *misreported*. (Check.)

6. dirty. Number 6: dirty. The dirty laundry goes in the washing machine.
Say *dirty*.

Write *dirty*. (Check.)

7. prerecorded Number 7: prerecorded. The television show was prerecorded
and shown at a later time. Say *prerecorded*.

Write *prerecorded*. (Check.)

8. surprising Number 8: surprising. It was surprising to see a crowd at the mall
so early. Say *surprising*.

I’ll say the syllables for spelling: *sur-pris-ing*. Write *surprising*.
(Check.)

▶ **Introduce the Homework**

Hand out the Week 8 homework.

▶ **Record Words Missed**

Return the students' spelling tests from Week 7. Have them turn to pages 36 and 37 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The first two application words, numbers 1 and 2 on the test, are not on these pages. If the students missed any of the other three application words, numbers 3, 4, and 5, have them mark the form of the word that appears in their book.

► **Teacher Background**

In the pre-spelling activities this week, you will model the spelling of suffixes on base words that end with consonant-y. This will prepare the students for writing similar words in Week 9. More information about adding suffixes to consonant-y words is included in the Week 9 introduction.

► **Pre-spelling: Endings on Consonant-y Words**

Next week you will add endings to words that end with consonant-y. I will show you how.

buried I will spell *buried*. *The dog buried the bone*. The base word is *bury*.

► Write on the board: bury + ed

If the base word ends with a consonant and then **y** and if the suffix begins with any letter except **i**, we change **y** to **i** before we add the suffix. *Bury* ends with a consonant and then **y**. The suffix begins with **e**. I change **y** to **i** and add **e-d**. *Buried*.

► Write *buried* on the board.

occupying I will spell *occupying*. *Soccer is occupying most of his time*. The base word is *occupy*.

► Write on the board: occupy + ing

If the base word ends with a consonant and then **y** and if the suffix begins with **i**, we just add **i-n-g**. *Occupying*.

► Write *occupying* on the board.

► **Guided Spelling**

► Have your students turn to page 45.

l. cargo Number 1: cargo. Large ships carry cargo across the oceans. Say *cargo*.

Say *cargo* by syllables. ■ First syllable? ■ Write *car-*.

Second syllable? ■ It's spelled **g-o**. Finish writing *cargo*. (Check.)

The syllable *car-* in *cargo* is an **r-controlled** syllable. An **r-controlled** syllable includes a single vowel and then **r**.

2. chapter Number 2: chapter. I'm on the second chapter of the adventure book. Say *chapter*.
Say *chapter* by syllables. ■ First syllable? ■ Write *chap-*.
Second syllable? ■ Question? ■ Use the first spelling under the "robot" picture. Write *-ter*. (Check.)
3. knees Number 3: knees. She scraped her knees playing volleyball. Say *knees*.
HISTORY A thousand years ago, people said *knee* with the sound /k/ at the beginning.
Knees. Base word? ■ Careful. The beginning is spelled **k-n**. Write **k-n**. ■ Question? ■ Use the second spelling under the "tree" picture. Finish writing *knees*. (Check.)
4. orbit Number 4: orbit. The space station will orbit the Earth. Say *orbit*.
Say *orbit* by syllables. ■ For spelling say *or-bit*. ■ First syllable? ■ The sound /or/ at the beginning of a word is usually spelled **o-r**. Write *or-*.
Second syllable? ■ Write *-bit*. (Check.)
5. ought Number 5: ought. We ought to leave now to arrive at the movie on time. Say *ought*.
MNEMONIC Here is a mnemonic for *ought*. *Ought* sounds like and is spelled the same as the end of *thought*, *bought*, *brought*, and *fought*.
(Offer help.) Write *ought*. (Check.)
6. collect Number 6: collect. My sister likes to collect shells at the beach. Say *collect*.
Say *collect* by syllables. ■ The first syllable has a schwa. For spelling say *col-lect*. ■ First syllable? ■ (Offer help.) Write *col-*.
Second syllable? ■ Listen to the sounds: *lect*. Write *-lect*. (Check.)
- NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.
7. staring Number 7: staring. The owl was staring at the mouse without even blinking. Say *staring*.
Write *staring*. (Check.)
8. stirred Number 8: stirred. We stirred the pepper into the soup. Say *stirred*.
Write *stirred*. (Check.)

9. fought. Number 9: fought. They fought for their right to vote. Say *fought*.
Write *fought*. (Check.)

10. belong. Number 10: belong. Does this pencil belong to you? Say *belong*.
I'll say the syllables for spelling: *be-long*. Write *belong*. (Check.)

MEMORY STEPS Do the memory steps for *belong*.

► **Pre-spelling: Endings on Consonant-y Words**

I will add endings to words that end with consonant-y.

victories I will spell *victories*. *Our team has won many victories*. The base word is *victory*.

► Write on the board: victory + es

To add /z/ to a word that ends with a consonant and then **y**, change **y** to **i** and add **e-s**.

► Write *victories* on the board.

drowsiness I will spell *drowsiness*. *His drooping eyelids showed his drowsiness*. The base word is *drowsy*.

► Write on the board: drowsy + ness

If the base word ends with a consonant and then **y** and if the suffix begins with any letter except **i**, we change **y** to **i** before we add the suffix. *Drowsy* ends with a consonant and then **y**. The suffix begins with **n**. I change **y** to **i** and add **n-e-s-s**. *Drowsiness*.

► Write *drowsiness* on the board.

► **Guided Spelling**

► Have your students turn to page 46.

1. prerecorded Number 1: prerecorded. They prerecorded the music; they recorded it before they filmed the movie. Say *prerecorded*.

Prefix? ■ Write *pre-*.

Base word? (Students: record) Say *record* by syllables. ■ For spelling say *re-cord*. ■ First syllable? ■ (Offer help.) Write *re-*.

Second syllable? ■ Write *-cord*.

Prerecorded. The base word ends with two consonants. Will you double the last consonant? (Students: no) Just add **e-d**. (Check.)

2. staring Number 2: staring. The cat was staring at the parrot. Say *staring*.

Base word? ■ Question? ■ Use the first spelling under the “cake” picture. Write *stare*.

Staring. What do you have to decide? (Students: Do we drop e?) Does *stare* end with a consonant and then e? (Students: yes) Does the suffix begin with a vowel? (Students: yes) Will you drop e? (Students: yes) Finish writing *staring*. (Check.)

3. belongs Number 3: belongs. That backpack belongs to my brother. Say *belongs*.

Base word? ■ Say *belong* by syllables. ■ For spelling say *be-long*. ■ First syllable? ■ (Offer help.) Write *be-*.

Second syllable? ■ Finish writing *belongs*. (Check.)

4. misreported Number 4: misreported. The newspaper misreported the hero's name. Say *misreported*.

Prefix? ■ Write *mis-*.

Base word? (Students: report) Say *report* by syllables. ■ For spelling say *re-port*. ■ First syllable? ■ (Offer help.) Write *re-*.

Second syllable? ■ Write *-port*.

Misreported. The base word ends with two consonants. Will you double? (Students: no) Just add **e-d**. (Check.)

The syllable *-port* in *report* is an **r**-controlled syllable. An **r**-controlled syllable includes a single vowel and then **r**.

5. burst Number 5: burst. She filled the balloon with too much air, and it burst. Say *burst*.

Question? ■ Use the third spelling under the "robot" picture. Write *burst*. (Check.)

6. fought Number 6: fought. Our team fought valiantly but lost. Say *fought*.

MNEMONIC Here is a mnemonic for *fought*. The end of *fought* sounds like and is spelled the same as the end of *thought*, *bought*, *brought*, and *ought*. Write *fought*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. borders Number 7: borders. The grove of trees borders the ranch. Say *borders*.

Write *borders*. (Check.)

8. enclosing Number 8: enclosing. I will be enclosing a photo of my dog in the letter. Say *enclosing*.

I'll say the syllables for spelling: *en-clos-ing*. Write *enclosing*. (Check.)

9. chapters Number 9: chapters. One of our assignments is to read two chapters. Say *chapters*.

Write *chapters*. (Check.)

10. concern. Number 10: concern. I have some concern about that cut on your finger; you need to clean it with antiseptic. Say *concern*.

Write *concern*. (Check.)

PARTNER STUDY Turn to your neighbor. Take turns telling each other one hard part in *concern*.

MEMORY STEPS Do the memory steps for *concern*.

► **Pre-spelling: Endings on Consonant-y Words**

I will add endings to words that end with consonant-**y**.

steadily I will spell *steadily*. *The rain fell steadily throughout the night.*
The base word is *steady*.

► Write on the board: steady + ly

If the base word ends with a consonant and then **y** and if the suffix begins with any letter except **i**, we change **y** to **i** before we add the suffix. *Steady* ends with a consonant and then **y**. The suffix begins with **l**. I change **y** to **i** and add **l-y**. *Steadily*.

► Write *steadily* on the board.

categories. I will spell *categories*. *They separated the words into three categories.*
The base word is *category*.

► Write on the board: category + es

To add /z/ to a word that ends with a consonant and then **y**, change **y** to **i** and add **e-s**.

► Write *categories* on the board.

► **Guided Spelling**

► Have your students turn to page 47.

1. dirty. Number 1: dirty. The windows were dirty from the dusty wind.
Say *dirty*.

Base word? ■ Question? ■ Use the second spelling under the “robot” picture. Write *dirt*.

Dirty. The base word ends with two consonants. Will you double the last consonant? (Students: no) Just add **y**. (Check.)

2. increasing Number 2: increasing. The increasing cloudiness meant that it would soon rain. Say *increasing*.

Base word? ■ Say *increase* by syllables. ■ First syllable? ■ Write *in-*.

Second syllable? ■ Careful. This syllable is spelled **c-r-e-a-s-e**. Write *-crease*.

Increasing. What do you have to decide? (Students: Do we drop e?) Does *increase* end with a consonant and then e? (Students: yes) Does the suffix begin with a vowel? (Students: yes) Will you drop e? (Students: yes) Finish writing *increasing*. (Check.)

3. surprising Number 3: surprising. It was surprising to see the cat so calm when the dog walked by. Say *surprising*.

Base word? ■ Say *surprise* by syllables. ■ For spelling say *sur-prise*. ■ First syllable? ■ Question? ■ Use the third spelling under the “robot” picture. Write *sur-*.

Second syllable? ■ This is the last syllable of the base word. We hear a long vowel and then a consonant. Use the vowel-consonant-*e* spelling. The sound /z/ is spelled *s*. Finish writing *surprise*.

Surprising. What do you have to decide? (Students: Do we drop e?) Does *surprise* end with a consonant and then e? (Students: yes) Does the suffix begin with a vowel? (Students: yes) Will you drop e? (Students: yes) Finish writing *surprising*. (Check.)

The syllable *sur-* in *surprising* is an *r*-controlled syllable. An *r*-controlled syllable includes a single vowel and then *r*.

4. knees Number 4: knees. She covers her knees with pads to protect them during the game. Say *knees*.

Base word? ■ Careful. The beginning is spelled *k-n*. Write *k-n*. ■ Question? ■ Use the second spelling under the “tree” picture. Finish writing *knees*. (Check.)

5. alarm Number 5: alarm. The alarm went off for the fire drill, and we filed out of the classroom. Say *alarm*.

Say *alarm* by syllables. ■ The first syllable has a schwa. For spelling say *a-larm*. ■ First syllable? ■ (Offer help.) Write *a-*.

Second syllable? ■ If you’re not sure how to spell the sound /ar/, look under the “art car” picture. Write *-larm*. (Check.)

6. unexplored Number 6: unexplored. Most of our galaxy is unexplored by humans. Say *unexplored*.

Prefix? ■ Write *un-*.

Base word? (Students: explore) Say *explore* by syllables. ■ First syllable? ■ Write *ex-*.

Second syllable? ■ Question? ■ Use the second spelling under the “fork” picture. Write *-plore*.

Unexplored. What do you have to decide? (Students: Do we drop e?) Does *explore* end with a consonant and then e? (Students: yes) Does the suffix begin with a vowel? (Students: yes) Will you drop e? (Students: yes) Finish writing *unexplored*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. eleventh Number 7: eleventh. I was eleventh in line to buy the tickets.
Say *eleventh*.
I'll say the syllables for spelling: e-lev-enth. Write *eleventh*. (Check.)

8. Saturday Number 8: Saturday. We met at the baseball field on Saturday.
Say *Saturday*.

FREQUENTLY MISSPELLED WORD *Saturday* is a frequently misspelled word.

HISTORY The ancient Romans believed in many gods and goddesses, for example Neptune, the god of the sea, and Venus, the goddess of love and beauty. They named a planet and a day of the week after their god Saturn. In English we call that weekday *Saturday*.

I'll say the syllables for spelling: Sat-ur-day. Write *Saturday*. (Check.)

9. ought Number 9: ought. You ought to do well on the test; you studied hard. Say *ought*.
Write *ought*. (Check.)

10. collects Number 10: collects. My brother collects insects in our backyard.
Say *collects*.

I'll say the syllables for spelling: col-lects. Write *collects*. (Check.)

PARTNER STUDY Turn to your neighbor. Take turns telling each other one hard part in *collects*.

MEMORY STEPS Do the memory steps for *collects*.

► **Student Study**

Have the students turn to pages 36 and 37. If they missed a word on the test last week, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

TEKS 2.B.xix
Student/Teacher Activity
Spelling Test
(borders, alarmed, prerecorded,
dirty, staring)

Weekly Test

For details about the weekly test, see page 93.

TEKS 2.B.xxv
Student/Teacher
Activity
Spelling Test
(prerecorded,
misreported,
unexplored)

- | | |
|---|--|
| 1. promising | He works hard and has a promising career ahead of him.
(application word) |
| 2. widest | The widest place in the river was also the shallowest place.
(application word) |
| 3. borders | Mexico borders the United States to the south.
(application word) |
| 4. alarmed | Don't be alarmed, but you have a spider on your sleeve.
(application word) |
| 5. concerning | My mother wrote a note concerning my illness.
(application word) |
| 6. prerecorded | We changed the prerecorded message on our machine. |
| 7. requiring | My computer game is requiring a password I don't know. |
| 8. supposed to | The show is supposed to begin in ten minutes. |
| 9. misreported | The journalist misreported the facts and was fired from his job. |
| 10. surprising | In a surprising turn of events, my friend came unexpectedly. |
| 11. unexplored | Most of our solar system remains unexplored. |
| 12. wisest | "The wisest move would be to protect your queen," my chess instructor explained. |
| 13. dirty | Every night I have to wash the dirty dishes after dinner. |
| AVERAGE AND ADVANCED SPELLERS CONTINUE | |
| 14. knees | When I fell, my pants tore at both knees. |
| 15. ought | I ought to know her name, but I can't remember. |
| 16. collect | My little sister loves to collect seashells. |
| 17. chapter | For homework we have to read to the end of the chapter. |
| 18. staring | I was staring off into space and didn't hear the question. |
| 19. fought | The team fought hard but still lost the game. |
| 20. belong | My parents belong to a book club. |

ADVANCED SPELLERS CONTINUE

21. margin

My teacher wrote comments in the margin of my paper.

22. conquer

In my brother's video game, you have to conquer the monster.

Change **y** to **i** Generalization

► New Content

If the base word ends with consonant-**y** and the suffix begins with any letter except **i**, we change **y** to **i**, as in *plentiful*, *ugliest*, *mysterious*, and *happiness*.

If the base word ends with consonant-**y** and the suffix is */z/*, we change **y** to **i** and add **es**, as in *puppies* and *hurries*.

► Teacher Background

Make a copy of the Week 9 homework (*Blackline Masters* page 12) for each student.

Guided spelling this week includes two “no change” generalizations that also involve **y** at the end of a word:

- If the base word ends with consonant-**y** and the suffix begins with **i**, we just add the suffix, as in *marrying* and *babyish*.
- If the base word ends with vowel-**y**, we just add the suffix, as in *staying*, *obeyed*, *employable*, and *buying*. Exceptions are *paid*, *laid*, and *daily*.

There are a few exceptions to the generalization for changing **y** to **i**, for example, *slyness*, *dryness*, and *flyable*. Dictionaries vary as to whether both words in the following pairs are acceptable: *drier/dryer*, *driest/dryest*, *drily/dryly*, *shier/shyer*, *shiest/shyest*, *slier/slyest*, *slily/slyly*, and *frier/fryer*.

To help the students understand this week’s generalization for changing **y** to **i**, you will have them write first the base word, then the suffix, and then the whole word for three items each day this week. These items in the *Student Spelling Book* look like this:

_____ + _____ = _____

Some of your students may know rhymes to remind them of changing **y** to **i** before **-es** and **-ed**: Change **y** to **i** and add e-s. Change **y** to **i** and add e-d.

In the pre-spelling activities, which begin on Day 2 this week, you will explain possessive nouns to the students in preparation for Week 11 guided spelling.

Beginning this week, the instruction labeled THINK appears for some words. You will say, “Let’s think,” and remind the students of a spelling clue in a related word.

► Words Used This Week

NEW WORDS	*satisfied, *applied, *applying, *centuries, *colonial, *relying, *armies, *beautiful, paper, visit, wagon, describing, wore, tongue, dozen
REVIEW WORDS	*border, *dirty, *concern, *prerecorded, *misreported, fought, chapter, collect, belong, knees
CHALLENGE WORDS	silliest, warmth, cleanliness, denied, tennis
APPLICATION WORDS ON THE TEST	harsh, recording, century, beauty, satisfying
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	memorial, replying, supplied, penniless, ignore, visits, ninety-eight, satisfying, interrupted
FREQUENTLY MISSPELLED WORDS	ninety, eight

► **Introduce This Week's Words**

► Have your students open their *Student Spelling Books* to page 48 and follow along as you read the words and sentences. Have them mark the syllable boundaries in the polysyllabic words as you read each one by syllables.

1. satisfied Number 1: satisfied. That was a delicious meal; I am satisfied.
Sat-is-fied. ■ Underline the first **i**. ■ The base word is *satisfy*. The **y** was changed to **i** and **e-d** was added.
2. applied Number 2: applied. My sister has applied for college.
Ap-plied. ■ The first syllable has a schwa. Underline **a**. ■ The base word is *apply*. The **y** was changed to **i** and **e-d** was added.
3. applying Number 3: applying. He will be applying for an internship at that company this summer.
Ap-ply-ing. ■ The first syllable has a schwa. Underline **a**. ■ The base word is *apply*. The suffix *-ing* begins with **i**, so **y** was not changed.
4. centuries. Number 4: centuries. Many of the redwood trees have been growing for centuries.
Cen-tu-ries. ■ Underline **c**. ■ The second syllable has a schwa. Underline **u**. ■ The base word is *century*. The **y** was changed to **i** and **e-s** was added.
5. colonial. Number 5: colonial. In American colonial times, much of the furniture was handmade.
Co-lo-ni-al. ■ The first syllable has a schwa. Underline the first **o**. ■ The base word is *colony*. The **y** was changed to **i** and the suffix **a-l** was added.
6. relying Number 6: relying. I am relying on you to tell the truth.
Re-ly-ing. ■ Underline **e**. ■ The base word is *rely*. The suffix *-ing* begins with **i**, so **y** was not changed.

7. armies Number 7: armies. Ant armies swarmed the picnic area.
Ar-mies. ■ The base word is *army*. The **y** was changed to **i** and **e-s** was added.
8. beautiful Number 8: beautiful. The rose bushes are beautiful in full bloom.
Beau-ti-ful. ■ Underline **e-a-u**. ■ The base word is *beauty*. The **y** was changed to **i** and the suffix *-ful* was added.
9. paper Number 9: paper. We used construction paper for the art project.
Pa-per. ■ Underline **e-r**.
10. visit Number 10: visit. She will visit her cousins this weekend.
Vis-it. Underline **s**.
11. wagon Number 11: wagon. The toddlers pulled the red wagon around the yard.
Wag-on. ■ The second syllable has a schwa. Underline **o**.
12. describing Number 12: describing. He was describing the book to his classmates.
De-scrib-ing. ■ Underline **e**. ■ The base word is *describe*. The **e** was dropped and **i-n-g** was added.
13. wore Number 13: wore. He wore a dress shirt to the concert.
 HOMOPHONE *Wore* is a homophone. It's not *war* meaning *battles*. It's *wore* as in *He wore a shirt*.
 Underline **o-r-e**.
14. tongue Number 14: tongue. We taste different flavors with different parts of our tongue.
 Underline **o**. Underline **g-u-e**.
15. dozen Number 15: dozen. She bought a dozen eggs at the market.
Doz-en. ■ Underline **o**. ■ The second syllable has a schwa. Underline **e**.

NUMBERS 16–25 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- | | |
|------------------|-------------|
| 16. *border | 21. fought |
| 17. *dirty | 22. chapter |
| 18. *concern | 23. collect |
| 19. *prerecorded | 24. belong |
| 20. *misreported | 25. knees |

► Guided Spelling

► Have your students turn to page 50.

1. applied Number 1: applied. My sister has applied for college. Say *applied*.

Base word? ■ Say *apply* by syllables. ■ The first syllable has a schwa. For spelling say *ap-ply*. ■ First syllable? ■ (Offer help.)
Write *ap-* in the first space at number 1.

Second syllable? ■ The sound /ī/ at the end of a word is usually spelled **y**. Finish writing *apply* in the first space.

Applied. Suffix? (Students: e-d) Write **e-d** in the second space.

Applied. What do you have to decide? (Students: Do we change **y** to **i**?) Everyone turn to page 185. We'll read the change **y** to **i** generalization together: "IF the base word ends with consonant-**y** AND the suffix begins with any letter except **i**, THEN change **y** to **i**." Turn back to page 50, number 1. Everyone point to **I-y**. Does *apply* end with a consonant and then **y**? (Students: yes) Everyone point to **e** in **e-d**. Does the suffix begin with a letter that is not **i**? (Students: yes) Will you change **y** to **i**? (Students: yes) Write *applied* in the third space. (Check.)

2. applying Number 2: applying. He will be applying for an internship at that company this summer. Say *applying*.

Base word? ■ Write *apply* in the first space at number 2.

Applying. Suffix? (Students: -ing) Write *-ing* in the second space.

Applying. What do you have to decide? (Students: Do we change **y** to **i**?) Everyone turn to page 185. We'll read the change **y** to **i** generalization together: "IF the base word ends with consonant-**y** AND the suffix begins with any letter except **i**, THEN change **y** to **i**." Turn back to page 50, number 2. Does *apply* end with a consonant and then **y**? (Students: yes) Does the suffix begin with a letter that is not **i**? (Students: No, it begins with **i**.) Will you change **y** to **i**? (Students: no) Write *applying* in the third space. (Check.)

3. centuries. Number 3: centuries. Many of the redwood trees have been growing for centuries. Say *centuries*.

Base word? ■ Say *century* by syllables. ■ The second syllable has a schwa. For spelling say *cen-tu-ry*. ■ First syllable? ■ Careful. The first letter is **c**. Write *cen-*.

Second syllable? ■ (Offer help.) Add *-tu-*.

Third syllable? ■ The sound /ē/ at the end of a polysyllabic word is usually spelled **y**. Finish writing *century*.

Centuries. What do you have to decide? (Students: Do we change **y** to **i**?) Everyone turn to page 185. We'll read the change **y** to **i** generalization together: "IF the base word ends with consonant-**y** AND the suffix begins with any letter except **i**, THEN change **y** to **i**." Turn back to page 50, number 3. The suffix is **e-s**. Does *century* end with a consonant and then **y**? (Students: yes) Does the suffix begin with a letter that is not **i**? (Students: yes) Will you change **y** to **i**? (Students: yes) Finish writing *centuries*. (Check.)

4. colonial Number 4: colonial. In American colonial times, much of the furniture was handmade. Say *colonial*.

The base word is *colony*. Say *colony* by syllables. ■ For spelling say *col-o-ny*. ■ The second syllable has a schwa. First syllable? ■ Write *col-*.

Second syllable of *colony*?

THINK Let's think. The words *colony* and *colonial* are related. *Colonial* is a clue for the schwa in *colony*. Write the second syllable of *colony*.

Third syllable? ■ The sound /ē/ at the end of a polysyllabic word is usually spelled **y**. Finish writing *colony*.

Colonial. Suffix? ■ It's spelled **a-l**. What do you have to decide? (Students: Do we change **y** to **i**?) Does *colony* end with a consonant and then **y**? (Students: yes) Does the suffix begin with a letter that is not **i**? (Students: yes) Will you change **y** to **i**? (Students: yes) Finish writing *colonial*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. armies Number 5: armies. Ant armies swarmed the picnic area. Say *armies*.

Write the base word, then the suffix, and then the whole word *armies*. (Check.)

6. relying Number 6: relying. I am relying on you to tell the truth. Say *relying*.

I'll say the syllables for spelling: *re-ly-ing*. Write *relying*. (Check.)

7. beautiful Number 7: beautiful. The rose bushes are beautiful in full bloom. Say *beautiful*.

Write *beautiful*. (Check.)

8. satisfied Number 8: satisfied. That was a delicious meal; I am satisfied.
Say *satisfied*.
I'll say the syllables for spelling: *sat-is-fied*. Write *satisfied*. (Check.)

▶ **Introduce the Homework**

Hand out the Week 9 homework.

▶ **Record Words Missed**

Return the students' spelling tests from Week 8. Have them turn to pages 42 and 43 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The first two application words, numbers 1 and 2 on the test, are not on these pages. If the students missed any of the other three application words, numbers 3, 4, and 5, have them mark the form of the word that appears in their book.

► Teacher Background

The pre-spelling activities this week introduce the students to possessive nouns. Possessives are one of the more difficult concepts in English for several reasons:

- In general, a possessive noun shows ownership. *The girl's hat* can mean that the girl *owns* the hat; it *belongs to* her. Yet *the girl's hat* can also mean that the girl *has* the hat, as in *The girl's hat was borrowed from her friend*. *The men's job* means the job *of* the men. *Boys' shoes* means shoes *for* boys.
- Readers must be able to determine whether the possessive noun is singular (as in *the girl's dogs*) or plural (as in *the girls' dogs*). Spellers must select and spell the correct word to say what they mean.
- The apostrophe in a possessive noun does not have the same function as an apostrophe in a contraction.

Possessive pronouns do not have apostrophes: *yours, hers, its, ours, and theirs*.

If your students are not familiar with the meanings of the terms *noun* and *pronoun*, you may want to explain them.

Possessives are especially difficult for English Language Learners and for speakers who do not usually pronounce the *s* in possessives. Many students will need an extended period of modeling and guiding to master the spelling of possessives.

► Pre-spelling: Possessive Nouns

I will explain possessive nouns to you.

girl's ► Write on the board: The girl's hat is blue.

The girl's hat is blue. This sentence shows us that the hat *belongs to* the girl. The girl *owns* the hat.

► Cover 's.

We know there is one girl.

► Point to *girl's*.

The word *girl's* is a possessive noun. Say "possessive noun."

► Write on the board: girls girl's

These two words are not the same.

► Point to *girls*.

This means “more than one girl.”

► Point to *girl's*.

This is a possessive noun.

► Write on the board: didn't girl's hat

► Point to *didn't* and *girl's*.

Both of these words have apostrophes. In the contraction *didn't*, what does the apostrophe show? (Students: A letter is left out.) In *girl's* the apostrophe does *not* show letters left out. The apostrophe shows that the word is a possessive noun.

► Point to the “girl's hat” picture on the spelling-sound chart.

This is the picture for the possessive noun *girl's*, as in “girl's hat.”

► Guided Spelling

► Have your students turn to page 51.

I. memorial Number I: memorial. In our city park, there is a memorial to the veterans. Say *memorial*.

The base word is *memory*. Say *memory* by syllables. ■ The second syllable has a schwa. For spelling say *mem-o-ry*. ■ First syllable? ■ Write *mem-* in the first space by number 1.

Second syllable of *memory*?

THINK Let's think. The words *memory* and *memorial* are related. *Memorial* is a clue for the schwa in *memory*. Write the second syllable of *memory*.

Third syllable? ■ The sound /ē/ at the end of a polysyllabic word is usually spelled *y*. Finish writing *memory* in the first space.

Memorial. Suffix? ■ Write **a-l** in the second space.

Memorial. What do you have to decide? (Students: Do we change **y** to **i**?) Everyone turn to page 185. We'll read the change **y** to **i** generalization together: “IF the base word ends with consonant-**y** AND the suffix begins with any letter except **i**, THEN change **y** to **i**.” Turn back to page 51, number 1. Everyone point to **r-y**. Does *memory* end with a consonant and then **y**? (Students: yes) Everyone point to **a**. Does the suffix begin with a letter that is not **i**? (Students: yes) Will you change **y** to **i**? (Students: yes) Write *memorial* in the third space. (Check.)

2. replying Number 2: replying. I will be replying to your invitation. Say *replying*.
 Base word? ■ Say *reply* by syllables. ■ For spelling say *re-ply*. ■
 First syllable? ■ (Offer help.) Write *re-* in the first space at number 2.
 Second syllable? ■ The sound /ī/ at the end of a word is usually spelled *y*. Finish writing *reply* in the first space.
Replying. Suffix? (Students: -ing) Write *-ing* in the second space.
Replying. What do you have to decide? (Students: Do we change *y* to *i*?) Everyone turn to page 185. We'll read the change *y* to *i* generalization together: "IF the base word ends with consonant-*y* AND the suffix begins with any letter except *i*, THEN change *y* to *i*." Turn back to page 51, number 2. Does *reply* end with a consonant and then *y*? (Students: yes) Does the suffix begin with a letter that is not *i*? (Students: No, it begins with *i*.) Will you change *y* to *i*? (Students: no) Write *replying* in the third space. (Check.)
3. wore Number 3: wore. He wore a dress shirt to the concert. Say *wore*.
 HOMOPHONE *Wore* is a homophone. It's not *war* meaning *battles*. It's *wore* as in *He wore a shirt*.
 Question? ■ Use the second spelling under the "fork" picture. Write *wore*. (Check.)
4. wagon Number 4: wagon. The toddlers pulled the red wagon around the yard. Say *wagon*.
 HISTORY The word *wagon* came into English from the Dutch language. People in the Netherlands speak Dutch.
 Say *wagon* by syllables. ■ The second syllable has a schwa. For spelling say *wag-on*. ■ First syllable? ■ Write *wag-*.
 Second syllable? ■ (Offer help.) Write *-on*. (Check.)
5. dozen Number 5: dozen. She bought a dozen eggs at the market. Say *dozen*.
 Say *dozen* by syllables. ■ The second syllable has a schwa. For spelling say *doz-en*. ■ First syllable? ■ Careful. The vowel sound is spelled *o*. Write *doz-*.
 Second syllable? ■ (Offer help.) Write *-en*. (Check.)
6. tongue Number 6: tongue. We taste different flavors with different parts of our tongue. Say *tongue*.
 Careful. The vowel sound is spelled *o*. The end is spelled *g-u-e*. Write *tongue*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. supplied Number 7: supplied. The store supplied the school with paper. Say *supplied*.

I'll say the syllables for spelling: *sup-plied*. Write the base word, then the suffix, and then the whole word *supplied*. (Check.)

8. visit Number 8: visit. She will visit her cousins this weekend. Say *visit*.

I'll say the syllables for spelling: *vis-it*. Write *visit*. (Check.)

9. paper Number 9: paper. We used construction paper for the art project. Say *paper*.

Write *paper*. (Check.)

10. describing Number 10: describing. He was describing the book to his classmates. Say *describing*.

I'll say the syllables for spelling: *de-scrib-ing*. Write *describing*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you dropped **e**.

MEMORY STEPS Do the memory steps for *describing*.

► Pre-spelling: Possessive Nouns

I will explain possessive nouns to you.

cats' ► Write on the board: The cats' dish is full.

The cats' dish is full. The dish belongs to the cats. The dish is their dish.

► Cover the apostrophe.

There is more than one cat.

► Point to *cats'*.

The word *cats'* is a possessive noun. Say "possessive noun."

► Point to the "cats' dish" picture on the spelling-sound chart.

This is the picture for the possessive noun *cats'* as in "cats' dish."

► Guided Spelling

► Have your students turn to page 52.

1. satisfied Number 1: satisfied. She was satisfied with her performance.
Say *satisfied*.

Base word? ■ Say *satisfy* by syllables. ■ For spelling say *sat-is-fy*. ■

First syllable? ■ Write *sat-* in the first space at number 1.

Second syllable? ■ Write *-is-*.

Third syllable? ■ Finish writing *satisfy* in the first space.

Satisfied. Suffix? (Students: e-d) Write **e-d** in the second space.

Satisfied. What do you have to decide? (Students: Do we change **y** to **i**?) Everyone turn to page 185. We'll read the change **y** to **i** generalization together: "IF the base word ends with consonant-**y** AND the suffix begins with any letter except **i**, THEN change **y** to **i**." Turn back to page 52, number 1. Everyone point to **f-y**.

Does *satisfy* end with a consonant and then **y**? (Students: yes) Everyone point to **e**. Does the suffix begin with a letter that is not **i**? (Students: yes) Will you change **y** to **i**? (Students: yes)

Write *satisfied* in the third space. (Check.)

2. penniless. Number 2: penniless. A character in the story was penniless; he had no money. Say *penniless*.
- Base word? ■ Say *penny* by syllables. ■ For spelling say *pen-ny*. ■
 First syllable? ■ Write *pen-* in the first space at number 2.
- Second syllable? ■ The sound /ē/ at the end of a polysyllabic word is usually spelled *y*. Finish writing *penny*.
- Penniless*. Suffix? (Students: -less) Write *-less* in the second space.
- Penniless*. What do you have to decide? (Students: Do we change *y* to *i*?) Does *penny* end with a consonant and then *y*? (Students: yes) Everyone point to I. Does the suffix begin with a letter that is not *i*? (Students: yes) Will you change *y* to *i*? (Students: yes) Write *penniless* in the third space. (Check.)
3. paper Number 3: paper. We keep the lined paper on the shelf next to the bookcase. Say *paper*.
- HISTORY The ancient Greeks were powerful about 2,500 years ago. They lived in the place that is now the country Greece.
- Point to Greece on a map.
- Many English words come from the ancient Greek language. The Greeks made paper from the *papuros* plant. The English words *paper* and *papyrus* both came from the word *papuros*.
- Say *paper* by syllables. ■ First syllable? ■ When we hear a long vowel sound at the end of a syllable, it is usually spelled with the long vowel letter itself. Write *pa-*.
- Second syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Write *-per*. (Check.)
4. applying Number 4: applying. They were carefully applying glue to the project pieces. Say *applying*.
- Base word? ■ Say *apply* by syllables. The first syllable has a schwa. ■ For spelling say *ap-ply*. ■ First syllable? ■ (Offer help.) Write *ap-*.
- Second syllable? ■ Finish writing *apply*.
- Applying*. What do you have to decide? (Students: Do we change *y* to *i*?) Does *apply* end with a consonant and then *y*? (Students: yes) Does the suffix begin with a letter that is not *i*? (Students: No, it begins with *i*.) Will you change *y* to *i*? (Students: no) Finish writing *applying*. (Check.)

5. ignore Number 5: ignore. Try to ignore the noise and concentrate.
Say *ignore*.
Say *ignore* by syllables. ■ For spelling say *ig-nore*. ■ First syllable? ■
Write *ig-*.
Second syllable? ■ Question? ■ Use the second spelling under the
“fork” picture. Write *-nore*. (Check.)

6. armies Number 6: armies. The armies did not move during the winter.
Say *armies*.
Base word? ■ Say *army* by syllables. ■ First syllable? ■ Write *ar-*.
Second syllable? ■ Finish writing *army*.
Armies. What do you have to decide? (Students: Do we
change *y* to *i*?) Does *army* end with a consonant and then *y*?
(Students: yes) The suffix is *e-s*. Does the suffix begin with
a letter that is not *i*? (Students: yes) Will you change *y* to *i*?
(Students: yes) Finish writing *armies*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. colonial Number 7: colonial. Some colonial houses are still standing.
Say *colonial*.
Write the base word, then the suffix, and then the whole word
colonial. (Check.)

8. wagon Number 8: wagon. The farmer carted the hay in a huge wagon.
Say *wagon*.
I'll say the syllables for spelling: *wag-on*. Write *wagon*. (Check.)

9. wore Number 9: wore. She wore a dress to the graduation ceremony.
Say *wore*.
Write *wore*. (Check.)

10. dozen Number 10: dozen. There were a dozen butterflies on the bush.
Say *dozen*.

I'll say the syllables for spelling: *doz-en*. Write *dozen*. (Check.)

PARTNER STUDY Turn to your neighbor. Take turns telling each
other one hard part in *dozen*.

MEMORY STEPS Do the memory steps for *dozen*.

► Pre-spelling: Possessive Nouns

I will explain possessive nouns to you.

men's. ► Write on the board: The men's dog wanted to fetch the flying disc.

The men's dog wanted to fetch the flying disc. The men's dog means that the dog belongs to the men or they have the dog right now.

► Cover 's.

How many men are there, one or more than one?

► Point to *men's*.

What do we call the word *men's*? (Students: possessive noun)

► Point to the "men's dog" picture on the spelling-sound chart.

This is the picture for the possessive noun *men's* as in "men's dog."

► Guided Spelling

► Have your students turn to page 53.

1. centuries. Number 1: centuries. The meanings of many words change over the centuries. Say *centuries*.

Base word? ■ Say *century* by syllables. ■ The second syllable has a schwa. For spelling say *cen-tu-ry*. ■ First syllable? ■ Careful. The first letter is **c**. Write *cen-* in the first space by number 1.

Second syllable? ■ (Offer help.) Add *-tu-*.

Third syllable? ■ The sound /ē/ at the end of a polysyllabic word is usually spelled **y**. Finish writing *century*.

Centuries. Suffix? ■ Write **e-s** in the second space.

Centuries. What do you have to decide? (Students: Do we change **y** to **i**?) Everyone turn to page 185. We'll read the change **y** to **i** generalization together: "IF the base word ends with consonant-**y** AND the suffix begins with any letter except **i**, THEN change **y** to **i**." Turn back to page 53, number 1. Does *century* end with a consonant and then **y**? (Students: yes) Does the suffix begin with a letter that is not **i**? (Students: yes) Will you change **y** to **i**? (Students: yes) Write *centuries* in the third space. (Check.)

2. beautiful Number 2: beautiful. Your watercolor picture is beautiful.
Say *beautiful*.

TEKS 2.B.x
TEKS 2.B.xxiii
Student/Teacher Narrative
Guided Spelling Section
(beautiful, applied)

Base word? ■ Say *beauty* by syllables. ■ First syllable? ■ Careful.
It's spelled **b-e-a-u**. Write *beau-* in the first space by number 2.

Second syllable? ■ Finish writing *beauty* in the first space.

Beautiful. Suffix? ■ Write *-ful* in the second space.

Beautiful. What do you have to decide? (Students: Do we change *y* to *i*?) Does *beauty* end with a consonant and then *y*? (Students: yes) Does the suffix begin with a letter that is not *i*? (Students: yes) Will you change *y* to *i*? (Students: yes) Write *beautiful* in the third space. (Check.)

3. visits. Number 3: visits. We've had two visits from our grandparents this year. Say *visits*.

Base word? ■ Say *visit* by syllables. ■ For spelling say *vis-it*. ■

First syllable? ■ Write *vis-*.

Second syllable? ■ Finish writing *visits*. (Check.)

4. describing Number 4: describing. In your paragraph, you will be describing the setting of your story. Say *describing*.

Base word? ■ Say *describe* by syllables. ■ For spelling say *de-scribe*. ■

First syllable? ■ (Offer help.) Write *de-*.

Second syllable? ■ This is the last syllable. We hear a long vowel and then a consonant. Use the vowel-consonant-*e* spelling. Write *-scribe*.

Describing. What do you have to decide? (Students: Do we drop *e*?) Does *describe* end with a consonant and then *e*? (Students: yes) Does the suffix begin with a vowel? (Students: yes) Will you drop *e*? (Students: yes) Finish writing *describing*. (Check.)

5. relying Number 5: relying. The pitcher is relying on the catcher to give him the right signal. Say *relying*.

Base word? ■ Say *rely* by syllables. ■ For spelling say *re-ly*. ■ First syllable? ■ (Offer help.) Write *re-*.

Second syllable? ■ Finish writing *rely*.

Relying. What do you have to decide? (Students: Do we change *y* to *i*?) Does *rely* end with a consonant and then *y*? (Students: yes) Does the suffix begin with a letter that is not *i*? (Students: No, it begins with *i*.) Will you change *y* to *i*? (Students: no) Finish writing *relying*. (Check.)

6. ninety-eight Number 6: ninety-eight. We counted ninety-eight worms in the compost bin. Say *ninety-eight*.

FREQUENTLY MISSPELLED WORDS *Ninety* and *eight* are frequently misspelled words.

Numbers like *thirty-two*, *eighty-seven*, *ninety-one*, and *forty-six* have a hyphen.

Ninety. Say *ninety* by syllables. ■ For spelling say *nine-ty*. ■ First syllable? ■ Question? ■ Use the first spelling under the “kite” picture. Write *nine-*.

Second syllable? ■ Finish writing *ninety*. ■ Now write a hyphen. ■ *Ninety-eight*. (Offer help.) Add *eight*. (Check.)

MNEMONIC Here is a mnemonic: **n-i-n-e** is the beginning of *nine*, *nineteen*, and *ninety*.

NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.

7. satisfying Number 7: satisfying. The ending of the book was very satisfying. Say *satisfying*.

I’ll say the syllables for spelling: *sat-is-fy-ing*. Write the base word, then the suffix, and then the whole word *satisfying*. (Check.)

8. interrupted Number 8: interrupted. The loud shouts interrupted his concentration. Say *interrupted*.

I’ll say the syllables for spelling: *in-ter-rupt-ed*. Write *interrupted*. (Check.)

9. tongue Number 9: tongue. A giraffe has a long tongue to grab leaves. Say *tongue*.

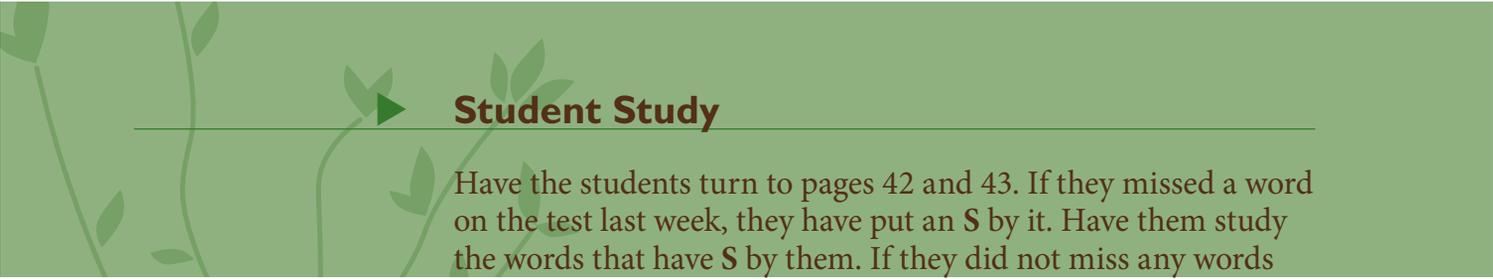
Write *tongue*. (Check.)

10. applied Number 10: applied. She really applied herself and did well in class. Say *applied*.

Write *applied*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you changed **y** to **i**.

MEMORY STEPS Do the memory steps for *applied*.



Student Study

Have the students turn to pages 42 and 43. If they missed a word on the test last week, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

Weekly Test

For details about the weekly test, see page 93.

ALL STUDENTS

1. harsh The strong soap was harsh to our hands. (application word)
2. recording The musician spent all night at the recording studio with her band. (application word)
3. century My great-grandmother was born in the beginning of the 20th century. (application word)
4. beauty There is beauty all around us; we just have to look. (application word)
5. satisfying The delicious meal was very satisfying. (application word)
6. border The instructions said to leave a two-inch border around the drawing.
7. armies The armies joined forces to defeat the enemy.
8. colonial The building was constructed in the colonial style.
9. concern I appreciate your concern, but I am feeling much better.
10. relying My father has been relying on a cane while his cast is on.
11. dirty “Wash your dirty hands before supper!” my mother exclaimed.
12. applied Three people applied for the job.
13. applying My sister is applying for colleges this fall.

AVERAGE AND ADVANCED SPELLERS CONTINUE

14. wagon My sister loves to ride in the wagon.
15. tongue It is not polite to stick out your tongue.
16. describing He reread the memo describing the game’s rules.
17. dozen Please pick up a dozen eggs at the store.
18. visit My brothers and I visit our grandparents every summer.
19. wore The bride wore her mother’s wedding dress.
20. paper We have to use lined paper for our homework.



ADVANCED SPELLERS CONTINUE

the fire.

Other Vowel Digraphs

► New Content

The sound /ōō/ is often spelled **u-consonant-e**, **ew**, or **oo**, as in *include*, *flew*, and *smooth*.

The sound /ōō/ is usually spelled **oo**, as in *foot*.

The sound /ou/ is often spelled **ou** or **ow**, as in *county* and *flower*.

The sound /ou/ at the end of a word is usually spelled **ow**, as in *allow*.

The sound /oi/ is spelled **oi** or **oy**, as in *choice* and *royal*.

The sound /oi/ at the end of a word is usually spelled **oy**, as in *destroy* and *employ*.

The sound /aw/ is often spelled **au** or **aw**, as in *applause* and *awful*.

The sound /aw/ at the end of a word is usually spelled **aw**, as in *raw*.

► Teacher Background

Make a copy of the Week 10 homework (*Blackline Masters* page 13) for each student.

The pronunciation of words with **u_e**, **oo**, and **ew** varies according to regional dialect. For example, some people pronounce the second syllable of *produce* as /dūs/, whereas others say /dōōs/.

In some regions, speakers pronounce **au**, **aw**, and short **o** identically.

Spelling the sound /aw/ before the sound /l/ requires attention, as the spelling could be **au**, **aw**, or just **a**, as in *haul*, *crawl*, *halt*, and *fall*.

In the pre-spelling activities, which begin on Day 2 of this week, you will model the spelling of possessive nouns and pronouns in preparation for Week 11 guided spelling.

Words Used This Week

NEW WORDS

*smoother, *football, *county, *choice, *raw, *flew, *introduce, *uncrowded, evening, pocket, hiring, perhaps, enemies, route, system

REVIEW WORDS

*relying, *beautiful, *armies, *satisfied, *centuries, *applied, paper, dozen, wore, wagon

CHALLENGE WORDS

astronaut, coiled, powder, cargo, squawking

APPLICATION WORDS ON THE TEST

flies, relied, counties, smoothly, relies

ADDITIONAL WORDS IN DAILY GUIDED SPELLING

applause, spoiled, clownish, counties, proudest, introduced, busily, crooked, Mon., tardiness, pockets, choices

FREQUENTLY MISPELLED WORDS

Mon.

Week 10 Day 1

▶ Introduce This Week's Words

TEKS 2.A.xx

TEKS 2.B.xvii

Student/Teacher Narrative Introduction

This Week's Words section

(smoother, football, county)

▶ Point to the third row of the spelling-sound chart.

This week you will spell words with vowels from the third row on the spelling-sound chart:

- “Hoot owl” for the sound /o o/
- “Big ook” for the sound /oo/
- A girl with a hurt knee saying “ouch” for the sound /ou/
- A “oisy oi” for the sound /oi/
- An “awful awn” for the sound /aw/

▶ Have your students open their *Student Spelling Books* to page 54 and follow along as you read the words and sentences. Have them mark the syllable boundaries in the polysyllabic words as you read each one by syllables.

1. smoother Number 1: smoother. They sanded the wood to make it smoother.

Smooth-er.

▶ Point to **oo** under the “hoot owl” picture on the spelling-sound chart.

The picture shows a hoot owl for the sound /o o/. Underline **o-o**.

2. football. Number 2: football. They were playing touch football.

Foot-ball. ■ *Football* is a compound word.

▶ Point to the “ook” picture on the spelling-sound chart.

The picture shows a ook for the sound /oo/. The sound /oo/ is usually spelled **o-o**.

▶ Point to **a(II)** under the “awn” picture.

The picture shows an “awful awn” for the sound /aw/. **A-I-I** is the spelling in *ball* and many rhyming words such as *all*, *fall*, *small*, *mall*, and *hall*. Underline **a-I-I**.

3. county Number 3: county. The largest town in the county is often the county seat.
Coun-ty.
 ▶ Point to **ou** under the “ouch” picture on the spelling-sound chart.
 The picture shows a girl saying “ouch” for the sound /ou/. Underline **o-u**.
4. choice Number 4: choice. The menu offered a wide choice of dishes.
 ▶ Point to **oi** under the “noisy toy” picture on the spelling-sound chart.
 The picture shows a *noisy toy* for the sound /oi/. Underline **o-i**. Underline **c-e**.
5. raw Number 5: raw. Uncooked meat is raw meat.
 ▶ Point to **aw** under the “yawn” picture.
 When you hear the sound /aw/ at the end of a word, it is usually spelled **a-w**.
6. flew Number 6: flew. The blue jay flew into the pine tree.
 HOMOPHONE *Flew* is a homophone. It’s not *flu*, the sickness. It’s not the *flue* in a chimney. It’s *flew* as in *The bird flew away*.
 ▶ Point to **ew** under the “hoot owl” picture on the spelling-sound chart.
 This is the “hoot owl” picture. The sound /o/ in *flew* is spelled **e-w**. Underline **e-w**.
7. introduce Number 7: introduce. I’d like to introduce you to my friend.
In-tro-duce. ■ The second syllable has a schwa. Underline **o**.
 ▶ If your students pronounce *-duce* with a long **u**, point out **u_e** under the “mule” picture.
 ▶ If your students pronounce *-duce* as /doos/, point out **u-blank-e** under the “hoot owl” picture.
 Underline **u** and **e**. Underline **c**.
8. uncrowded Number 8: uncrowded. The store was surprisingly uncrowded.
Un-crowd-ed. ■ *Un-* is a prefix. The base word is *crowd*.
 ▶ Point to **ow** under the “ouch” picture.
 This is the “ouch” picture. The sound /ou/ in *crowd* is spelled **o-w**. Underline **o-w**.

9. evening Number 9: evening. The crickets began to chirp in the evening.
Eve-ning. The syllable boundary is after **e-v-e**. ■ Underline **e** and **e**.
10. pocket Number 10: pocket. He kept his keys in his pocket.
Pock-et. ■ Underline **c-k**. Underline **e**.
11. hiring Number 11: hiring. The store is hiring new employees for the summer.
Hir-ing. ■ The base word is *hire*, **h-i-r-e**. The **e** was dropped and **i-n-g** was added.
12. perhaps Number 12: perhaps. He hasn't written to me; perhaps he lost my address.
Per-haps. ■ Underline **e-r**.
13. enemies Number 13: enemies. The two teams were opponents, not enemies.
En-e-mies. ■ The second syllable has a schwa. In the second syllable, underline **e**. ■ The base word is *enemy*. The **y** was changed to **i** and **e-s** was added.
14. route Number 14: route. We will take the route over the mountains.
 Some people pronounce this word to rhyme with *flute*, and some pronounce it to rhyme with *out*. Underline **o-u**. Underline **e**.
15. system Number 15: system. There is a large bus system in our community; people can take a bus to many places.
Sys-tem. ■ Sometimes the sound /i/ is spelled **y**. Underline **y**. ■ The second syllable has a schwa. Underline **e**.

NUMBERS 16–25 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- | | |
|----------------|--------------|
| 16. *relying | 21. *applied |
| 17. *beautiful | 22. paper |
| 18. *armies | 23. dozen |
| 19. *satisfied | 24. wore |
| 20. *centuries | 25. wagon |

► Guided Spelling

► Have your students turn to page 56.

1. smoother Number 1: smoother. They sanded the wood to make it smoother. Say *smoother*.

Base word? ■ Question? (Students: which \overline{o} o?) Use the first spelling under the “hoot owl” picture. Write *smooth*.

Smoother. Suffix? ■ *Smooth* ends with two consonants. Just add -er. (Check.)

2. county Number 2: county. The largest town in the county is often the county seat. Say *county*.

Say *county* by syllables. ■ For spelling say *coun-ty*. ■ First syllable? ■ Question? (Students: which /ou/?) Use the first spelling under the “ouch” picture. Write *coun-*.

Second syllable? ■ Finish writing *county*. (Check.)

3. choice Number 3: choice. The menu offered a wide choice of dishes. Say *choice*.

Question? (Students: which /oi/?) Use the first spelling under the “noisy toy” picture. Careful. The end is spelled **c-e**. Write *choice*. (Check.)

4. raw Number 4: raw. Uncooked meat is raw meat. Say *raw*.

When you hear the sound /aw/ at the end of a word, it’s usually spelled **a-w**. Write *raw*. (Check.)

NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.

If you’re not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. uncrowded Number 5: uncrowded. The store was surprisingly uncrowded. Say *uncrowded*.

Write *uncrowded*. (Check.)

6. football Number 6: football. They were playing touch football. Say *football*.

Write *football*. (Check.)

7. introduce Number 7: introduce. I’d like to introduce you to my friend. Say *introduce*.

I’ll say the syllables for spelling: *in-tro-duce*. Write *introduce*. (Check.)

8. flew Number 8: flew. The blue jay flew into the pine tree. Say *flew*.
Write *flew*. (Check.)

▶ **Introduce the Homework**

Hand out the Week 10 homework.

▶ **Record Words Missed**

Return the students' spelling tests from Week 9. Have them turn to pages 48 and 49 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The first two application words, numbers 1 and 2 on the test, are not on these pages. If the students missed any of the other three application words, numbers 3, 4, and 5, have them mark the form of the word that appears in their book.

Week 10 Day 2

► Pre-spelling: Spelling Possessives

I will spell a possessive noun and a possessive pronoun.

monkeys' Monkeys'. Monkeys' tails are long. Monkeys'.

What do we call the word *monkeys'*? (Students: possessive noun) *Monkeys' tails*. Is there one monkey or more than one monkey? (Students: more than one) How do you know? (Students: You said tails. One monkey would have just one tail.)

First I write *monkeys*, meaning *more than one monkey*. There is already an **s**, so I just add an apostrophe at the end. *Monkeys'*, as in *Monkeys' tails are long*.

theirs. Theirs. That blue house is theirs. Theirs.

Theirs is a possessive pronoun. Say “possessive pronoun.” ■ Possessive pronouns do *not* have apostrophes: *yours, hers, its, ours, and theirs*.

► Write *theirs* on the board.

► Guided Spelling

► Have your students turn to page 57.

1. applause Number 1: applause. The audience gave the performer a warm round of applause. Say *applause*.

Say *applause* by syllables. ■ The first syllable has a schwa. For spelling say *ap-please*. ■ First syllable? ■ (Offer help.) Write *ap-*. Second syllable? ■ Question? ■ Use the first spelling under the “yawn” picture. Careful. It ends with **s-e**. Write *-please*. (Check.)

2. spoiled Number 2: spoiled. The food was left out and spoiled. Say *spoiled*.

Base word? ■ Question? ■ Use the first spelling under the “noisy toy” picture. Write *spoil*.

Spoiled. What do you have to decide? (Students: Do we double?) Does *spoil* have one vowel? (Students: no, two) Will you double? (Students: no) Finish writing *spoiled*. (Check.)

TEKS 2.A.vii
TEKS 2.A.xxi
TEKS 2.B.v
TEKS 2.B.xviii
Student/Teacher Narrative
Guided Spelling section
(applause, spoiled)

3. clownish Number 3: clownish. He was acting in a silly, clownish way. Say *clownish*.
Base word? ■ Question? ■ Use the second spelling under the “ouch” picture. Write *clown*.
Clownish. What do you have to decide? (Students: Do we double?) In **o-w**, the letter **w** acts as a vowel. Will you double? (Students: no) *Clownish*. Suffix? ■ Finish writing *clownish*. (Check.)
4. pocket Number 4: pocket. He kept his keys in his pocket. Say *pocket*.
HISTORY The word *pocket* used to mean *a small bag*.
Say *pocket* by syllables. ■ For spelling say *pock-et*. ■ First syllable? ■ Careful. The end is spelled **c-k**. Write *pock-*.
Second syllable? ■ (Offer help.) Write *-et*. (Check.)
5. system Number 5: system. There is a large bus system in our community; people can take a bus to many places. Say *system*.
Say *system* by syllables. ■ The second syllable has a schwa. For spelling say *sys-tem*. ■ First syllable? ■ Careful. The vowel sound is spelled **y**. Write *sys-*.
Second syllable? ■ (Offer help.) Write *-tem*. (Check.)
6. evening Number 6: evening. The crickets began to chirp in the evening. Say *evening*.
Say *evening* by syllables. ■ For spelling say *eve-ning*. ■ First syllable? ■ Use the first spelling under the “tree” picture. Write *eve-*.
Second syllable? ■ Write *-ning*. (Check.)
- NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.
7. enemies Number 7: enemies. The two teams were opponents, not enemies. Say *enemies*.
I’ll say the syllables of the base word for spelling: *en-e-my*. Write *enemies*. (Check.)
8. perhaps Number 8: perhaps. He hasn’t written to me; perhaps he lost my address. Say *perhaps*.
Write *perhaps*. (Check.)
9. route Number 9: route. We will take the route over the mountains. Say *route*.
Write *route*. (Check.)

10. hiring Number 10: hiring. The store is hiring new employees for the summer. Say *hiring*.

Write *hiring*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you dropped **e**.

MEMORY STEPS Do the memory steps for *hiring*.

Week 10 Day 3

► Pre-spelling: Spelling Possessives

I will spell a possessive noun and a possessive pronoun.

mice's Mice's. The mice's cage is large enough for them all. Mice's.
What do we call the word *mice's*? (Students: possessive noun)
Is there one mouse or more than one mouse? (Students: more than one)

First I write *mice*, meaning *more than one mouse*. Then I add apostrophe-*s*. *Mice's*, as in *The mice's cage is large enough for them all*.

its Its. The cat licked its fur. Its.

The word *its* in *The cat licked its fur* is a possessive pronoun. Say "possessive pronoun." ■ Possessive pronouns do *not* have apostrophes: *yours*, *hers*, *its*, *ours*, and *theirs*.

► Write *its* on the board.

► Guided Spelling

► Have your students turn to page 58.

1. counties Number 1: counties. The river was the border between the two counties. Say *counties*.

Base word? ■ Say *county* by syllables. ■ For spelling say *coun-ty*. ■ First syllable? ■ Question? (Students: which /ou/?) Use the first spelling under the "ouch" picture. Write *coun-*.

Second syllable? ■ Finish writing *county*.

Counties. What do you have to decide? (Students: Do we change *y* to *i*?) Does *county* end with a consonant and then *y*? (Students: yes) The suffix is *e-s*. Does the suffix begin with a letter that is not *i*? (Students: yes) Will you change *y* to *i*? (Students: yes) Finish writing *counties*. (Check.)

2. proudest. Number 2: proudest. The proudest moment of her life was when she graduated. Say *proudest*.

Base word? ■ Question? ■ Use the first spelling under the "ouch" picture. Write *proud*.

Proudest. What do you have to decide? (Students: Do we double?) Does *proud* have one vowel? (Students: no, two) Will you double the last consonant? (Students: no) *Proudest.* Suffix? ■ Finish writing *proudest.* (Check.)

3. enemies Number 3: enemies. Dogs and cats are not always enemies. Say *enemies.*

Base word? ■ Say *enemy* by syllables. ■ The second syllable has a schwa. For spelling say *en-e-my.* ■ First syllable? ■ Write *en-*.

Second syllable? ■ (Offer help.) Write *-e-*.

Last syllable? ■ Finish writing *enemy.*

Enemies. What do you have to decide? (Students: Do we change *y* to *i*?) Does *enemy* end with a consonant and then *y*? (Students: yes) The suffix is *e-s.* Does the suffix begin with a letter that is not *i*? (Students: yes) Will you change *y* to *i*? (Students: yes) Finish writing *enemies.* (Check.)

4. system Number 4: system. The railroad system runs from east to west. Say *system.*

Say *system* by syllables. ■ The second syllable has a schwa. For spelling say *sys-tem.* ■ First syllable? ■ Careful. The vowel sound is spelled *y.* Write *sys-*.

Second syllable? ■ (Offer help.) Write *-tem.* (Check.)

5. introduced Number 5: introduced. The new neighbors introduced themselves. Say *introduced.*

Base word? ■ Say *introduce* by syllables. ■ The second syllable has a schwa. For spelling say *in-tro-duce.* ■ First syllable? ■ Write *in-*.

Second syllable? ■ (Offer help.) Write *-tro-*.

Last syllable? ■ If you hear a long *u* as in *mule*, use the first spelling under the “mule” picture. If you hear /*ō*/, use the second spelling under the “hoot owl” picture. Finish writing *introduced.* (Check.)

6. hiring Number 6: hiring. The park service will be hiring seasonal employees this summer. Say *hiring.*

Base word? ■ Question? ■ Use the first spelling under the “kite” picture. Write *hire.*

Hiring. What do you have to decide? (Students: Do we drop *e*?) Does *hire* end with a consonant and then *e*? (Students: yes) Does the suffix begin with a vowel? (Students: yes) Will you drop *e*? (Students: yes) Finish writing *hiring.* (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. evening Number 7: evening. We played board games all evening.
Say *evening*.
Write *evening*. (Check.)
8. smoother Number 8: smoother. The surface of the lake was smoother at
night than in the afternoon; there were no ripples. Say *smoother*.
Write *smoother*. (Check.)
9. busily Number 9: busily. The students were busily doing their class
work. Say *busily*.
Write *busily*. (Check.)
10. raw. Number 10: raw. We ate the vegetables raw, not cooked. Say *raw*.
Write *raw*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you spelled the end of *raw* **a-w**.

MEMORY STEPS Do the memory steps for *raw*.

Week 10 Day 4

► Pre-spelling: Spelling Possessives

I will spell a possessive noun and a possessive pronoun.

sun's Sun's. The sun's light is very bright. Sun's.

What do we call the word *sun's*? (Students: possessive noun)

Is there one sun or more than one sun? (Students: one)

First I write *sun*. Then I add apostrophe-*s*. *Sun's*, as in *The sun's light is very bright*.

ours Ours. This classroom is ours. Ours.

What do we call the word *ours*? (Students: possessive pronoun)

Possessive pronouns do *not* have apostrophes: *yours, hers, its, ours* and *theirs*.

► Write *ours* on the board.

► Guided Spelling

► Have your students turn to page 59.

1. crooked Number 1: crooked. This piece of wood is too crooked for my picture frame. Say *crooked*.

Base word? ■ Write *crook*.

Crooked. What do you have to decide? (Students: Do we double?)

Does *crook* have one vowel? (Students: no, two) Will you double? (Students: no) Finish writing *crooked*. (Check.)

2. football. Number 2: football. The quarterback threw the football to the receiver. Say *football*.

HISTORY If you talk to British people about “football,” they will think you mean soccer. In many countries around the world, the game of soccer is called “football.”

Football is a compound word. Write *football*. (Check.)

3. route Number 3: route. The mail carrier's route includes our neighborhood. Say *route*.

The vowel sound is spelled **o-u**. The end is **e**. Write *route*. (Check.)

4. flew Number 4: flew. The bats flew out at dusk to catch insects. Say *flew*.
HOMOPHONE *Flew* is a homophone. It's not *flu*, the sickness. It's not the *flue* in a chimney. It's *flew* as in *The bird flew away*.
Question? ■ Use the third spelling under the "hoot owl" picture. Write *flew*. (Check.)

5. perhaps Number 5: perhaps. I didn't hear from you; perhaps you lost my telephone number. Say *perhaps*.
Say *perhaps* by syllables. ■ First syllable? ■ Question? ■ Use the first spelling under the "robot" picture. Write *per-*.
Second syllable? ■ Write *-haps*. (Check.)

6. uncrowded Number 6: uncrowded. There were very few swimmers at the pool; it was uncrowded. Say *uncrowded*.
Prefix? ■ Write *un-*.
Base word? ■ Question? ■ Use the second spelling under the "ouch" picture. Write *crowd*.
Uncrowded. What do you have to decide? (Students: Do we double?) In *o-w*, the letter *w* acts as a vowel. Will you double? (Students: no) Finish writing *uncrowded*. (Check.)

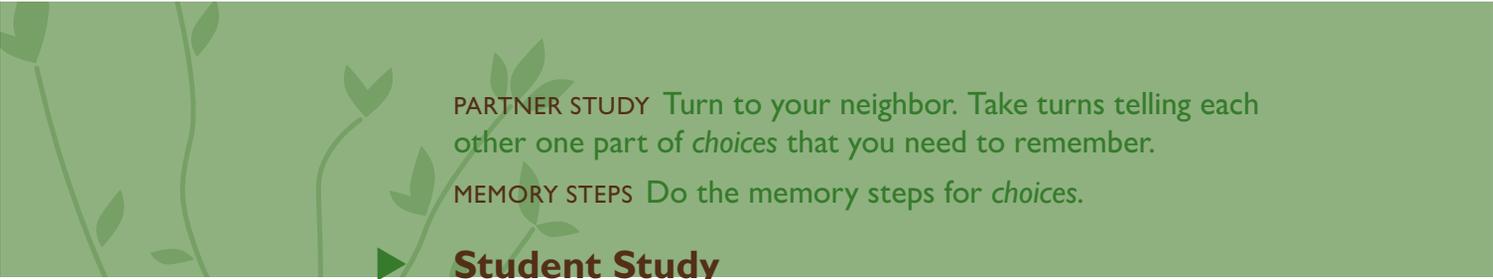
NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. Mon. Number 7: Monday. At the top of the letter he wrote "Mon., June 10." Say *Monday*.
FREQUENTLY MISSPELLED WORD The abbreviation for *Monday* is a frequently misspelled word.
Write the abbreviation for *Monday*. (Check.)

8. tardiness Number 8: tardiness. He is often late; he is known for his tardiness. Say *tardiness*.
Write *tardiness*. (Check.)

9. pockets Number 9: pockets. My favorite jacket has a lot of pockets. Say *pockets*.
I'll say the syllables for spelling: *pock-ets*. Write *pockets*. (Check.)

10. choices Number 10: choices. Their parents urge them to make wise choices. Say *choices*.
Write *choices*. (Check.)



PARTNER STUDY Turn to your neighbor. Take turns telling each other one part of *choices* that you need to remember.

MEMORY STEPS Do the memory steps for *choices*.

Student Study

Have the students turn to pages 48 and 49. If they missed a word on the test last week, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

Week 10 Day 5

TEKS 2.B.xvii

Student/Teacher Activity

Spelling Test

(counties, smoothly, football)

Weekly Test

For details about the weekly test, see page 93.

ALL STUDENTS

1. flies An airplane flies much higher than birds. (application word)
2. relied The woman relied on her mother to help with the children. (application word)
3. counties There are 53 counties in our state. (application word)
4. smoothly The math test went smoothly because I studied so much. (application word)
5. relies My father relies on his memory instead of looking at a cookbook. (application word)
6. choice The teacher gave the class a choice between free time inside or recess outside.
7. introduce The new principal came to our classroom to introduce herself.
8. satisfied When my mother was satisfied that my room was clean, she let me go outside.
9. football We always play football at the park.
10. uncrowded At lunchtime we were happy to find an uncrowded table.
11. centuries For many centuries, generations of my family lived in a village in China.
12. flew The kite flew beautifully until the string broke.
13. raw We learned that raw vegetables often have more vitamins than cooked ones.

AVERAGE AND ADVANCED SPELLERS CONTINUE

14. pocket I put the key in my pocket.
15. enemies Once we were enemies, but now we are best friends.
16. evening My father comes home at about 6:00 every evening.
17. route I have a paper route to earn extra money.
18. perhaps I don't know, but perhaps it's true.

19. system

My computer system crashed, and I lost all my data.

20. hiring

The company was hiring, so my dad put in an application.

ADVANCED SPELLERS CONTINUE

21. astronaut

I want to be an astronaut when I grow up.

22. coiled

The snake lay coiled in its cage.

Possessive Nouns and Pronouns

► New Content

If we write about *one boy's hat*, we show that one boy owns the hat by adding apostrophe-s. We make *boy* possessive.

If we write about the *five boys' team*, we show that it's the team of the five boys by adding an apostrophe. We make *boys* possessive.

If we write about the *men's team*, we show that it's the team of the men by adding apostrophe-s. We make *men* possessive.

Possessive pronouns do not have apostrophes.

► Teacher Background

Make a copy of the Week 11 homework (*Blackline Masters* page 14) for each student.

The Teacher Background for Week 9, Day 2, on page 168, explains the spelling of possessive nouns and pronouns.

Possessive pronouns do not have apostrophes: *yours*, *hers*, *its*, *ours*, and *theirs*.

One additional guiding point is introduced this week: the sound /k/ is sometimes spelled **ch**, as in *character* and *ache*.

In the pre-spelling activities, which begin on Day 2 this week, you will show the students some ways to decide between *-tion* and *-sion* in preparation for Week 13.

Words Used This Week

NEW WORDS

*giant's, *giants', *children's, *its, *sisters', *sister's, *it's, *nurses',
rather, defining, farther, replying, announce, character, stomach

REVIEW WORDS

*raw, *county, *football, *uncrowded, *smoother, *flew, pocket,
perhaps, system, route

CHALLENGE WORDS

seize, assignment, diagram, interfered, cauliflower

APPLICATION WORDS ON THE TEST

claws, dirtiest, nurse's, smoothest, giants

ADDITIONAL WORDS IN DAILY GUIDED SPELLING

queen's, babies', ours, dinosaur's, theirs, women's, can't,
cauliflower

FREQUENTLY MISPELLED WORDS

women, can't

Week 11 Day 1

► Introduce This Week's Words

► Have your students open their *Student Spelling Books* to page 60 and follow along as you read the words and sentences. Have them mark the syllable boundaries in the polysyllabic words as you read each one by syllables.

1. giant's Number 1: giant's. Beyond the wall was a fierce giant. The giant's head was huge.

Gi-ant's. ■ It's the head of one giant. *Giant's* is a possessive noun. Start underlining *giant's*, but stop when you get to the apostrophe. What have you underlined? (Students: giant) The part you underlined shows that there is just one giant.

The second syllable has a schwa. Draw another line under **a**.

2. giants' Number 2: giants'. Giants were fighting. The giants' battle was heard throughout the kingdom.

Gi-ants'. ■ The battle was fought by giants. *Giants'* in the second sentence is a possessive noun. Start underlining *giants'*, but stop when you get to the apostrophe. What have you underlined? (Students: giants) The part you underlined shows that there is more than one giant.

The second syllable has a schwa. Draw another line under **a**.

3. children's Number 3: children's. The children's section of the library is very popular.

Chil-dren's. ■ It is the section for children. *Children's* is a possessive noun. Start underlining *children's*, but stop when you get to the apostrophe. What have you underlined? (Students: children) The part you underlined shows that there are *children*, more than one child.

The second syllable has a schwa. Underline **e**.

4. its Number 4: its. A monarch butterfly is noticeable because its wings are black and orange.

Everyone point to *its* in *its wings*. *Its* is a possessive pronoun. Say *possessive pronoun*. (Students: possessive pronoun) Possessive pronouns do *not* have apostrophes.

► Write on the board or overhead: It's dark.

► Point to *It's*.

It's in *It's dark* is a contraction of *it is*, not a possessive pronoun.

5. sisters' Number 5: sisters'. The three daughters all had bikes. The sisters' bicycles were lined up in front of the house.

Sis-ter's. ■ The bicycles belonged to the three sisters. *Sisters'* is a possessive noun. Start underlining *sisters'*, but stop when you get to the apostrophe. What have you underlined? (Students: sisters) The part you underlined shows that there is more than one sister.

Underline **e-r**.

6. sister's Number 6: sister's. Her oldest sister's backpack was left on the table.

Sis-ter's. ■ There is just one oldest sister. *Sister's* is a possessive noun. Start underlining *sister's*, but stop when you get to the apostrophe. What have you underlined? (Students: sister) The part you underlined shows that there is just one sister.

Underline **e-r**.

7. it's Number 7: it's. Today is beautiful because it's sunny and warm.

HOMOPHONE *It's* is a homophone. The word is *not* the possessive pronoun *its* as in *its wings*.

CONTRACTION *It's* in *It's sunny* is a contraction of *it is*.

8. nurses' Number 8: nurses'. Nurses' uniforms used to be white.

The uniforms were worn by the nurses. *Nurses'* is a possessive noun. Start underlining *nurses'*, but stop when you get to the apostrophe. What have you underlined? (Students: nurses) The part you underlined shows that there is more than one nurse.

Underline **u-r**. Underline **e**.

9. rather. Number 9: rather. I'd rather go swimming than play tennis.

Rath-er. ■ Underline **e-r**.

10. defining. Number 10: defining. We used both context and the dictionary for defining the words.

De-fin-ing. ■ Underline **e**. ■ The base word is *define*. The **e** was dropped and the suffix *-ing* was added.

MNEMONIC When the dictionary is defining a word, it is giving a definition. The words *defining* and *definition* are related.

11. farther. Number 11: farther. Our classroom is farther from the office than yours.
Far-ther. ■ Underline **e-r**.
12. replying. Number 12: replying. I will be replying to the letter.
Re-ply-ing. ■ Underline **e**. ■ The base word is *reply*. The suffix *-ing* begins with **i**, so **y** was not changed.
13. announce. Number 13: announce. They will announce the winner tonight.
An-nounce. ■ The first syllable has a schwa. Underline **a**. ■ Underline **o-u**. Underline **c-e**.
14. character. Number 14: character. Her favorite character in the book was the hero.
Char-ac-ter. ■ Underline **c-h-a-r**. ■ In the second syllable, underline **a**. ■ Underline **e-r**.
15. stomach Number 15: stomach. The human stomach can digest many types of food.
Stom-ach. ■ Underline **o**. ■ The second syllable has a schwa. Underline **a-c-h**.

NUMBERS 16–25 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- | | |
|----------------|-------------|
| 16. *raw | 21. *flew |
| 17. *county | 22. pocket |
| 18. *football | 23. perhaps |
| 19. *uncrowded | 24. system |
| 20. *smoother | 25. route |

► Guided Spelling

► Have your students turn to page 62.

1. giant's. Number 1: giant's. Beyond the wall was a fierce giant. The giant's head was huge. Say *giant's*.
What do we call the word *giant's*? (Students: possessive noun)
How many giants are there, one or more than one? (Students: one)
Giant is spelled **g-i...a-n-t**. Write *giant*. ■ Make *giant* possessive by adding apostrophe-**s**. (Check.)

2. giants' Number 2: giants'. The giants' battle was heard throughout the kingdom. Say *giants'*.
 What do we call the word *giants'*? (Students: possessive noun)
 Is there one giant or more than one? (Students: more than one)
 Write the plural word *giants*. ■ Now make *giants* possessive.
 There's already an *s*. Just add an apostrophe at the end. (Check.)
3. children's. Number 3: children's. The children's section of the library is very popular. Say *children's*.
 What do we call the word *children's*? (Students: possessive noun)
 The second syllable of *children* is spelled **d-r-e-n**. Write *children*. ■
 Make *children* possessive by adding apostrophe-**s** at the end.
 (Check.)
4. its Number 4: its. A monarch butterfly is noticeable because its wings are black and orange. Say *its*.
 HOMOPHONE *Its* is a homophone. You're not going to write the contraction *it's*.
Its wings are black and orange. The word *its* is a possessive pronoun. Possessive pronouns do *not* have an apostrophe.
 Write *its*. (Check.)
- NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.
 If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.
5. sisters' Number 5: sisters'. The three sisters' bicycles were lined up in front of the house. Say *sisters'*.
 Write *sisters'*. (Check.)
6. sister's Number 6: sister's. Her oldest sister's backpack was left on the table. Say *sister's*.
 Write *sister's*. (Check.)
7. it's Number 7: it's. Today is beautiful because it's sunny and warm. Say *it's*.
 CONTRACTION The word *it's* in *It's sunny and warm* is a contraction.
 Write *it's*. (Check.)
8. nurses' Number 8: nurses'. We checked in at the nurses' station at the hospital. Say *nurses'*.
 Write *nurses'*. (Check.)

▶ **Introduce the Homework**

Hand out the Week 11 homework.

▶ **Record Words Missed**

Return the students' spelling tests from Week 10. Have them turn to pages 54 and 55 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The first two application words, numbers 1 and 2 on the test, are not on these pages. If the students missed any of the other three application words, numbers 3, 4, and 5, have them mark the form of the word that appears in their book.

Week 11 Day 2

► Teacher Background

In the pre-spelling activities this week, you will show the students some ways to decide between *-tion* and *-sion* in preparation for Week 13 guided spelling.

TEKS 2.A.i

TEKS 2.A.xv

TEKS 2.B.viii

Student/Teacher Narrative

Pre-spelling section

(dictation, hesitation, translation, pollution)

► Pre-spelling: Syllables *-tion* and *-sion*

Soon in guided spelling, you will be writing words that end with **t-i-o-n** and **s-i-o-n**. Deciding whether to write **t-i-o-n** or **s-i-o-n** can be very confusing in English spelling. I will show you how to use clues.

dictation. I will write *dictation*. First I say *dictation* by syllables: *dic-ta-tion*.

► Write *dicta* on the board.

Now I must decide whether to use **t-i-o-n** or **s-i-o-n**. *Dictation* is related to *dictate*. *Dictate* ends with **t-e**. I will use **t-i-o-n**.

► Add *tion*.

Dictation. Here are other examples.

hesitation. The word *hesitation* is related to *hesitate*. Spell the last syllable of *hesitation*. (Students: t-i-o-n)

translation. The word *translation* is related to *translate*. Spell the last syllable of *translation*. (Students: t-i-o-n)

pollution. The word *pollution* is related to *pollute*. Spell the last syllable of *pollution*. (Students: t-i-o-n)

► Guided Spelling

► Have your students turn to page 63.

l. queen's. Number l: queen's. Horses from the queen's stables are exercised in the morning. Say *queen's*.

What do we call the word *queen's*? (Students: possessive noun) How many queens are there, one or more than one? (Students: one) Write *queen*. ■ Make *queen* possessive by adding apostrophe-s. (Check.)

2. announce Number 2: announce. They will announce the winner tonight. Say *announce*.
- Say *announce* by syllables. ■ The first syllable has a schwa. For spelling say *an-nounce*. ■ First syllable? ■ (Offer help.) Write *an-*.
 Second syllable? ■ Question? ■ Use the first spelling under the “ouch” picture. Careful. The end is spelled **c-e**. Finish writing *announce*. (Check.)
3. babies’ Number 3: babies’. The mothers walked to the park. They put their babies’ strollers on the grass. Say *babies’*.
- What do we call the word *babies’*? (Students: possessive noun)
 Is there one baby or more than one? (Students: more than one)
 Write the plural word *babies*. ■ Now make *babies* possessive. There’s already an **s**. Just add an apostrophe at the end. (Check.)
- HISTORY** The word *baby* probably came from the sounds a baby makes: “b-b-b.”
4. character Number 4: character. Her favorite character in the book was the hero. Say *character*.
- Say *character* by syllables. ■ For spelling say *char-ac-ter*. ■ First syllable? ■ Careful. It’s spelled **c-h-a-r**. Write *char-*.
 Second syllable? ■ (Offer help.) Write *-ac-*.
 Third syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Write *-ter*. (Check.)
- In some words the sound /k/ is spelled **c-h**, as in *character*, *stomach*, *chemistry*, *chorus*, and *ache*.
5. ours Number 5: ours. The green sailboat is ours. Say *ours*.
- The word *ours* is a possessive pronoun. Possessive pronouns do not have an apostrophe: *yours*, *hers*, *its*, *ours* and *theirs*. Write *ours*. (Check.)
6. farther Number 6: farther. Our classroom is farther from the office than yours. Say *farther*.
- Say *farther* by syllables. ■ For spelling say *far-ther*. ■ First syllable? ■ Write *far-*.
 Second syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Finish writing *farther*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. **defining** Number 7: defining. We used both context and the dictionary for defining the words. Say *defining*.

I'll say the syllables for spelling: *de-fin-ing*.

MNEMONIC The related word *definition* can help you with the first syllable of *defining*.

Write *defining*. (Check.)

8. **rather** Number 8: rather. I'd rather go swimming than play tennis. Say *rather*.

Write *rather*. (Check.)

9. **stomach** Number 9: stomach. The human stomach can digest many types of food. Say *stomach*.

I'll say the syllables for spelling: *stom-ach*. Write *stomach*. (Check.)

10. **replying** Number 10: replying. I will be replying to the letter. Say *replying*.

I'll say the syllables for spelling: *re-ply-ing*. Write *replying*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you did not change **y** to **i**.

MEMORY STEPS Do the memory steps for *replying*.

Week 11 Day 3

► Pre-spelling: Syllables *-tion* and *-sion*

I will show you how to use clues to help you decide whether to use **t-i-o-n** or **s-i-o-n**.

permission I will write *permission*. The word *permission* is related to the word *permit*.

► Write *permit* on the board.

Permit ends with **i-t**. Here is something surprising. *Permission* ends with **s-i-o-n**. When a word that ends with /shən/ is related to a word that ends with **i-t**, the syllable /shən/ is spelled **s-i-o-n**.

► Write *permission* on the board.

Permission. Here are other examples.

admission The word *admission* is related to *admit*. Spell the last syllable of *admission*. (Students: s-i-o-n)

► Write *admission* on the board.

submission The word *submission* is related to *submit*. Spell the last syllable of *submission*. (Students: s-i-o-n)

► Write *submission* on the board.

omission. The word *omission* is related to *omit*. Spell the last syllable of *omission*. (Students: s-i-o-n)

► Write *omission* on the board.

► Guided Spelling

► Have your students turn to page 64.

1. sisters' Number 1: sisters'. The two sisters' bedroom was on the second floor of the house. Say *sisters'*.

What do we call the word *sisters'*? (Students: possessive noun)

Is there one sister or more than one? (Students: more than one)

Write the plural word *sisters*. ■ Now make *sisters* possessive.

There's already an **s**. Just add an apostrophe at the end. (Check.)

2. rather Number 2: rather. They'd rather eat lunch outside on the picnic bench than in the cafeteria. Say *rather*.

Say *rather* by syllables. ■ For spelling say *rath-er*. ■ First syllable? ■ Write *rath-*.

Second syllable? ■ Question? ■ Use the first spelling under the "robot" picture. Write *-er*. (Check.)

3. it's Number 3: it's. The weather report says it's going to snow today. Say *it's*.

TEKS 2.A.xiii
TEKS 2.A.xiv
TEKS 2.A.xxvii
TEKS 2.A.xxviii
Student/Teacher Narrative
Guided Spelling section
(stomach, announce, theirs)

HOMOPHONE The word *it's* is a homophone. In *It's going to snow*, *it's* is not possessive.

CONTRACTION The word *it's* in *It's going to snow* is a contraction. Write *it's*. (Check.)

4. stomach Number 4: stomach. A deer's stomach digests leaves and bark. Say *stomach*.

Say *stomach* by syllables. ■ The second syllable has a schwa. For spelling say *stom-ach*. ■ First syllable? ■ Careful. The vowel sound is spelled **o**. Write *stom-*.

Second syllable? ■ (Offer help.) Careful. The sound /k/ at the end of *stomach* is spelled **c-h**. Finish writing *stomach*. (Check.)

5. dinosaur's Number 5: dinosaur's. The dinosaur's neck was taller than the trees. Say *dinosaur's*.

What do we call the word *dinosaur's*? (Students: possessive noun) How many dinosaurs are there, one or more than one? (Students: one) *Dinosaur* is spelled **d-i...n-o...s-a-u-r**. Write *dinosaur*. ■ *The dinosaur's neck*. Make *dinosaur* possessive by adding apostrophe-**s**. (Check.)

6. announce Number 6: announce. The mayor will announce the members of the new city council. Say *announce*.

Say *announce* by syllables. ■ The first syllable has a schwa. For spelling say *an-nounce*. ■ First syllable? ■ (Offer help.) Write *an-*.

Second syllable? ■ Question? ■ Use the first spelling under the "ouch" picture. Careful. The end is spelled **c-e**. Finish writing *announce*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. farther Number 7: farther. He ran farther than I did. Say *farther*.
Write *farther*. (Check.)

8. giant's. Number 8: giant's. The giant's footprint was as big as a house.
Say *giant's*.
Write *giant's*. (Check.)

9. theirs Number 9: theirs. I can't do my part until all the other team
members have done theirs. Say *theirs*.
Write *theirs*. (Check.)

10. children's. Number 10: children's. The children's area in the zoo is next to
the entrance. Say *children's*.
Write *children's*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain how you spelled
the plural possessive *children's*.

MEMORY STEPS Do the memory steps for *children's*.

Week 11 Day 4

► Pre-spelling: Syllables *-tion* and *-sion*

I will show you clues for deciding whether to use **t-i-o-n** or **s-i-o-n**.

suggestion I will write *suggestion*. *Suggestion* is related to *suggest*.

► Write *suggest* on the board.

The last syllable of *suggestion* is spelled **t-i-o-n**.

► Add *ion*.

Suggestion. Here are other examples.

digestion The word *digestion* is related to *digest*. Spell the last syllable of *digestion*. (Students: t-i-o-n)

question. The word *question* is related to *quest*, meaning *a search for*. Spell the last syllable of *question*. (Students: t-i-o-n)

congestion The word *congestion* is related to *congest*. Spell the last syllable of *congestion*. (Students: t-i-o-n)

► Guided Spelling

► Have your students turn to page 65.

1. replying. Number 1: replying. I will be replying to your letter soon. Say *replying*.

Base word? ■ Say *reply* by syllables. ■ For spelling say *re-ply*. ■

First syllable? ■ (Offer help.) Write *re-*.

Second syllable? ■ Finish writing *reply*.

Replying. What do you have to decide? (Students: Do we change *y* to *i*?) Does *reply* end with a consonant and then **y**? (Students: yes) Does the suffix begin with a letter that is not **i**? (Students: No, it begins with *i*.) Will you change **y** to **i**? (Students: no) Finish writing *replying*. (Check.)

2. sister's Number 2: sister's. My sister's shoes are in her closet. Say *sister's*.

What do we call the word *sister's*? (Students: possessive noun) How many sisters are there, one or more than one?

(Students: one) Write *sister*. ■ Make *sister* possessive by adding apostrophe-s. (Check.)

3. women's Number 3: women's. The women's basketball team plays tonight. Say *women's*.

FREQUENTLY MISSPELLED WORD *Women* is a frequently misspelled word.

The women's basketball team plays tonight. What do we call the word *women's*? (Students: possessive noun) First write *women*. ■ Make *women* possessive by adding apostrophe-s at the end. (Check.)

4. nurses' Number 4: nurses'. Many nurses took care of her. The nurses' encouragement helped her recover. Say *nurses'*.

What do we call the word *nurses'* in *the nurses' encouragement*? (Students: possessive noun) Was there one nurse or more than one? (Students: more than one) Write the plural word *nurses*. ■ Now make *nurses* possessive. There's already an *s*. Just add an apostrophe at the end. (Check.)

5. character Number 5: character. It is out of character for her to lose her temper. Say *character*.

Say *character* by syllables. ■ For spelling say *char-ac-ter*. ■ First syllable? ■ Careful. It's spelled **c-h-a-r**. Write *char-*.

Second syllable? ■ (Offer help.) Write *-ac-*.

Third syllable? ■ Question? ■ Use the first spelling under the "robot" picture. Write *-ter*. (Check.)

6. defining. Number 6: defining. It's hard defining words like *wisdom* and *freedom*. Say *defining*.

Base word? ■ Say *define* by syllables. ■ For spelling say *de-fine*. ■ First syllable? ■ (Offer help.) Write *de-*.

Second syllable? ■ This is the last syllable. We hear a long vowel and then a consonant. Use the vowel-consonant-**e** spelling. Write *-fine*.

Defining. What do you have to decide? (Students: Do we drop e?) Does *define* end with a consonant and then **e**? (Students: yes) Does the suffix begin with a vowel? (Students: yes) Will you drop **e**? (Students: yes) Finish writing *defining*. (Check.)

MNEMONIC The related word *definition* can help you with the first syllable of *defining*.

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. *can't*. Number 7: *can't*. He *can't* come over tonight because he needs to finish his homework. Say *can't*.

FREQUENTLY MISPELLED WORD *Can't* is a frequently misspelled word.

CONTRACTION *Can't* is a contraction.

Write *can't*. (Check.)

8. *giants'*. Number 8: *giants'*. The two *giants'* laughter shook the trees. Say *giants'*.

Write *giants'*. (Check.)

9. *cauliflower*. Number 9: *cauliflower*. They ate *cauliflower* with cheese for supper. Say *cauliflower*.

HISTORY A few English words contain all five vowels. *Cauliflower* is one of them.

I'll say the syllables for spelling: *cau-li-flow-er*. Write *cauliflower*. (Check.)

10. *its*. Number 10: *its*. My dog is going to *its* kennel for the night. Say *its*.

Write *its*. (Check.)

PARTNER STUDY *Its* and *it's* are homophones. Turn to your neighbor. Take turns spelling one of the homophones and using it in a sentence.

MEMORY STEPS Do the memory steps for *its*.

► **Student Study**

Have the students turn to pages 54 and 55. If they missed a word on the test last week, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

Weekly Test

For details about the weekly test, see page 93.

ALL STUDENTS

1. claws The cat scratched me with its claws. (application word)
2. dirtiest “That is the dirtiest shirt I’ve ever seen,” my mom said. (application word)
3. nurse’s She talked to the nurse and took the nurse’s advice. (application word)
4. smoothest The new car gave the smoothest ride he’d ever had. (application word)
5. giants In the story, giants and trolls lived in the forest. (application word)
6. county In August we will go to the county fair.
7. sisters’ My two sisters’ room is down the hall.
8. it’s It’s the biggest room in the house.
9. children’s The children’s toys were scattered all over the floor.
10. giants’ The giants’ cave was big enough for all ten of them to live there.
11. flew The airplane flew across the ocean.
12. its The shirt lost its button.
13. sister’s My sister’s birthday is on Sunday.

AVERAGE AND ADVANCED SPELLERS CONTINUE

14. replying I will be replying to your letter soon.
15. rather She would rather go shopping tomorrow and stay home today.
16. announce A crowd gathered to see the politician announce her candidacy.
17. farther He ran farther than his sister.
18. stomach His stomach hurt because he ate too much.
19. character My favorite character had a sister, just as I have.
20. defining The student understood the word but had trouble defining it.



ADVANCED SPELLERS CONTINUE

Review of Weeks 5, 7, 8, 9, and 10

► Teacher Background

Duplicate the three homework pages for this week (*Blackline Masters* pages 15–17).

On Day 1, you will give a pretest. The students will correct the pretests in class as you read the answers. The students will note which words they need to study.

The Day 2 lesson is proofreading practice. The students will work with partners to find spelling errors in sentences.

On Day 3, the students will study for the review test with partners.

The Day 4 lesson includes a class discussion on proofreading.

On Day 5, you will give the review test.

If you are differentiating instruction, speak privately with each below-grade-level speller: they will study just the starred words on *Student Spelling Book* pages 66 and 67. Have the average spellers study all the words on pages 66 and 67 except the challenge words. Have the advanced spellers study all words, including the challenge words.

In the pre-spelling activities, which begin on Day 2 this week, you will show the students ways to decide between *-tion* and *-sion* in preparation for guided spelling in Week 13.

Words Used This Week

REVIEW WORDS

*magnet, *succeed, *kitchen, *opposite, *immediately, *promise, value, roll, depth, advice, *broken, *refusing, *smoky, *supposed to, *preparing, attach, topic, fence, glance, upstairs, *dirty, *border, *concern, *unexplored, *surprising, *alarm, staring, chapter, collect, ought, *centuries, *beautiful, *colonial, *applying, *satisfied, tongue, visit, dozen, describing, wore, *choice, *smoother, *introduce, *uncrowded, *flew, *county, hiring, evening, route, enemies

REVIEW CHALLENGE WORDS

button, honesty, rocket, palm, elephant, meanwhile, excused, confusing, amazing, holiday, conquer, germs, margin, urge, fortune, tennis, silliest, denied, warmth, cleanliness, powder, coiled, cargo, squawking, astronaut

APPLICATION WORDS ON THE TEST

exploring, colonies, surprisingly, immediate, choices

Pretest

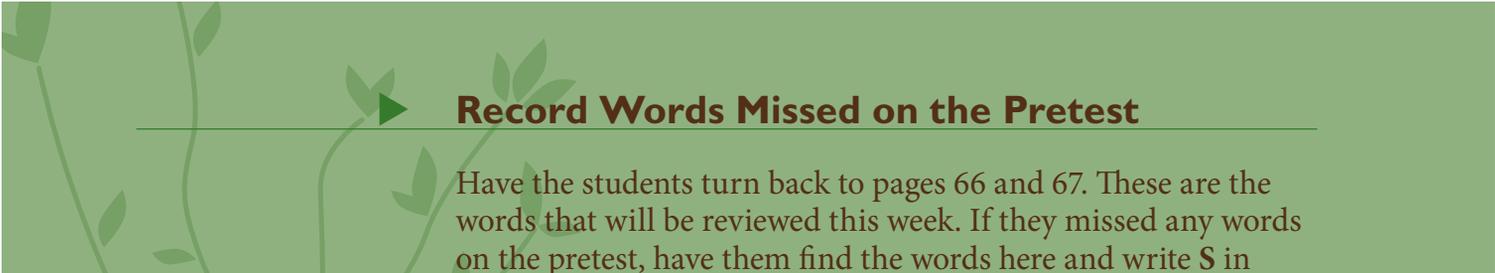
► Administer the Pretest

► Have your students turn to page 68 in their *Student Spelling Books*. Explain that this week they will review ten words each from Weeks 5 and 7 through 10. The pretest in this lesson will help them identify words they especially need to study.

- | | |
|----------------|---|
| 1. uncrowded | The train car was uncrowded so we all got seats. |
| 2. value | The value of a dollar equals the value of ten dimes. |
| 3. border | To cross the border we had to show our passports. |
| 4. refusing | We think our dog is sick because she is refusing to eat. |
| 5. supposed to | I am supposed to be home by 5:00. |
| 6. dozen | She bought a dozen bagels. |
| 7. smoother | After the dance lessons my steps were much smoother. |
| 8. wore | They wore their new uniforms for the game. |
| 9. promise | My mother made me promise to watch out for my sister. |
| 10. dirty | They were dirty after a morning working in the garden. |
| 11. colonial | The furniture was crafted in the colonial style. |
| 12. attach | A spider can attach its web to many structures. |
| 13. glance | She saw at glance that the room had been picked up. |
| 14. collect | He likes to collect miniature cars. |
| 15. route | My father checked our route on the map before we left for vacation. |

► Correct the Pretest

Read and spell the 15 words out loud. For each word, have the students point under each letter in their word as you spell. If they did not spell a word correctly, have them draw a line through the word.



▶ Record Words Missed on the Pretest

Have the students turn back to pages 66 and 67. These are the words that will be reviewed this week. If they missed any words on the pretest, have them find the words here and write **S** in front of each one. These are the words that they especially need to study.

▶ Introduce the Homework

Hand out the homework for Week 12. There are three pages of homework this week. The students will practice every review word.

▶ Record Words Missed on Last Week's Test

Return the students' spelling tests from Week 11. Have them turn to pages 60 and 61 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The first two application words, numbers 1 and 2 on the test, are not on these pages. If the students missed any of the other three application words, numbers 3, 4, and 5, have them mark the form of the word that appears in their book.

Proofreading

▶ Teacher Background

In the pre-spelling activities, which begin on Day 2 this week, you will show the students ways to decide between *-tion* and *-sion* in preparation for guided spelling in Week 13.

▶ Pre-spelling: Syllables *-tion* and *-sion*

I will show you how to use clues for **t-i-o-n** and **s-i-o-n**.

action I will write *action*. First I say *action* by syllables: *ac-tion*.

▶ Write *ac* on the board.

Now I must decide whether to use **t-i-o-n** or **s-i-o-n**. *Action* is related to *act*. Act ends with a consonant and then **t**. I will use **t-i-o-n**.

▶ Add *tion*.

Action. Here are other examples.

subtraction The word *subtraction* is related to *subtract*. *Subtract* ends with a consonant and then **t**. Spell the last syllable of *subtraction*. (Students: t-i-o-n)

prevention The word *prevention* is related to *prevent*. *Prevent* ends with a consonant and then **t**. Spell the last syllable of *prevention*. (Students: t-i-o-n)

selection The word *selection* is related to *select*. *Select* ends with a consonant and then **t**. Spell the last syllable of *selection*. (Students: t-i-o-n)

▶ Partner Proofreading

Explain that the students will work with the person sitting next to them. Note that some students may have to work in a group of three.

Have your students open their books to page 69. The sentences on this page include many words that the students have studied, but some of them are misspelled. Have the students read the

sentences with their partners and look for the misspelled words. Then have the students work individually to draw a line through each misspelled word and write the correct word above it. There may be a sentence with all words correct.

As the students work, monitor and assist those who need extra support in proofreading.

► Correct Sentences Together

► Read each sentence. Have the students tell you each word that is misspelled and how to spell it correctly. Write the correct word on the board. If the students made a mistake, have them draw a line through the incorrect word.

1. Pioneers in unexplored territory regarded a broken wheel with concirn. Misspelled words?

► Write *unexplored* and *concern* on the board as the students read and spell the words.

2. The county had had its name for centurys. Misspelled words?

► Write *centuries* on the board as the students read and spell the word.

3. One evening during their visit to the country, they sat on the fense and gazed at a beautyful sunset. Misspelled words?

► Write *fence* and *beautiful* on the board as the students read and spell the words.

4. She's describing how a magnit attracts the oppasite end of another magnut. Misspelled words?

► Write *magnet*, *opposite*, and *magnet* on the board as the students read and spell the words.

5. The alarm rang in the smokey kitchin when he burned the roles. Misspelled words?

► Write *smoky*, *kitchen*, and *rolls* on the board as the students read and spell the words.

► Record Words Missed in Proofreading

If there are misspelled words that the students did not find in proofreading, have them turn back to pages 66 and 67 and write **S** next to each word missed. If there are any words that they did not write correctly, have them write **S** next to those words on pages 66 and 67. These are words the students especially need to study.

Partner Study

► Pre-spelling: Syllables *-tion* and *-sion*

I will show you clues for **t-i-o-n** and **s-i-o-n**.

confession I will write *confession*. The word *confession* is related to the word *confess*.

► Write *confess* on the board.

Confess ends with **s-s**. In *confession* the last syllable is **s-i-o-n**.

► Add *ion*.

Confession. Here are other examples.

impression The word *impression* is related to *impress*. Spell the last syllable of *impression*. (Students: s-i-o-n)

expression The word *expression* is related to *express*. Spell the last syllable of *expression*. (Students: s-i-o-n)

► Partner Study

Have your students open their spelling books to pages 66 and 67. Remind them how to study their spelling words with a partner. In partner study the students take turns telling each other which word they choose to spell aloud and which parts of the word are hard to spell. For example, one student says, “I will spell number 22, *border*. The hard part is **e-r**.” She covers the word and spells it aloud as her partner checks. If she makes a mistake, both partners cover the word and spell it together. The partner who made the mistake writes **S** in front of the word to remind her to study it.

You may want to model the partner study before your students begin.

Spelling Discussion

▶ Teacher Background

The purpose of today’s discussion is to help your students think about proofreading their writing for spelling. In the drafting stage of writing, the students’ focus should be on recording their ideas without stopping to worry about spelling, but in the revision/proofreading stage, the students should pay careful attention to spelling.

▶ Pre-spelling: Syllables *-tion* and *-sion*

I will show you clues for **t-i-o-n** and **s-i-o-n**.

conclusion I will write *conclusion*. I have two clues about the last syllable. First, the last syllable is /zhən/. The syllable /zhən/ is usually spelled **s-i-o-n**. My second clue is that *conclusion* is related to *conclude*.

▶ Write *conclude* on the board.

Conclude ends with **d-e**. If a /zhən/ word like *conclusion* is related to a word that ends with **d-e** like *conclude*, /zhən/ is spelled **s-i-o-n**.

▶ Write *conclusion* on the board.

Conclusion. Here are other examples.

collision The word *collision* is related to *collide*. Spell the last syllable of *collision*. (Students: s-i-o-n)

decision The word *decision* is related to *decide*. Spell the last syllable of *decision*. (Students: s-i-o-n)

invasion The word *invasion* is related to *invade*. Spell the last syllable of *invasion*. (Students: s-i-o-n)

► Spelling Discussion

One part of proofreading your writing is to be sure your spelling is correct. When you proofread, how do you check your spelling? How do you identify any mistakes and correct them?

Students might say:

“I know that some words are hard to spell, so I make sure to check those.”

“I read the polysyllabic words by syllables and look at each syllable.”

“I check whether I spelled the schwas correctly.”

“I see whether I’ve added the suffixes correctly. For example, did I double the last consonant or drop *e* correctly?”

“There are some words I’ve misspelled before, so I check those.”

“I hold a card under the line to help me notice each word.”

“I point to each word as I check.”

“I make sure my handwriting is clear.”

“I look the word up in a dictionary or the back of my *Student Spelling Book*, or I use a spell-checker.”

► Partner Study

If time permits, have the students study the review words on pages 66 and 67 with their partners, as on Day 3 of this week. This is a brief activity of 1 or 2 minutes.

Weekly Test

For details about the weekly test, see page 93.

ALL STUDENTS

1. exploring Exploring caves is fun but can be dangerous. (application word)
2. colonies The 13 original colonies became the first 13 states after the Revolutionary War. (application word)
3. surprisingly Although it rained, we had a surprisingly good time. (application word)
4. immediate When he realized it was Saturday, he made an immediate recovery. (application word)
5. choices It is hard to decide when you have too many choices. (application word)
6. introduce I'd like to introduce you to my friend.
7. refusing It was raining outside, but the dog kept refusing to come in.
8. concern At the meeting, the teachers raised a concern about student safety on the yard.
9. succeed Everyone hoped the astronauts would succeed in their attempt to land on the moon.
10. supposed to You aren't supposed to come into the building during recess time.
11. satisfied She satisfied her hunger with a big meal.
12. preparing My mother has been preparing for the party all afternoon.
13. applying The doctor stopped the bleeding by applying direct pressure to the wound.

AVERAGE AND ADVANCED SPELLERS CONTINUE

14. upstairs We live upstairs from our neighbors.
15. ought We ought to go home because it's getting late.
16. enemies In fairy tales, the hero always defeats his enemies.
17. advice My older brother gives advice, but he doesn't like to take it.
18. tongue There are thousands of taste buds on your tongue.

19. hiring My parents are thinking of hiring a babysitter for Saturday night.
20. staring They were lying in the hammock, staring up at the starry night.

ADVANCED SPELLERS CONTINUE

21. confusing This assignment was so confusing that I had to ask for help.
22. fortune Andrew Carnegie earned a fortune through steel manufacture.

▶ Ongoing Assessment of Spelling Progress

Take some time to assess the progress of your students.

Were there many errors on application words numbers 1 and 2 (the words the students did not study) and on other words with suffixes, such as *satisfied*, *preparing*, and *applying*? You may need to provide more support during daily guided spelling. For example, before the students spell a word with a suffix, have them reread the related generalization on page 184 or 185.

Were there many errors on memory parts of words? The memory parts are the letter sequences that must be memorized because they can't be figured out using knowledge of phonics or word structure. Examples are the underlined letters in the following words: *concern*, *immediate*, and *succeed*. If the students are making errors on the memory parts, discuss the importance of spelling homework. Be sure the students and parents understand the homework instructions and the importance of using the three memory steps.

If you have been differentiating instruction, are your below-grade-level, average, and advanced spellers correctly designated? Consider the students' performance on all spelling tests to date. If some students have consistently made several errors on the tests, consider having them memorize fewer words each week. If average spellers have made no errors on the tests, they may be able to learn the challenge words each week. Consider student effort as well as performance, however. Some students with perfect tests may have studied intensely and would find it difficult to memorize additional words.

Do your students need encouragement to transfer their knowledge from *Guided Spelling* lessons to their writing? When they ask how to spell a word during writing, have them ask about the *parts* of the word they're not sure of. Provide the guiding and assistance that you would provide during a *Guided Spelling* lesson.

Syllables *-tion* and *-sion*

► New Content

Related words are often clues for spelling *-tion* and *-sion*. See the chart on the following page for examples.

► Teacher Background

Make a copy of the Week 13 homework (*Blackline Masters* page 18) for each student.

The syllables *-tion* and *-sion* are a challenge in English spelling:

- The written syllable *-tion* has various pronunciations, as in *nation*, *suggestion*, and *equation*. The written syllable *-sion* has two common pronunciations, as in *division* and *mission*.
- The spoken syllable /shən/ has many spellings, for example, *nation*, *mission*, *musician*, *fashion*, and *ocean*. In guided spelling you will teach that the spoken syllable /shən/ is usually spelled **tion**.
- The spoken syllable /zhən/ is usually spelled **sion** but there are exceptions, as in *equation*.

The chart on the following page provides clues to help students decide when to use *-sion* and when to use *-tion*. These clues are taught during guided spelling this week.

In the pre-spelling activities, which begin on Day 2 of this week, the students will practice asking how to spell the last syllable of words that end with the sounds /əl/, such as *stumble*, *final*, and *level*, in preparation for Week 14 guided spelling.

Clues for Spelling *-tion* and *-sion*

Clue	Examples
When a word that ends with /shən/ is related to a word that ends with consonant- t , /shən/ is spelled tion .	subtract → subtraction except → exception correct → correction prevent → prevention
When a word that ends with /shən/ is related to a word that ends with te , /shən/ is spelled tion .	operate → operation migrate → migration dictate → dictation pollute → pollution
When a word that ends with /shən/ is related to a word that ends with it , /shən/ is spelled sion .	permit → permission admit → admission omit → omission submit → submission
When a word that ends with /shən/ is related to a word that ends with ss , /shən/ is spelled sion .	discuss → discussion impress → impression express → expression possess → possession
When a word that ends with /zhən/ is related to a word that ends with de , /zhən/ is spelled sion .	divide → division explode → explosion conclude → conclusion invade → invasion
When a word that ends with /chən/ is related to a word that ends with st , /chən/ is spelled tion .	suggest → suggestion digest → digestion quest → question exhaust → exhaustion

Words Used This Week

NEW WORDS

*protection, *division, *operation, *expression, *permission, *suggestion, *motionless, *instructions, degrees, furry, hungrier, background, captain's, earn, daughter

REVIEW WORDS

*children's, *giant's, *its, *nurses', *giants', stomach, rather, announce, farther, defining

CHALLENGE WORDS

possessions, protein, sword, destruction, expedition

APPLICATION WORDS ON THE TEST

men's, magnet's, motion, giants, suggesting

ADDITIONAL WORDS IN DAILY GUIDED SPELLING

explosion, inspection, congratulations, discussion, women's, instructions, earned, daughters', one hundred forty-two, suggestions, dogs', friction

FREQUENTLY MISSPELLED WORDS

forty, two, women

Week 13 Day 1

► Introduce This Week's Words

► Have your students open their *Student Spelling Books* to page 70 and follow along as you read the words and sentences. Have them mark the syllable boundaries in the polysyllabic words as you read each one by syllables.

1. protection. Number 1: protection. Seatbelts protect us, and their protection makes us safer.
Pro-tec-tion. ■ The first syllable has a schwa. In the first syllable, underline **o**. Underline **t-i-o-n**. ■ Find the word *protect* in the sentence. Draw a circle around the clue **c-t**.
2. division. Number 2: division. This math problem requires division, so you will have to divide.
Di-vi-sion. ■ In the first syllable, underline **i**. Underline **s-i-o-n**. ■ Find the word *divide* in the sentence. Draw a circle around the clue **d-e**.
3. operation Number 3: operation. It's an unusually long operation when the doctors have to operate for seven hours.
Op-er-a-tion. ■ Underline **e-r**. Underline **t-i-o-n**. ■ Find the word *operate* in the sentence. Draw a circle around the clue **t-e**.
4. expression Number 4: expression. She likes to express herself with the expression "OK!"
Ex-pres-sion. ■ Underline **s-i-o-n**. ■ Find the word *express* in the sentence. Draw a circle around the clue **s-s**.
5. permission Number 5: permission. When their parents permit them to go to the park, they give permission.
Per-mis-sion. ■ Underline **e-r**. Underline **s-i-o-n**. ■ Find the word *permit* in the sentence. Draw a circle around the clue **i-t**.
6. suggestion. Number 6: suggestion. When you suggest a plan, you are making a suggestion.
Sug-ges-tion. ■ The first syllable has a schwa. Underline **u**. Underline **t-i-o-n**. ■ Find the word *suggest* in the sentence. Draw a circle around the clue **s-t**.

7. motionless. Number 7: motionless. While playing hide-and-seek, the girl tried to remain motionless so no one would find her.
Mo-tion-less. ■ Underline **t-i-o-n**. -Less is a suffix.
8. instructions. Number 8: instructions. When your teachers give instructions, they instruct you.
In-struc-tions. ■ Underline **t-i-o-n**. ■ Find the word *instruct* in the sentence. Draw a circle around the clue **c-t**.
9. degrees. Number 9: degrees. It is only 30 degrees outside!
De-grees. ■ In the first syllable, underline **e**. In the second syllable, underline **e-e**.
10. furry. Number 10: furry. My mother complains that our furry cat sheds all over the rug.
Fur-ry. ■ The base word is *fur*. Underline **u-r**. The **r** was doubled, and then the suffix **y** was added.
11. hungrier. Number 11: hungrier. “I’m hungrier than a bear!” my brother exaggerated.
Hun-gri-er. ■ The base word is *hungry*. The **y** was changed to **i** before the suffix **e-r**.
12. background Number 12: background. In the background of the photo were snow-capped mountains.
Back-ground. ■ *Background* is a compound word. Underline **o-u**.
13. captain’s Number 13: captain’s. Following the captain’s orders, the men lowered the mainsail.
Cap-tain’s. ■ *Captain’s* is a possessive noun. Start underlining *captain’s*, but stop when you get to the apostrophe. What have you underlined? (Students: *captain*) The part you underlined shows that there is just one captain.
Underline **a-i**.
14. earn Number 14: earn. On Fridays I babysit for my cousin to earn some spending money.
Underline **e-a-r**.
15. daughter Number 15: daughter. The woman and her young daughter held hands as they walked to the park.
Daugh-ter. ■ Underline **a-u-g-h**. Underline **e-r**.

MNEMONIC The vowel sound in the first syllable of *daughter* sounds the same and is spelled the same as the vowel sound in *caught* and *taught*: **a-u-g-h**.

NUMBERS 16–25 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- | | |
|-----------------|--------------|
| 16. *children's | 21. stomach |
| 17. *giant's | 22. rather |
| 18. *its | 23. announce |
| 19. *nurses' | 24. farther |
| 20. *giants' | 25. defining |

► Guided Spelling

► Have your students turn to page 72.

1. protection. Number 1: protection. Seatbelts protect us, and their protection makes us safer. Say *protection*.

TEKS 2.B.xxi
Student/Teacher Narrative
Guided Spelling section
(protection, suggestion,
operation, instructions)

Say *protection* by syllables. ■ The first syllable has a schwa. For spelling say *pro-tec-tion*. ■ First syllable? ■ (Offer help.) Write *pro-*.

Second syllable? ■ Write *-tec-*.

Third syllable?

THINK Let's think about two clues. First, the syllable /shən/ is usually spelled **t-i-o-n**. Second, *protection* is related to *protect*. When a word that ends with /shən/ is related to a word that ends with consonant-**t**, /shən/ is spelled **t-i-o-n**. Finish writing *protection*. (Check.)

2. division. Number 2: division. This math problem requires division, so you will have to divide. Say *division*.

Say *division* by syllables. ■ For spelling say *di-vi-sion*. ■ First syllable? ■ Write *di-*.

Second syllable? ■ Write *-vi-*.

Last syllable?

THINK Let's think about two clues. First, the syllable /zhən/ is usually spelled **s-i-o-n**. Second, *division* is related to *divide*. *Divide* ends with **d-e**. If a /zhən/ word is related to a word that ends with **d-e**, /zhən/ is spelled **s-i-o-n**. Finish writing *division*. (Check.)

3. permission Number 3: permission. When their parents permit them to go to the park, they give permission. Say *permission*.

Say *permission* by syllables. ■ For spelling say *per-mis-sion*. ■ First syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Write *per-*.

Second syllable? ■ Write *-mis-*.

Last syllable?

THINK Let’s think about a clue. *Permission* is related to *permit*. When a word that ends with /shən/ is related to a word that ends with **i-t**, the syllable /shən/ is spelled **s-i-o-n**. Another example is that *admission* is related to *admit*. Finish writing *permission*. (Check.)

4. suggestion Number 4: suggestion. When you suggest a plan, you are making a suggestion. Say *suggestion*.

Say *suggestion* by syllables. ■ The first syllable has a schwa. For spelling say *sug-ges-tion*. ■ First syllable? ■ (Offer help.) Write *sug-*.

Second syllable? ■ Write *-ges-*.

Last syllable?

THINK Let’s think about a clue. *Suggestion* is related to *suggest*. When a word that ends with /chən/ is related to a word that ends with **s-t**, /chən/ is spelled **t-i-o-n**. Finish writing *suggestion*. (Check.)

NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.

If you’re not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. operation Number 5: operation. It’s an unusually long operation when the doctors have to operate for seven hours. Say *operation*.

I’ll say the syllables for spelling: *op-er-a-tion*. Write *operation*. (Check.)

6. motionless Number 6: motionless. While playing hide-and-seek, the girl tried to remain motionless so no one would find her. Say *motionless*.

Write *motionless*. (Check.)

7. expression Number 7: expression. She likes to express herself with the expression “OK!” Say *expression*.

I’ll say the syllables for spelling: *ex-pres-sion*. Write *expression*. (Check.)

8. instructions. Number 8: instructions. When your teachers give instructions, they instruct you. Say *instructions*.
Write *instructions*. (Check.)

▶ **Introduce the Homework**

Hand out the Week 13 homework.

▶ **Record Words Missed**

Return the students' spelling tests from Week 12. Have them turn to pages 66 and 67 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The first two application words, numbers 1 and 2 on the test, are not on these pages. If the students missed any of the other three application words, numbers 3, 4, and 5, have them mark the form of the word that appears in their book.

Week 13 Day 2

▶ Teacher Background

In the pre-spelling activities this week, the students will practice asking how to spell the last syllable of words that end with the sounds /əl/, as in *stumble*, *final*, and *level*, in preparation for Week 14 guided spelling.

▶ Pre-spelling: Sounds /əl/ at the End

▶ Write on the board: example mental travel
fossil symbol

The sounds /əl/ at the end of a polysyllabic word are spelled several ways. You will usually use **l-e** or **a-l**, but sometimes you will use **e-l**, **i-l**, or **o-l**.

I will say a word. You ask, “How do we spell the last syllable?”

grumble *Grumble*. (Students: How do we spell the last syllable?) The syllable *-ble* is spelled **b-l-e**.

vessel. *Vessel*. (Students: How do we spell the last syllable?) The syllable *-sel* is spelled **s-e-l**.

equal *Equal*. (Students: How do we spell the last syllable?) The syllable *-qual* is spelled **q-u-a-l**.

▶ Guided Spelling

▶ Have your students turn to page 73.

l. furry. Number l: furry. My mother complains that our furry cat sheds all over the rug. Say *furry*.

Base word? ■ Question? ■ Use the third spelling under the “robot” picture. Write *fur*.

Furry. What do you have to decide? (Students: Do we double?) Does *fur* have one vowel? (Students: yes) One consonant after the vowel? (Students: yes) *Furry*. Suffix? ■ The letter **y** at the end of a word is a vowel. Does the suffix begin with a vowel? (Students: yes) Will you double? (Students: yes) Finish writing *furry*. (Check.)

2. explosion Number 2: explosion. They like to watch fireworks explode because they like the explosion of colors. Say *explosion*.
Say *explosion* by syllables. ■ First syllable? ■ Write *ex-*.
Second syllable? ■ Write *-plo-*.
Last syllable?
THINK Let's think about two clues. First, the syllable /zhən/ is usually spelled **s-i-o-n**. Second, *explosion* is related to *explode*. *Explode* ends with **d-e**. If a /zhən/ word is related to a word that ends with **d-e**, /zhən/ is spelled **s-i-o-n**. Finish writing *explosion*. (Check.)
3. captain's Number 3: captain's. Following the captain's orders, the men lowered the mainsail. Say *captain's*.
HISTORY Several English words come from the Latin word *caput*, meaning *head*. For example, a state capital is the head city of a state. The captain is the head of the ship.
The captain's orders. What do we call the word *captain's*? (Students: possessive noun) How many captains are there, one or more than one? (Students: one) *Captain*. The vowel sound in the second syllable is spelled **a-i**. Write *captain*. ■ *The captain's orders*. Make *captain* possessive by adding apostrophe-s. (Check.)
4. inspection Number 4: inspection. The teacher will inspect the desks carefully during monthly desk inspection. Say *inspection*.
Say *inspection* by syllables. ■ First syllable? ■ Write *in-*.
Second syllable? ■ Write *-spec-*.
Third syllable?
THINK Let's think about two clues. First, the syllable /shən/ is usually spelled **t-i-o-n**. Second, *inspection* is related to *inspect*. When a word that ends with /shən/ is related to a word that ends with consonant-t, /shən/ is spelled **t-i-o-n**. Finish writing *inspection*. (Check.)
5. degrees. Number 5: degrees. It is only 30 degrees outside! Say *degrees*.
Base word? ■ Say *degree* by syllables. ■ For spelling say *de-gree*. ■ First syllable? ■ (Offer help.) Write *de-*.
Second syllable? ■ Careful. The end is spelled **e-e**. Finish writing *degrees*. (Check.)

6. congratulations Number 6: congratulations. Congratulations! I couldn't wait to congratulate you on winning! Say *congratulations*.

Say *congratulations* by syllables. ■ The first and third syllables have schwas. For spelling say *con-grat-u-la-tions*. ■ First syllable? ■ (Offer help.) Write *con-*.

Second syllable? ■ Careful. It's spelled **g-r-a-t**. Write *-grat-*.

Third syllable? ■ (Offer help.) Write *-u-*.

Next syllable? ■ Write *-la-*.

Last syllable?

THINK Let's think. *Congratulations* is related to *congratulate*. When a word that ends with /shən/ is related to a word that ends with **t-e**, the syllable /shən/ is spelled **t-i-o-n**. Finish writing *congratulations*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. earn Number 7: earn. On Fridays I babysit for my cousin to earn some spending money. Say *earn*.

Write *earn*. (Check.)

8. background Number 8: background. In the background of the photo were snow-capped mountains. Say *background*.

Write *background*. (Check.)

9. daughter Number 9: daughter. The woman and her young daughter held hands as they walked to the park. Say *daughter*.

MNEMONIC The vowel sound in the first syllable of *daughter* sounds the same and is spelled the same as the vowel sound in *caught* and *taught*. Write *daughter*. (Check.)

10. hungrier Number 10: hungrier. "I'm hungrier than a bear!" my brother exaggerated. Say *hungrier*.

Write *hungrier*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you dropped **y**.

MEMORY STEPS Do the memory steps for *hungrier*.

Week 13 Day 3

► Pre-spelling: Sounds /əl/ at the End

► Write on the board: marble signal channel

The sounds /əl/ at the end of polysyllabic words are spelled several ways. You will usually use **l-e** or **a-l**, but sometimes you will use **e-l**, **i-l**, or **o-l**.

I will say a word. You ask, “How do we spell the last syllable?”

model *Model*. (Students: How do we spell the last syllable?) The syllable -el is spelled **e-l**.

normal *Normal*. (Students: How do we spell the last syllable?) The syllable -mal is spelled **m-a-l**.

shingle *Shingle*. (Students: How do we spell the last syllable?) The syllable -gle is spelled **g-l-e**.

► Guided Spelling

► Have your students turn to page 74.

1. motionless Number 1: motionless. The boy lay motionless so his mother would think he was asleep. Say *motionless*.

Base word? ■ Say *motion* by syllables. ■ First syllable? ■ Write *mo-*.

Second syllable?

THINK Let’s think about a clue. The syllable /shən/ is usually spelled **t-i-o-n**. Add *-tion*.

Motionless. Suffix? ■ Add *-less*. (Check.)

2. hungrier Number 2: hungrier. When I returned from the backpacking trip, I realized I’d never been hungrier. Say *hungrier*.

Base word? ■ Say *hungry* by syllables. ■ For spelling say *hun-gry*. ■ First syllable? ■ Careful. It’s spelled **h-u-n**. Write *hun-*.

Second syllable? ■ Finish writing *hungry*.

Hungrier. What do you have to decide? (Students: Do we change *y* to *i*?) Does *hungry* end with a consonant and then *y*? (Students: yes) Suffix? (Students: -er) Does the suffix begin with a letter that is not *i*? (Students: yes) Will you change *y* to *i*? (Students: yes) Finish writing *hungrier*. (Check.)

3. permission Number 3: permission. My parents signed the permission slip for the field trip. Say *permission*.

Say *permission* by syllables. ■ For spelling say *per-mis-sion*. ■ First syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Write *per-*.

Second syllable? ■ Write *-mis-*.

Last syllable?

THINK Let’s think about a clue. *Permission* is related to *permit*. When a word that ends with /shən/ is related to a word that ends with *i-t*, the syllable /shən/ is spelled **s-i-o-n**. Another example is that *omission* is related to *omit*. Finish writing *permission*. (Check.)

4. furry Number 4: furry. Mammals are furry animals, but reptiles are not. Say *furry*.

Base word? ■ Question? ■ Use the third spelling under the “robot” picture. Write *fur*.

Furry. What do you have to decide? (Students: Do we double?) Does *fur* have one vowel? (Students: yes) One consonant after the vowel? (Students: yes) *Furry*. Suffix? ■ The letter *y* at the end of a word is a vowel. Does the suffix begin with a vowel? (Students: yes) Will you double? (Students: yes) Finish writing *furry*. (Check.)

5. operation Number 5: operation. My aunt had an operation, but she’s home from the hospital now. Say *operation*.

Say *operation* by syllables. ■ For spelling say *op-er-a-tion*. ■ First syllable? ■ Write *op-*.

Second syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Write *-er-*.

Third syllable? ■ Write *-a-*.

Last syllable?

THINK Let’s think. *Operation* is related to *operate*. When a word that ends with /shən/ is related to a word that ends with *t-e*, the syllable /shən/ is spelled **t-i-o-n**. Finish writing *operation*. (Check.)

6. discussion Number 6: discussion. The class held a discussion about the story's ending. Say *discussion*.

HISTORY Our word *discuss* came from a Latin word that meant "to shake something apart" or "to break something apart." When we have a discussion, you might say we're "breaking something apart" to understand each piece of it.

Say *discussion* by syllables. ■ For spelling say *dis-cus-sion*. ■ First syllable? ■ Write *dis-*.

Second syllable? ■ Write *-cus-*.

Last syllable?

THINK Let's think. *Discussion* is related to *discuss*. When a word that ends with /shən/ is related to a word that ends with **s-s**, /shən/ is spelled **s-i-o-n**. Finish writing *discussion*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. women's Number 7: women's. The women's shoe department is on the first floor. Say *women's*.

FREQUENTLY MISSPELLED WORD *Women* is a frequently misspelled word.

Write *women's*. (Check.)

8. degrees. Number 8: degrees. Water boils at 100 degrees Celsius. Say *degrees*.

I'll say the syllables for spelling: *de-grees*. Write *degrees*. (Check.)

9. protection. Number 9: protection. An umbrella offers some protection on a rainy day. Say *protection*.

I'll say the syllables for spelling: *pro-tec-tion*. Write *protection*. (Check.)

10. captain's Number 10: captain's. The captain's ship was docked at the pier. Say *captain's*.

Write *captain's*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain how you spelled the singular possessive noun *captain's*.

MEMORY STEPS Do the memory steps for *captain's*.

Week 13 Day 4

► Pre-spelling: Sounds /əl/ at the End

► Write on the board: struggle final evil

The sounds /əl/ at the end of polysyllabic words are spelled several ways. You will usually use **l-e** or **a-l**, but sometimes you will use **e-l**, **i-l**, or **o-l**.

I will say a word. You ask, “How do we spell the last syllable?”

tropical *Tropical*. (Students: How do we spell the last syllable?) The syllable *-cal* is spelled **c-a-l**.

poodle *Poodle*. (Students: How do we spell the last syllable?) The syllable *-dle* is spelled **d-l-e**.

label *Label*. (Students: How do we spell the last syllable?) The syllable *-bel* is spelled **b-e-l**.

► Guided Spelling

► Have your students turn to page 75.

1. instructions Number 1: instructions. After the fire drill, all the students waited quietly for the principal’s instructions. Say *instructions*.

Base word? ■ Say *instruction* by syllables. ■ First syllable? ■ Write *in-*.

Second syllable? ■ Write *-struc-*.

Last syllable?

THINK Let’s think about two clues. First, the syllable /shən/ is usually spelled **t-i-o-n**. Second, *instruction* is related to *instruct*. How will we spell the last syllable of *instruction*? (Students: t-i-o-n) Finish writing *instructions*. (Check.)

2. background Number 2: background. At first I didn’t even notice my dad because he was standing in the background. Say *background*.

Background is compound word. Say *background* by syllables. ■ First syllable? ■ Write *back-*.

Second syllable? ■ Question? ■ Use the first spelling under the “ouch” picture. Write *-ground*. (Check.)

3. earned Number 3: earned. When she earned her first paycheck, she treated her family to dinner. Say *earned*.
 Base word? ■ Careful. The beginning is spelled **e-a-r**. Write *earn*.
Earned. What do you have to decide? (Students: Do we double?)
 Does *earn* have one vowel? (Students: no, two) Will you double the last consonant of *earn*? (Students: no) Finish writing *earned*. (Check.)
4. expression Number 4: expression. The expression on his face told me that he still couldn't find his keys. Say *expression*.
 Say *expression* by syllables. ■ For spelling say *ex-pres-sion*. ■ First syllable? ■ Write *ex-*.
 Second syllable? ■ Write *-pres-*.
 Last syllable?
 THINK Let's think. *Expression* is related to *express*. When a word that ends with /shən/ is related to a word that ends with **s-s**, /shən/ is spelled **s-i-o-n**. Finish writing *expression*. (Check.)
5. daughters' Number 5: daughters'. My twin daughters' birthday is in August. Say *daughters'*.
 What do we call the word *daughters'* in *my twin daughters' birthday*? (Students: possessive noun) Is there one daughter or more than one? (Students: more than one) First you'll write the plural noun *daughters*.
 Base word? ■ Say *daughter* by syllables. ■ For spelling say *daugh-ter*. ■ First syllable? ■ Careful. It's spelled **d-a-u-g-h**. Write *daugh-*.
 Second syllable? ■ Question? ■ Use the first spelling under the "robot" picture. Finish writing the plural noun *daughters*.
My twin daughters' birthday. Now make *daughters* possessive. There's already an **s**. Just add an apostrophe at the end. (Check.)
6. 142. Number 6: one hundred forty-two. There were one hundred forty-two people at the school play. Say *one hundred forty-two*.
 FREQUENTLY MISSPELLED WORDS *Forty* and *two* are frequently misspelled words.
 When you are writing a number such as *one hundred forty-two*, do not write a hyphen before or after the word *hundred*. However, numbers like *forty-two*, *thirty-one*, *fifty-seven*, and *eighty-nine* are hyphenated.
 If you're not sure how to spell any part of this number, raise your hand. Write *one hundred forty-two*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. suggestions Number 7: suggestions. During the class meeting, the teacher asked the students for suggestions for resolving the conflict. Say *suggestions*.

I'll say the syllables for spelling: *sug-ges-tions*. Write *suggestions*. (Check.)

8. dogs' Number 8: dogs'. My grandmother doesn't want the dogs in the kitchen, so she keeps the dogs' dishes on the back porch. Say *dogs'*.

Write the plural possessive *dogs'*, as in *the dogs' dishes*. (Check.)

9. friction Number 9: friction. When you rub your hands together, you can feel the heat created by the friction. Say *friction*.

Write *friction*. (Check.)

10. division Number 10: division. We learned division last year, and now we are using larger numbers. Say *division*.

Write *division*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you spelled the last syllable **s-i-o-n**.

MEMORY STEPS Do the memory steps for *division*.

► **Student Study**

Have the students turn to pages 60 and 61. If they missed a word on the test in Week 11, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

Week 13 Day 5

TEKS 2.B.xxi
Student/Teacher Activity
Spelling Test
(motion, operation, protection,
instructions)

Weekly Test

For details about the weekly test, see page 93.

ALL STUDENTS

1. men's The store sold only men's clothing. (application word)
2. magnet's The magnet's power was so strong it could pick up several objects at once. (application word)
3. motion The constant motion of the boat made her seasick. (application word)
4. giants People must seem like giants to ants and other small insects. (application word)
5. suggesting Don't get angry! I was only suggesting you try again. (application word)
6. expression The expression on his face told me that they'd lost the game.
7. giant's The giant's house was large enough for him.
8. operation The pitcher had a shoulder operation in the summer and is ready for the new season.
9. protection The warm jacket offered protection against the wind.
10. permission I have to ask my mother's permission before I can go.
11. its I have the pen, but I don't have its top.
12. instructions I had to reread the instructions to make sure I understood.
13. division Multiplication and division are inverse operations.

AVERAGE AND ADVANCED SPELLERS CONTINUE

14. furry The furry little bunny hopped into its hutch.
15. background She painted the background with pastel colors.
16. earn I'd like to earn enough money to buy a new bicycle.
17. degrees The professor had degrees from three universities.
18. captain's The guests were invited to eat at the captain's table.
19. hungrier After the race, I was hungrier than I'd ever been.
20. daughter My mother has three sons; I'm her only daughter.



ADVANCED SPELLERS CONTINUE

Syllables Ending in Consonant-l-e and Consonant-a-l

► New Content

Final syllables that end with /əl/ are usually spelled consonant-**l-e**, as in *gentle* and *article*, or consonant-**a-l**, as in *capital* and *metal*.

► Teacher Background

Make a copy of the Week 14 homework (*Blackline Masters* page 19) for each student.

When the last syllable of a polysyllabic word ends with the sounds /əl/, the syllable usually ends with **le** or **al**, as in *ankle* and *hospital*. Sometimes it ends with **el**, **il**, or **ol**, as in *camel*, *fossil*, and *capitol*.

Words with the last syllable /kəl/ may be spelled **cle** as in *uncle*, **kle** as in *ankle*, and **cal** as in *focal*. When a word ends with **ckle**, the syllable boundary is before **le**, as in *pick-le* and *tack-le*.

The students will be introduced to a syllable construction this week. A *consonant-l-e syllable* is the last syllable of a base word and consists of a consonant followed by **le**, as in *sample* and *bundle*.

When you and the students pronounce words by syllables, there should be a pause between syllables to indicate the syllable boundary clearly. For example, say “min...er...al,” not “minnerral.”

When countries and other parts of the world are mentioned in the history notes, point them out on a map.

In the pre-spelling activities, which begin on Day 2 this week, the students will practice adding suffixes to base words.

Words Used This Week

NEW WORDS

*gentle, *capital, *metal, *article, *hospital, *minerals,
*medical, *muscles, extra, sleepest, discount, yours, dictionary,
double, camel

REVIEW WORDS

*permission, *instructions, *protection, *division, *suggestion,
*expression, background, earn, hungrier, furry

CHALLENGE WORDS

mammal, sweaty, startled, initials, pupil

APPLICATION WORDS ON THE TEST

explosion, prevention, divide, muscle, articles

ADDITIONAL WORDS IN DAILY GUIDED SPELLING

ankle, pickle, personal, translation, bundles, articles,
great-grandmother, central, prediction

FREQUENTLY MISSPELLED WORDS

great-grandmother

Week 14 Day 1

► Introduce This Week's Words

► Have your students open their *Student Spelling Books* to page 76 and follow along as you read the words and sentences. Have them mark the syllable boundaries in the polysyllabic words as you read each one by syllables.

1. gentle Number 1: gentle. He was a gentle dog who never even barked.

Gen-tle. ■ Underline **t-l-e**.

The second syllable in *gentle* is called a *consonant-l-e syllable*. A consonant-**l-e** syllable is the last syllable of a base word. It is a consonant followed by **l-e**. Here are some other words that have a consonant-**l-e** syllable: *angle*, *people*, *settle*, and *puzzle*.

2. capital Number 2: capital. Begin the name of your capital city with a capital letter.

Cap-i-tal. ■ Underline **i**. Underline **a-l**.

HOMOPHONE *Capital* is a homophone. It's not *capitol* meaning the building where laws are made. It's *capital* meaning the city where the laws are made. It's also *capital* as in a *capital letter*.

3. metal Number 3: metal. Sterling silver is one type of metal used to make jewelry.

Met-al. ■ Underline **a-l**.

4. article Number 4: article. My sister wrote an article for the school newspaper.

Ar-ti-cle. ■ Underline **c-l-e**.

5. hospital Number 5: hospital. My dad is working as a nurse at the hospital.

Hos-pi-tal. ■ Underline **a-l**.

6. minerals Number 6: minerals. She took a daily dose of extra vitamins and minerals.

Min-er-als. ■ Underline **e-r**. Underline **a-l**.

7. medical Number 7: medical. There are many jobs in the medical profession, including doctors, nurses, and technicians, to name just a few.
Med-i-cal. ■ Underline **a-l**.
8. muscles Number 8: muscles. The athlete soaked in a hot bath to ease her aching muscles.
Mus-cles. ■ The **c** is silent. Underline **c-l-e**.
9. extra Number 9: extra. They saved the extra food for the next day.
Ex-tra. ■ The second syllable has a schwa. Underline **a**.
10. sleepest Number 10: sleepest. Even the sleepest child woke up when their dad came home.
Sleep-i-est. ■ Underline **e-e**. *Sleepest* came from *sleepy*. The **y** was changed to **i** before the suffix **e-s-t**.
11. discount. Number 11: discount. The store owner is my uncle’s friend, so he gave us a discount.
Dis-count. ■ Underline **o-u**.
12. yours Number 12: yours. I found my notebook in my backpack, but I don’t see yours.
Yours is a possessive pronoun. Possessive pronouns do *not* have apostrophes. Underline **o-u**.
13. dictionary Number 13: dictionary. She likes to look at the illustrations in the dictionary.
Dic-tion-ar-y. ■ Underline **t-i-o-n**. Underline **a-r**.
14. double Number 14: double. He tied a double knot in his shoelaces.
Dou-ble. ■ Underline **o-u**. Under **b-l-e**.
15. camel Number 15: camel. The camel is an important animal for many desert nomads.
Cam-el. ■ Underline **e-l**.

NUMBERS 16–25 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- | | |
|-------------------|-----------------|
| 16. *permission | 21. *expression |
| 17. *instructions | 22. background |
| 18. *protection | 23. earn |
| 19. *division | 24. hungrier |
| 20. *suggestion | 25. furry |

► Guided Spelling

► Have your students turn to page 78.

1. gentle Number 1: gentle. He was a gentle dog who never even barked. Say *gentle*.
Say *gentle* by syllables. ■ First syllable? ■ Write *gen-*.
Last syllable? ■ Ask me how to spell the last syllable. ■ It's **t-l-e**. Finish writing *gentle*. (Check.)
2. capital Number 2: capital. Begin the name of your capital city with a capital letter. Say *capital*.
HOMOPHONE *Capital* is a homophone. It's not *capitol* meaning the building where laws are made. It's *capital* meaning the city where the laws are made. It's also *capital* as in a capital letter.
Say *capital* by syllables. ■ For spelling say *cap-i-tal*. ■ First syllable? ■ Write *cap-*.
Second syllable? ■ Write *-i-*.
Last syllable? ■ Ask me how to spell the last syllable. ■ It's **t-a-l**. Finish writing *capital*. (Check.)
3. article. Number 3: article. My sister wrote an article for the school newspaper. Say *article*.
Say *article* by syllables. ■ For spelling say *ar-ti-cle*. ■ First syllable? ■ Write *ar-*.
Second syllable? ■ Write *-ti-*.
Last syllable? ■ Ask me how to spell the last syllable. ■ It's **c-l-e**. Finish writing *article*. (Check.)
4. muscles. Number 4: muscles. The athlete soaked in a hot bath to ease her aching muscles. Say *muscles*.
Base word? ■ Say *muscle* by syllables. ■ For spelling say *mus-cle*. ■ First syllable? ■ Write *mus-*.
Last syllable? ■ Ask me how to spell the last syllable. ■ Careful. There is a silent **c**. The syllable is spelled **c-l-e**. Finish writing *muscles*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. hospital Number 5: hospital. My dad is working as a nurse at the hospital.

Say *hospital*.

I'll say the syllables for spelling: *hos-pi-tal*. Write *hospital*. (Check.)

6. medical Number 6: medical. There are many jobs in the medical profession, including doctors, nurses, and technicians, to name just a few. Say *medical*.

I'll say the syllables for spelling: *med-i-cal*. Write *medical*. (Check.)

7. metal Number 7: metal. Sterling silver is one type of metal used to make jewelry. Say *metal*.

I'll say the syllables for spelling: *met-al*. Write *metal*. (Check.)

8. minerals Number 8: minerals. She took a daily dose of extra vitamins and minerals. Say *minerals*.

I'll say the syllables for spelling: *min-er-als*. Write *minerals*. (Check.)

► **Introduce the Homework**

Hand out the Week 14 homework.

► **Record Words Missed**

Return the students' spelling tests from Week 13. Have them turn to pages 70 and 71 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The first two application words, numbers 1 and 2 on the test, are not on these pages. If the students missed any of the other three application words, numbers 3, 4, and 5, have them mark the form of the word that appears in their book.

Week 14 Day 2

▶ Teacher Background

In the pre-spelling activities, you will guide the students in adding suffixes to base words.

▶ Pre-spelling: Base Words and Suffixes

Help me add suffixes to base words.

scanned ▶ Write on the board: scan + ed

Scanned. He scanned the whole book. Base word? (Students: scan) What do we have to decide? (Students: Do we double?) Does scan have one vowel? (Students: yes) One consonant after the vowel? (Students: yes) Does the suffix begin with a vowel? (Students: yes) Will we double the last consonant? (Students: yes) Scanned.

▶ Write *scanned* on the board.

adventurous ▶ Write on the board: adventure + ous

Adventurous. The adventurous group scrambled up the rocks. Base word? (Students: adventure) What do we have to decide? (Students: Do we drop e?) Does the base word end with consonant-e? (Students: yes) Does the suffix begin with a vowel? (Students: yes) For adventurous, do we keep e or drop e? (Students: drop e) Adventurous.

▶ Write *adventurous* on the board.

▶ Guided Spelling

▶ Have your students turn to page 79.

l. ankle Number 1: ankle. When he fell, he twisted his ankle. Say *ankle*.

Say *ankle* by syllables. ■ For spelling say *an-kl*e. First syllable? ■ Careful. It's spelled **a-n**. Write *an-*.

Last syllable? ■ Ask me how to spell the last syllable. ■ It's **k-l-e**. Finish writing *ankle*. (Check.)

2. discount Number 2: discount. The store owner is my uncle's friend, so he gave us a discount. Say *discount*.

Say *discount* by syllables. ■ First syllable? ■ Write *dis-*.

Second syllable? ■ Question? ■ Use the first spelling under the "ouch" picture. Write *-count*. (Check.)

3. pickle Number 3: pickle. Pick out a pickle for your sandwich. Say *pickle*.

Say *pickle* by syllables. ■ For spelling say *pick-le*. ■ First syllable? ■ Careful. The end of the syllable is spelled **c-k**. Write *pick-*.

Last syllable? ■ Ask me how to spell the last syllable. ■ It's **l-e**. Finish writing *pickle*. (Check.)

4. double Number 4: double. He tied a double knot in his shoelaces.

Say *double*.

Say *double* by syllables. ■ For spelling say *dou-ble*. ■ First syllable? ■ Careful. It's spelled **d-o-u**. Write *dou-*.

Last syllable? ■ Ask me how to spell the last syllable. ■ It's **b-l-e**. Finish writing *double*. (Check.)

The last syllable in *double* is a consonant-**l-e** syllable. A consonant-**l-e** syllable is the last syllable of a base word. It is a consonant followed by **l-e**.

5. extra Number 5: extra. They saved the extra food for the next day.

Say *extra*.

Say *extra* by syllables. ■ The second syllable has a schwa. First syllable? ■ Write *ex-*.

Second syllable? ■ (Offer help.) Write *-tra*. (Check.)

6. camel Number 6: camel. The camel is an important animal for many desert nomads. Say *camel*.

HISTORY The English word *camel*, the Hebrew word *gāmāl*, and the Arabic word *jamal* all came from the same ancient word.

Say *camel* by syllables. ■ The second syllable has a schwa. For spelling say *cam-el*. ■ First syllable? ■ Write *cam-*.

Last syllable? ■ Ask me how to spell the last syllable. ■ It's **e-l**. Finish writing *camel*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. dictionary Number 7: dictionary. She likes to look at the illustrations in the dictionary. Say *dictionary*.

Write *dictionary*. (Check.)

8. yours Number 8: yours. I found my notebook in my backpack, but I don't see yours. Say *yours*.

Write *yours*. (Check.)

9. personal Number 9: personal. I don't want to read the story out loud because it's too personal. Say *personal*.

I'll say the syllables for spelling: *per-son-al*. Write *personal*. (Check.)

10. sleepest Number 10: sleepest. Even the sleepest child woke up when their dad came home. Say *sleepest*.

Write *sleepest*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you changed **y** to **i**.

MEMORY STEPS Do the memory steps for *sleepest*.

Week 14 Day 3

► Pre-spelling: Base Words and Suffixes

Help me add suffixes to base words.

envied ► Write on the board: envy + ed

Envied. He envied his brother's athletic ability. Base word? (Students: envy) What do we have to decide? (Students: Do we change y to i?) Does envy end with a consonant and then y? (Students: yes) Does the suffix begin with any letter except i? (Students: yes) What will we do now? (Students: change y to i) And now? (Students: add e-d) Envied.

► Write *envied* on the board.

combed ► Write on the board: comb + ed

Combed. She combed the pony's mane. Base word? (Students: comb) What do we have to decide? (Students: Do we double?) Does comb have one vowel? (Students: yes) One consonant after the vowel? (Students: no, two) Will we double the last consonant? (Students: no) Combed.

► Write *combed* on the board.

► Guided Spelling

► Have your students turn to page 80.

1. metal Number 1: metal. His water bottle was made of metal. Say *metal*.

Say metal by syllables. ■ For spelling say met-al. ■ First syllable? ■ Write met-

Last syllable? ■ Ask me how to spell the last syllable. ■ It's a-l. Finish writing metal. (Check.)

2. camel Number 2: camel. A camel has a hump where it stores water for long desert treks. Say *camel*.

Say camel by syllables. ■ For spelling say cam-el. ■ First syllable? ■ Write cam-

Last syllable? ■ Ask me how to spell the last syllable. ■ It's e-l. Finish writing camel. (Check.)

3. medical. Number 3: medical. He arrived at the medical building just in time for his appointment. Say *medical*.
- Say *medical* by syllables. ■ For spelling say *med-i-cal*. ■
 First syllable? ■ Write *med-*.
 Second syllable? ■ Write *-i-*.
 Last syllable? ■ Ask me how to spell the last syllable. ■ It's **c-a-l**.
 Finish writing *medical*. (Check.)
4. hospital. Number 4: hospital. The hospital was known for its expertise with newborn babies. Say *hospital*.
- HISTORY** The word *hospital* used to mean *a place where guests stay*. The place where guests received hospitality was called a *hospital*. Later the word *hospital* came to mean a place where sick and injured people are cared for.
- Say *hospital* by syllables. ■ For spelling say *hos-pi-tal*. ■
 First syllable? ■ Write *hos-*.
 Second syllable? ■ Write *-pi-*.
 Last syllable? ■ Ask me how to spell the last syllable. ■ It's **t-a-l**.
 Finish writing *hospital*. (Check.)
5. dictionary Number 5: dictionary. At the beginning of the year the teacher encouraged each family to buy a dictionary. Say *dictionary*.
- Say *dictionary* by syllables. ■ For spelling say *dic-tion-ar-y*. ■
 First syllable? ■ Write *dic-*.
 Second syllable? ■ The syllable /shən/ is usually spelled **t-i-o-n**.
 Write *-tion*.
 Third syllable? ■ It's spelled **a-r**. Write *-ar-*.
 Last syllable? ■ Finish writing *dictionary*. (Check.)
6. translation. Number 6: translation. The boy gave the teacher a translation of his mother's message. Say *translation*.
- Say *translation* by syllables. ■ For spelling say *trans-la-tion*. ■
 First syllable? ■ Write *trans-*.
 Second syllable? ■ Write *-la-*.
 Last syllable?
- THINK** Let's think. *Translation* is related to *translate*. Finish writing *translation*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. **discount** Number 7: **discount**. He got a 20 percent discount on everything because he was a store employee. Say *discount*.

Write *discount*. (Check.)

8. **extra** Number 8: **extra**. I have to do extra homework tonight because I was absent yesterday. Say *extra*.

Write *extra*. (Check.)

9. **bundles** Number 9: **bundles**. After shopping at the market, the woman carried home many bundles. Say *bundles*.

Write *bundles*. (Check.)

The second syllable in *bundle* is a consonant-**l-e** syllable. A consonant-**l-e** syllable is the last syllable of a base word. It is a consonant followed by **l-e**.

10. **gentle** Number 10: **gentle**. You have to be very gentle when you hold a newborn baby. Say *gentle*.

Write *gentle*. (Check.)

PARTNER STUDY Turn to your neighbor. Take turns telling each other one hard part in *gentle* and how you will remember it.

MEMORY STEPS Do the memory steps for *gentle*.

Week 14 Day 4

► Pre-spelling: Base Words and Suffixes

Help me add suffixes to base words.

politeness ► Write on the board: polite + ness

Politeness. She appreciated her class's politeness. Base word? (Students: polite) What do we have to decide? (Students: Do we drop e?) Does the base word end with consonant-e? (Students: yes) Does the suffix begin with a vowel? (Students: no) For *politeness*, do we keep e or drop e? (Students: keep e) *Politeness.*

► Write *politeness* on the board.

classifying ► Write on the board: classify + ing

Classifying. The students were classifying rocks by color and weight. What do we have to decide? (Students: Do we change y to i?) Does *classify* end with a consonant and then y? (Students: yes) The suffix begins with i. What will we do now? (Students: just add -ing) *Classifying.*

► Write *classifying* on the board.

► Guided Spelling

► Have your students turn to page 81.

1. sleepiest Number 1: sleepiest. We all were tired, but my little brother was the sleepiest by far. Say *sleepiest*.

The base word is *sleep*. Question? ■ Use the second spelling under the “tree” picture. Write *sleep*.

Sleepiest has two suffixes. First suffix? (Students: y) The base word has two vowels, so you will not double. Just add y.

Sleepiest. What do you have to decide? (Students: Do we change y to i?) Does *sleepy* end with a consonant and then y? (Students: yes) Suffix? (Students: -est) Does the suffix begin with a letter that is not i? (Students: yes) Will you change y to i? (Students: yes) Finish writing *sleepiest*. (Check.)

2. yours Number 2: yours. These shoes are yours. Say *yours*.
 The word *yours* is a possessive pronoun. Possessive pronouns do *not* have an apostrophe: *yours, hers, its, ours, and theirs*. Write *yours*. (Check.)
3. articles Number 3: articles. That magazine always has a lot of articles about celebrities. Say *articles*.
 Base word? ■ Say *article* by syllables. ■ For spelling say *ar-ti-cl-e*. ■
 First syllable? ■ Write *ar-*.
 Second syllable? ■ Write *-ti-*.
 Last syllable? ■ Ask me how to spell the last syllable. ■ It's **c-l-e**.
 Finish writing *articles*. (Check.)
 The last syllable in *article* is a consonant-**l-e** syllable. A consonant-**l-e** syllable is the last syllable of a base word. It is a consonant followed by **l-e**.
4. muscles. Number 4: muscles. People work out at the gym to develop their muscles. Say *muscles*.
 Base word? ■ Say *muscle* by syllables. ■ For spelling say *mus-cl-e*. ■
 First syllable? ■ Write *mus-*.
 Last syllable? ■ Ask me how to spell the last syllable. ■ Careful. There is a silent **c**. The syllable is spelled **c-l-e**. Finish writing *muscles*. (Check.)
5. minerals Number 5: minerals. The geologist taught us about the minerals found in this area. Say *minerals*.
 Base word? ■ Say *mineral* by syllables. ■ For spelling say *min-er-al*. ■
 First syllable? ■ Write *min-*.
 Second syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Write *-er-*.
 Last syllable? ■ Ask me how to spell the last syllable. ■ It's **a-l**.
 Finish writing *minerals*. (Check.)
6. great-grandmother Number 6: great-grandmother. Their great-grandmother lived to be 99 years old. Say *great-grandmother*.
 FREQUENTLY MISSPELLED WORD *Great-grandmother* is a frequently misspelled word.
 There is a hyphen between *great* and *grandmother*. *Grandmother* is a compound word. If you're not sure of any part of the word, raise your hand. Write *great-grandmother*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. double Number 7: double. My dad did a double century bike ride, which means he rode 200 miles in one day. Say *double*.
Write *double*. (Check.)

8. capital Number 8: capital. Begin the name of your capital city with a capital letter. Say *capital*.
Write *capital*. (Check.)

9. central Number 9: central. The city's oldest houses lined its central square. Say *central*.
Write *central*. (Check.)

10. prediction Number 10: prediction. Both forecasters predict rain, but a prediction can be wrong. Say *prediction*.
I'll say the syllables for spelling: *pre-dic-tion*. Write *prediction*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you spelled the last syllable **t-i-o-n**.

MEMORY STEPS Do the memory steps for *prediction*.

 **Student Study**

Have the students turn to pages 70 and 71. If they missed a word on the test last week, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

Week 14 Day 5

Weekly Test

For details about the weekly test, see page 93.

ALL STUDENTS

1. explosion
The loud explosion shook nearby buildings. (application word)
2. prevention
Disease prevention can save many lives. (application word)
3. divide
In third grade, we learned how to divide whole numbers.
(application word)
4. muscle
The athlete pulled a muscle at the track. (application word)
5. articles
There are many interesting articles in the newspaper.
(application word)
6. medical
If you want to be a doctor, you have to go to medical school.
7. gentle
The horse was so gentle that she was perfect for beginning riders.
8. protection
A good raincoat offers protection in wet weather.
9. minerals
Gems and minerals are found in rock below the Earth's surface.
10. permission
In the office, I asked permission to call my mother.
11. hospital
When his wife went into labor, the man quickly drove her to the hospital.
12. capital
Our state capital is not a large city.
13. metal
A magnet can pick up many kinds of metal.

AVERAGE AND ADVANCED SPELLERS CONTINUE

14. discount
The bookstore offered a discount for students.
15. dictionary
I keep a dictionary handy when I am doing my homework.
16. extra
The teacher gave us extra recess on Friday afternoon.
17. camel
A camel can walk for days without water.
18. sleepest
The jet lag made me the sleepest I have ever been.
19. double
I will double the recipe to make twice as much.
20. yours
Mine is the blue cup, and yours is green.

ADVANCED SPELLERS CONTINUE

21. pupil

Another word for “student” is “pupil.”

22. initials

She wrote her initials in a fancy style.

Syllables with *-ive*, *-ture*, and *-age*

► New Content

Final syllables that end with the sounds /iv/ usually end with *-ive*, as in *native* and *expressive*.

When the last syllable of a base word is /chər/, it is usually spelled *-ture*, as in *future* and *nature*.

Final syllables that end with the sounds /ij/ (often pronounced /əj/) usually end with *-age*, as in *damage* and *storage*.

► Teacher Background

Make a copy of the Week 15 homework (*Blackline Masters* page 20) for each student.

Final syllables that end with the sounds /ij/ (often pronounced /əj/) usually end with *-age*, but *knowledge* and *acknowledge* are exceptions.

Reminders:

- Be sure your class understands that guided spelling is not a test. The students should listen to your step-by-step guidance so that they write the words correctly.
- Encourage your students to ask questions, even in the items they write independently. *Knowing when we don't know* is an important metacognitive ability in spelling.
- Teach the lessons at a fairly quick pace. Difficult concepts will be reviewed many times.
- If some of the students make a mistake in a choral response, tell the class the correct answer and repeat the question.

The pre-spelling activities, which begin on Day 2 this week, focus on the word parts *-able* and *-ible* in preparation for guided spelling in Week 16.

► Words Used This Week

NEW WORDS	*expensive, *furniture, *advantage, *relatives, *capturing, *damaged, *courage, *tomorrow, camera, royal, husband's, prevention, equal, honey, turkey
REVIEW WORDS	*capital, *minerals, *muscles, *medical, *metal, *gentle, double, camel, extra, sleepest
CHALLENGE WORDS	literature, sewing, voyage, mixture, locomotive
APPLICATION WORDS ON THE TEST	protect, suggest, advantages, captured, expensively
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	posture, bandage, expressive, objectives, equally, sample, advantages, fossil, carriage, Tuesday, royalty
FREQUENTLY MISPELLED WORDS	Tuesday

Week 15 Day 1

► Introduce This Week's Words

► Have your students open their *Student Spelling Books* to page 82 and follow along as you read the words and sentences. Have them mark the syllable boundaries in the polysyllabic words as you read each one by syllables.

1. expensive Number 1: expensive. The boy could not afford the game because it was too expensive.
Ex-pen-sive. ■ Underline **i-v-e**.
2. furniture Number 2: furniture. My grandma's house is full of old furniture.
Fur-ni-ture. ■ In the first syllable, underline **u-r**. Underline **t-u-r-e**.
3. advantage Number 3: advantage. The other team had an advantage because they had one more player.
Ad-van-tage. ■ Underline **a-g-e**.
4. relatives Number 4: relatives. I have more relatives on my mom's side than on my dad's.
Rel-a-tives. ■ The second syllable has a schwa. Underline **a**. Underline **i-v-e**.
5. capturing Number 5: capturing. The juggler was capturing my brother's attention.
Cap-tur-ing. ■ Underline **u-r**. ■ The base word is *capture*. The **e** was dropped before adding the suffix *-ing*.
6. damaged Number 6: damaged. My mother sent the new chair back because it was damaged.
Dam-aged. ■ Underline **a-g**. ■ The base word is *damage*. The **e** was dropped before the suffix **e-d**.
7. courage Number 7: courage. You have to have a lot of courage to do rock climbing.
Cour-age. ■ Underline **o-u**. Underline **a-g-e**.

8. tomorrow Number 8: tomorrow. I'm going to see my friend tomorrow.
To-mor-row. ■ The first syllable has a schwa. In the first syllable, underline **o**. ■ In the second syllable, underline **o-r**. ■ In the third syllable, underline **o-w**.
9. camera Number 9: camera. I forgot to get batteries for my camera!
Cam-er-a. ■ Underline **e-r**. The last syllable has a schwa. Underline the last **a**.
10. royal Number 10: royal. When the royal coach passed by, everyone tried to get a glimpse of the queen.
Roy-al. ■ Underline **o-y**. Underline **a-l**.
11. husband's Number 11: husband's. Her husband's family had lived in the town for three generations.
Hus-band's. ■ *Husband's* is a possessive noun. Start underlining *husband's*, but stop when you get to the apostrophe. What have you underlined? (Students: husband) The part you underlined shows that there is just one husband.
 Draw another line under the first **s**. ■ The second syllable has a schwa. Draw another line under **a**.
12. prevention Number 12: prevention. We hope that fire prevention programs will motivate everyone to prevent fires.
Pre-ven-tion. ■ Underline the first **e**. Underline **t-i-o-n**. ■ Find the word *prevent* in the sentence. Draw a circle around the clue **n-t**.
13. equal Number 13: equal. The twins are of equal height.
E-qual. ■ Underline **a-l**.
14. honey Number 14: honey. Honey and maple syrup are both sweeteners.
Hon-ey. ■ Underline **o**. Underline **e-y**.
 MNEMONIC Several English words end with **e-y**, for example, *honey, turkey, donkey, money, journey, valley, and monkey*.
15. turkey Number 15: turkey. A wild turkey can fly a short distance.
Tur-key. ■ Underline **u-r**. Underline **e-y**.

NUMBERS 16–25 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- | | |
|---------------|---------------|
| 16. *capital | 21. *gentle |
| 17. *minerals | 22. double |
| 18. *muscles | 23. camel |
| 19. *medical | 24. extra |
| 20. *metal | 25. sleepiest |

► Guided Spelling

► Have your students turn to page 84.

1. expensive Number 1: expensive. The boy could not afford the game because it was too expensive. Say *expensive*.

Say *expensive* by syllables. ■ For spelling say *ex-pen-sive*. ■ First syllable? ■ Write *ex-*.

Second syllable? ■ Write *-pen-*.

Last syllable? ■ It begins with **s**. Write **s**. ■ When you hear /*iv*/ at the end of a polysyllabic word, the last syllable usually ends with **i-v-e**. Finish writing *expensive*. (Check.)

2. furniture Number 2: furniture. My grandma’s house is full of old furniture. Say *furniture*.

Say *furniture* by syllables. ■ For spelling say *fur-ni-ture*. ■ First syllable? ■ Question? ■ Use the third spelling under the “robot” picture. Write *fur-*.

Second syllable? ■ Write *-ni-*.

Last syllable? ■ When the last syllable of a base word is /*chər*/, it is usually spelled **t-u-r-e**. Finish writing *furniture*. (Check.)

3. advantage Number 3: advantage. The other team had an advantage because they had one more player. Say *advantage*.

Say *advantage* by syllables. ■ The first syllable has a schwa. For spelling say *ad-van-tage*. ■ First syllable? ■ (Offer help.) Write *ad-*.

Second syllable? ■ Write *-van-*.

Last syllable? ■ When you hear /*ij*/ at the end of a polysyllabic word, the last syllable usually ends with **a-g-e**. Finish writing *advantage*. (Check.)

4. courage Number 4: courage. You have to have a lot of courage to do rock climbing. Say *courage*.

Say *courage* by syllables. ■ For spelling say *cour-age*. ■ First syllable? ■ Careful. It's spelled **c-o-u-r**. Write *cour-*.

Last syllable? ■ When you hear /ij/ at the end of a polysyllabic word, the last syllable usually ends with **a-g-e**. Finish writing *courage*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. tomorrow Number 5: tomorrow. I'm going to see my friend tomorrow. Say *tomorrow*.

I'll say the syllables for spelling: *to-mor-row*. Write *tomorrow*. (Check.)

6. damaged Number 6: damaged. My mother sent the new chair back because it was damaged. Say *damaged*.

I'll say the syllables for spelling: *dam-aged*. Write *damaged*. (Check.)

7. relatives Number 7: relatives. I have more relatives on my mom's side than on my dad's. Say *relatives*.

I'll say the syllables for spelling: *rel-a-tives*. Write *relatives*. (Check.)

8. capturing Number 8: capturing. The juggler was capturing my brother's attention. Say *capturing*.

I'll say the syllables for spelling: *cap-tur-ing*. Write *capturing*. (Check.)

► Introduce the Homework

Hand out the Week 15 homework.

► Record Words Missed

Return the students' spelling tests from Week 14. Have them turn to pages 76 and 77 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The first two application words, numbers 1 and 2 on the test, are not on these pages. If the students missed any of the other three application words, numbers 3, 4, and 5, have them mark the form of the word that appears in their book.

Week 15 Day 2

► Teacher Background

The pre-spelling activities this week focus on the word parts *-able* and *-ible* in preparation for guided spelling in Week 16.

► Pre-spelling: Word Parts *-able* and *-ible*

► Write on the board: washable responsible

The word parts **a-b-l-e** and **i-b-l-e** are difficult in spelling because we pronounce them the same way or almost the same. I will say a word that ends in **a-b-l-e** or **i-b-l-e**. You ask, “**a-b-l-e** or **i-b-l-e**?”

possible *Possible*. (Students: a-b-l-e or i-b-l-e?) It’s **i-b-l-e**.

unbelievable *Unbelievable*. (Students: a-b-l-e or i-b-l-e?) It’s **a-b-l-e**.

capable *Capable*. (Students: a-b-l-e or i-b-l-e?) It’s **a-b-l-e**.

visible *Visible*. (Students: a-b-l-e or i-b-l-e?) It’s **i-b-l-e**.

► Guided Spelling

► Have your students turn to page 85.

1. posture. Number 1: posture. It is important to have good posture when you sit at the computer for a long time. Say *posture*.

Say *posture* by syllables. ■ For spelling say *pos-ture*. ■ First syllable? ■ Write *pos-*.

Last syllable? ■ When the last syllable of a base word is /chər/, it is usually spelled **t-u-r-e**. Finish writing *posture*. (Check.)

2. bandage Number 2: bandage. My coach wrapped a bandage around my ankle, and I had to sit out the rest of the game. Say *bandage*.

Say *bandage* by syllables. ■ For spelling say *band-age*. ■ First syllable? ■ Listen to the sounds: band. Write *band-*.

Last syllable? ■ When you hear /ɪj/ at the end of a polysyllabic word, the last syllable usually ends with **a-g-e**. Finish writing *bandage*. (Check.)

3. turkey Number 3: turkey. A wild turkey can fly a short distance.
Say *turkey*.
Say *turkey* by syllables. ■ For spelling say *tur-key*. ■ First syllable? ■
Question? ■ Use the third spelling under the “robot” picture.
Write *tur-*.
Second syllable?
MNEMONIC Here is a mnemonic. Several English words end with **e-y**, for example, *honey*, *turkey*, *donkey*, *money*, *journey*, *valley*, and *monkey*.
Finish writing *turkey*. (Check.)
4. expressive Number 4: expressive. The actress had an expressive face that showed her feelings even when she didn’t say a word.
Say *expressive*.
Say *expressive* by syllables. ■ For spelling say *ex-pres-sive*. ■ First syllable? ■ Write *ex-*.
Second syllable? ■ Write *-pres-*.
Last syllable? ■ When you hear /iv/ at the end of a polysyllabic word, the last syllable usually ends with **i-v-e**. Finish writing *expressive*. (Check.)
5. royal Number 5: royal. When the royal coach passed by, everyone tried to get a glimpse of the queen. Say *royal*.
Say *royal* by syllables. ■ For spelling say *roy-al*. ■ First syllable? ■
Question? ■ Use the second spelling under the “noisy toy” picture. Write *roy-*.
Last syllable? ■ Ask me how to spell the last syllable. ■ It’s **a-l**.
Finish writing *royal*. (Check.)
6. equal Number 6: equal. The twins are of equal height. Say *equal*.
Say *equal* by syllables. ■ For spelling say *e-qual*. ■ First syllable? ■
Write *e-*.
Last syllable? ■ Ask me how to spell the last syllable. ■ It’s **q-u-a-l**. Finish writing *equal*. (Check.)
- NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.
7. husband’s Number 7: husband’s. Her husband’s family had lived in the town for three generations. Say *husband’s*.
Write *husband’s*. (Check.)

8. camera Number 8: camera. I forgot to get batteries for my camera!
Say *camera*.
I'll say the syllables for spelling: *cam-er-a*. Write *camera*. (Check.)

9. honey Number 9: honey. Honey and maple syrup are both sweeteners.
Say *honey*.
I'll say the syllables for spelling: *hon-ey*. Write *honey*. (Check.)

10. prevention Number 10: prevention. We hope that fire prevention programs
will motivate everyone to prevent fires. Say *prevention*.
I'll say the syllables for spelling: *pre-ven-tion*. Write *prevention*.
(Check.)

PARTNER STUDY Turn to your neighbor. Explain why you spelled
the last syllable **t-i-o-n**.

MEMORY STEPS Do the memory steps for *prevention*.

Week 15 Day 3

► Pre-spelling: Word Parts *-able* and *-ible*

I will say a word that ends in **a-b-l-e** or **i-b-l-e**. You ask, “**a-b-l-e** or **i-b-l-e**?”

horrible *Horrible*. (Students: a-b-l-e or i-b-l-e?) It’s **i-b-l-e**.

unbeatable *Unbeatable*. (Students: a-b-l-e or i-b-l-e?) It’s **a-b-l-e**.

inexcusable *Inexcusable*. (Students: a-b-l-e or i-b-l-e?) It’s **a-b-l-e**.

reversible *Reversible*. (Students: a-b-l-e or i-b-l-e?) It’s **i-b-l-e**.

► Guided Spelling

► Have your students turn to page 86.

1. courage. Number 1: courage. The woman who saved the drowning child had a great deal of courage. Say *courage*.

HISTORY A thousand years ago, the English word *courage* had two meanings: *heart* and *anger*. Those meanings gradually changed, and about 400 years ago, the word *courage* came to mean *bravery*, as it does now.

Say *courage* by syllables. ■ For spelling say *cour-age*. ■ First syllable? ■ Careful. It’s spelled **c-o-u-r**. Write *cour-*.

Last syllable? ■ When you hear /ij/ at the end of a polysyllabic word, the last syllable usually ends with **a-g-e**. Finish writing *courage*. (Check.)

2. husband’s Number 2: husband’s. I found my husband’s glasses just after he left for work. Say *husband’s*.

What do we call the word *husband’s* in *my husband’s glasses*? (Students: possessive noun) Is there one husband or more than one? (Students: one) First you’ll write *husband*.

Say *husband* by syllables. ■ The second syllable has a schwa. For spelling say *hus-band*. ■ First syllable? ■ Careful. It ends with **s**. Write *hus-*.

Second syllable? ■ (Offer help.) Write *-band*.

My husband’s glasses. Now make *husband* possessive. Add apostrophe-**s**. (Check.)

3. objectives Number 3: objectives. Finishing the writing and the proofreading are your two main objectives this period. Say *objectives*.
 Base word? ■ Say *objective* by syllables. ■ For spelling say *ob-jec-tive*. ■ First syllable? ■ Write *ob-*.
 Second syllable? ■ Careful. It begins with *j*. Write *-jec-*.
 Last syllable? ■ When you hear /iv/ at the end of a polysyllabic word, the last syllable usually ends with **i-v-e**. Finish writing *objectives*. (Check.)
4. equally Number 4: equally. Math and science are equally important subjects. Say *equally*.
 Base word? ■ Say *equal* by syllables. ■ For spelling say *e-qual*. ■ First syllable? ■ Write *e-*.
 Last syllable? ■ Ask me how to spell the last syllable. ■ It's **q-u-a-l**. Finish writing *equal*.
Equally. Suffix? ■ Add *-ly*. (Check.)
5. camera Number 5: camera. The photographer set up the camera on a tripod. Say *camera*.
 Say *camera* by syllables. ■ The last syllable has a schwa. For spelling say *cam-er-a*. ■ First syllable? ■ Write *cam-*.
 Second syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Write *-er-*.
 Third syllable? ■ (Offer help.) Finish writing *camera*. (Check.)
6. capturing Number 6: capturing. Capturing animals is not permitted in a national park. Say *capturing*.
 Base word? ■ Say *capture* by syllables. ■ First syllable? ■ Write *cap-*.
 Last syllable? ■ When the last syllable of a base word is /chər/, it is usually spelled **t-u-r-e**. Finish writing *capture*.
Capturing. What do you have to decide? (Students: Do we drop e?) Does *capture* end with a consonant and then **e**? (Students: yes) Does the suffix begin with a vowel? (Students: yes) Will you drop **e**? (Students: yes) Finish writing *capturing*. (Check.)
- NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.
7. turkey Number 7: turkey. I ate a turkey sandwich for lunch. Say *turkey*.
 Write *turkey*. (Check.)

8. sample Number 8: sample. A clerk in the supermarket handed us a sample of a new kind of snack. Say *sample*.

Write *sample*. (Check.)

9. advantages. Number 9: advantages. My parents made a list of the advantages and disadvantages of getting a dog. Say *advantages*.

Write *advantages*. (Check.)

10. expensive Number 10: expensive. Buying a house is very expensive. Say *expensive*.

Write *expensive*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you spelled the last syllable **s-i-v-e**.

MEMORY STEPS Do the memory steps for *expensive*.

Week 15 Day 4

► Pre-spelling: Word Parts *-able* and *-ible*

I will say a word that ends in **a-b-l-e** or **i-b-l-e**. You ask, “**a-b-l-e** or **i-b-l-e**?”

pronounceable *Pronounceable*. (Students: a-b-l-e or i-b-l-e?) It’s **a-b-l-e**.

portable. *Portable*. (Students: a-b-l-e or i-b-l-e?) It’s **a-b-l-e**.

sensible *Sensible*. (Students: a-b-l-e or i-b-l-e?) It’s **i-b-l-e**.

collapsible. *Collapsible*. (Students: a-b-l-e or i-b-l-e?) It’s **i-b-l-e**.

► Guided Spelling

► Have your students turn to page 87.

1. relatives Number 1: relatives. My aunt and uncle are the only relatives who live nearby. Say *relatives*.

Base word? ■ Say *relative* by syllables. ■ The second syllable has a schwa. For spelling say *rel-a-tive*. ■ First syllable? ■ Write *rel-*.

Second syllable? ■ (Offer help.) Write *-a-*.

Last syllable? ■ When you hear /iv/ at the end of a polysyllabic word, the last syllable usually ends with **i-v-e**. Finish writing *relatives*. (Check.)

2. honey. Number 2: honey. Some farmers raise bees in special boxes and collect their honey. Say *honey*.

Say *honey* by syllables. ■ For spelling say *hon-ey*. ■ First syllable? ■ Careful. The vowel sound is spelled **o**. Write *hon-*.

Second syllable?

MNEMONIC Several English words end with **e-y**, for example, *honey, turkey, donkey, money, journey, valley, and monkey*.

Finish writing *honey*. (Check.)

3. tomorrow Number 3: tomorrow. Tomorrow we are going to the park. Say *tomorrow*.
- Say *tomorrow* by syllables. ■ The first syllable has a schwa. For spelling say *to-mor-row*. ■ First syllable? ■ Careful. The vowel sound is spelled **o**. Write *to-*.
- Second syllable? ■ Careful. It's spelled **m-o-r**. Write *-mor-*.
- Third syllable? ■ It's spelled **r-o-w**. Finish writing *tomorrow*. (Check.)
4. fossil Number 4: fossil. The science teacher explained that the tiny shell fossil is evidence of an ancient ocean. Say *fossil*.
- Say *fossil* by syllables. ■ The second syllable has a schwa. For spelling say *fos-sil*. ■ First syllable? ■ Write *fos-*.
- Last syllable? ■ Ask me how to spell the last syllable. ■ It's **s-i-l**. Finish writing *fossil*. (Check.)
5. damaged Number 5: damaged. She repaired her damaged kite after it got stuck in the tree. Say *damaged*.
- Base word? ■ Say *damage* by syllables. ■ For spelling say *dam-age*. ■ First syllable? ■ Write *dam-*.
- Last syllable? ■ When you hear /ij/ at the end of a polysyllabic word, the last syllable usually ends with **a-g-e**. Finish writing *damaged*. (Check.)
6. carriage Number 6: carriage. The girl loved to push her brother around in his baby carriage. Say *carriage*.
- Say *carriage* by syllables. ■ For spelling say *car-riage*. ■ First syllable? ■ Careful. It's spelled **c-a-r**. Write *car-*.
- Last syllable? ■ Careful. It's spelled **r-i-a-g-e**. Finish writing *carriage*. (Check.)
- Write on the board or overhead: carry carriage
- MNEMONIC The word *carriage* comes from the word *carry*. The **y** was changed to **i** before the suffix **a-g-e**. This helps you remember **i** in *carriage*. In the same way, *marriage* comes from *marry*.
- NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.
7. Tuesday. Number 7: Tuesday. Next Tuesday it will be my mother's birthday. Say *Tuesday*.
- FREQUENTLY MISSPELLED WORD *Tuesday* is a frequently misspelled word.
- Write *Tuesday*. (Check.)

8. prevention Number 8: prevention. Usually disease prevention is a lot cheaper than treatment. Say *prevention*.

I'll say the syllables for spelling: *pre-ven-tion*. Write *prevention*.
(Check.)

9. royalty Number 9: royalty. The guests were treated like royalty in the fancy hotel. Say *royalty*.

I'll say the syllables for spelling: *roy-al-ty*. Write *royalty*. (Check.)

10. furniture Number 10: furniture. One of my chores is to dust all the furniture. Say *furniture*.

I'll say the syllables for spelling: *fur-ni-ture*. Write *furniture*.
(Check.)

PARTNER STUDY Turn to your neighbor. Explain why you spelled the last syllable **t-u-r-e**.

MEMORY STEPS Do the memory steps for *furniture*.

► **Student Study**

Have the students turn to pages 76 and 77. If they missed a word on the test last week, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

Weekly Test

For details about the weekly test, see page 93.

ALL STUDENTS

1. protect A mother bear will fiercely protect her cubs. (application word)
2. suggest My parents suggest we walk to the movies; they will pick us up. (application word)
3. advantages Supportive families and caring teachers are advantages in a person's education. (application word)
4. captured The little girl captured a firefly in a jar, but soon let it go. (application word)
5. expensively The fancy hotel was expensively decorated. (application word)
6. relatives Some of my relatives live nearby.
7. minerals Food packages list vitamins and minerals on the "Nutrition Facts" label.
8. furniture My older brother bought cheap furniture for his apartment.
9. courage The deep sea divers were full of courage.
10. capital Washington DC is the capital of the United States.
11. damaged Many buildings were damaged in the storm.
12. muscles The calcium in milk helps keep bones and muscles strong.
13. tomorrow We'll play our last game tomorrow.

AVERAGE AND ADVANCED SPELLERS CONTINUE

14. prevention Firefighters came to our school for the fire prevention assembly.
15. camera My sister loves to take pictures with her digital camera.
16. equal My parents say their marriage is an equal partnership.
17. turkey On Thanksgiving many families eat turkey.
18. husband's Her husband's family gets together often.
19. honey It takes a hive full of bees to make honey.
20. royal The queen lived in the royal palace.



ADVANCED SPELLERS CONTINUE

Word Parts *-able* and *-ible*

► New Content

The word parts *-able* and *-ible* are common, as in *vegetable* and *horrible*. They are often suffixes, as in *acceptable* and *collapsible*.

► Teacher Background

Make a copy of the Week 16 homework (*Blackline Masters* page 21) for each student.

The word parts *-able* and *-ible* are often misspelled because of their identical or nearly identical pronunciation. Dictionaries generally show the pronunciation of *-able* as /əbəl/ and *-ible* as /əbəl/ or /ɪbəl/.

One additional guiding point is introduced this week: base words that end with **ce** or **ge** are exceptions to the drop **e** generalization when the suffix begins with **a** or **o**, as in *rechargeable* and *courageous*.

The pre-spelling activities, which begin on Day 2 this week, focus on two types of related words: first, words that end in *-ble* and *-bly*, such as *acceptable* and *acceptably*; second, words that end in *-al* and *-ally*, such as *national* and *nationally*.

Words Used This Week

NEW WORDS

*acceptable, *responsibly, *valuable, *excitable, *horrible, *reliable, *noticeable, *comfortable, forth, hers, explanation, normal, adventure, tough, sorry

REVIEW WORDS

*advantage, *courage, *furniture, *expensive, *capturing, royal, turkey, husband's, honey, prevention

CHALLENGE WORDS

irresponsible, miserable, worms, remarkable, incredible

APPLICATION WORDS ON THE TEST

fracture, postage, unreliable, comfort, unexcitable

ADDITIONAL WORDS IN DAILY GUIDED SPELLING

collapsible, honorable, movable, adventures, explanations, storage, identifiable, pronounceable, won't, pastures, normally

FREQUENTLY MISSPELLED WORDS

won't

Week 16 Day 1

► Introduce This Week's Words

TEKS 2.A.xxiii

TEKS 2.B.xx

Student/Teacher Narrative

Introduce This Week's Words section
(acceptable, valuable, excitable, horrible,
reliable, noticeable)

► Have your students open their *Student Spelling Books* to page 88 and follow along as you read the words and sentences. Have them mark the syllable boundaries in the polysyllabic words as you read each one by syllables.

1. acceptable Number 1: acceptable. It's acceptable to read quietly when you finish your test.
Ac-cept-a-ble. ■ In *acceptable*, *-able* is a suffix. Underline **a-b-l-e**.
2. responsibly Number 2: responsibly. The teenager was careful to drive responsibly so her parents would allow her to use the car.
Re-spon-si-bly. ■ Underline **e**.
3. valuable Number 3: valuable. Although it seems like an ordinary object, the teapot is very valuable to my mother.
Val-u-a-ble. ■ Underline **a-b-l-e**.
4. excitable Number 4: excitable. When my little brother plays with his friends, he is the most excitable of all.
Ex-cit-a-ble. ■ Underline **c**. ■ The base word is *excite*. The **e** was dropped before the suffix *-able*. Underline **a-b-l-e**.
5. horrible Number 5: horrible. He had a horrible cold that kept him in bed for several days.
Hor-ri-ble. ■ Underline **i-b-l-e**.
6. reliable Number 6: reliable. The reliable old refrigerator finally quit working.
Re-li-a-ble. ■ Underline the first **e**. ■ The base word is *rely*. The **y** was changed to **i** before the suffix *-able*. Underline **a-b-l-e**.
7. noticeable Number 7: noticeable. There was a noticeable smudge on the windowpane.
No-tice-a-ble. ■ Underline **i-c-e**. ■ The base word is *notice*. The **e** was not dropped before the suffix *-able*. We keep **e** so that **c** will have the sound /s/. Underline **a-b-l-e**.

8. comfortable Number 8: comfortable. I love to lie on that couch because it's so comfortable.
Com-fort-a-ble. ■ Underline the first **o**. Underline **a-b-l-e**.
9. forth Number 9: forth. The baby swung back and forth and laughed with delight.
HOMOPHONE *Forth* is a homophone. It's not *fourth*, the adjective for the number four. It's *forth*, as in *back and forth*.
10. hers Number 10: hers. When I looked closely at the backpack, I saw it was hers.
Hers is a possessive pronoun. Possessive pronouns do *not* have apostrophes.
11. explanation Number 11: explanation. The book provided an explanation of gravity.
Ex-pla-na-tion. ■ The second syllable has a schwa. In the second syllable, underline **a**. ■ Underline **t-i-o-n**.
12. normal Number 12: normal. After two days, her temperature returned to normal.
Nor-mal. ■ Underline **a-l**.
13. adventure Number 13: adventure. When we set off on the hiking trail without a map, my dad said, "This will be an adventure!"
Ad-ven-ture. ■ Underline **t-u-r-e**.
14. tough Number 14: tough. He had a tough time his first year away from home.
MNEMONIC Here is a mnemonic. The end of *tough* sounds the same and is spelled the same as the end of *rough* and *enough*.
Underline **o-u-g-h**.
15. sorry Number 15: sorry. I am so sorry if I hurt your feelings.
Sor-ry. ■ Underline **o-r**.

NUMBERS 16–25 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- | | |
|----------------|----------------|
| 16. *advantage | 21. royal |
| 17. *courage | 22. turkey |
| 18. *furniture | 23. husband's |
| 19. *expensive | 24. honey |
| 20. *capturing | 25. prevention |

► Guided Spelling

► Have your students turn to page 90.

1. acceptable Number 1: acceptable. It's acceptable to read quietly when you finish your test. Say *acceptable*.
Base word? ■ Say *accept* by syllables. ■ For spelling say *ac-cept*. ■
First syllable? ■ Write *ac-*.
Second syllable? ■ Listen to the sounds: *cept*. Write *-cept*.
Acceptable. In *acceptable*, *-able* is a suffix. Ask me, “**a-b-l-e** or **i-b-l-e?**” ■ It's **a-b-l-e**. Finish writing *acceptable*. (Check.)
2. responsibly Number 2: responsibly. The teenager was careful to drive responsibly so her parents would allow her to use the car. Say *responsibly*.
Say *responsibly* by syllables. ■ For spelling say *re-spon-si-bly*. ■
First syllable? ■ (Offer help.) Write *re-*.
Second syllable? ■ Write *-spon-*.
Third syllable? ■ Write *-si-*.
Listen to the last syllable again: *re-spon-si-bly*. Finish writing *responsibly*. (Check.)
3. comfortable Number 3: comfortable. I love to lie on that couch because it's so comfortable. Say *comfortable*.
The base word is *comfort*. Say *comfort* by syllables. ■ For spelling say *com-fort*. ■ First syllable? ■ Careful. The vowel sound is spelled **o**. Write *com-*.
Second syllable? ■ (Offer help.) Write *-fort*.
Comfortable. In *comfortable*, *-able* is a suffix. Ask me, “**a-b-l-e** or **i-b-l-e?**” ■ It's **a-b-l-e**. Finish writing *comfortable*. (Check.)
4. noticeable Number 4: noticeable. There was a noticeable smudge on the windowpane. Say *noticeable*.
Base word? ■ Say *notice* by syllables. ■ For spelling say *no-tice*. ■
First syllable? ■ Write *no-*.
Second syllable? ■ Careful. It's spelled **t-i-c-e**. Write *-tice*.
Noticeable. In *noticeable*, *-able* is a suffix. Ask me “**a-b-l-e** or **i-b-l-e?**” ■ It's **a-b-l-e**, but don't write yet. What do you have to decide? (Students: Do we drop e?) We do *not* drop **e** in *noticeable*. We need **e** so that **c** will keep the sound /s/. Finish writing *noticeable*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. *excitable* Number 5: *excitable*. When my little brother plays with his friends, he is the most *excitable* of all. Say *excitable*.

I'll say the syllables for spelling: *ex-cit-a-ble*. Write *excitable*. (Check.)

6. *reliable* Number 6: *reliable*. The reliable old refrigerator finally quit working. Say *reliable*.

I'll say the syllables for spelling: *re-li-a-ble*. Write *reliable*. (Check.)

7. *valuable* Number 7: *valuable*. Although it seems like an ordinary object, the teapot is very *valuable* to my mother. Say *valuable*.

I'll say the syllables for spelling: *val-u-a-ble*. Write *valuable*. (Check.)

8. *horrible* Number 8: *horrible*. He had a horrible cold that kept him in bed for several days. Say *horrible*.

I'll say the syllables for spelling: *hor-ri-ble*. Write *horrible*. (Check.)

► **Introduce the Homework**

Hand out the Week 16 homework.

► **Record Words Missed**

Return the students' spelling tests from Week 15. Have them turn to pages 82 and 83 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The first two application words, numbers 1 and 2 on the test, are not on these pages. If the students missed any of the other three application words, numbers 3, 4, and 5, have them mark the form of the word that appears in their book.

2. collapsible Number 2: collapsible. The collapsible cup did not take up much room in his backpack. Say *collapsible*.
- Base word? ■ Say *collapse* by syllables. ■ The first syllable has a schwa. For spelling say *col-lapse*. ■ First syllable? ■ (Offer help.) Write *col-*.
- Second syllable? ■ Careful. The end is spelled **s-e**. Write *-lapse*.
- Collapsible*. In *collapsible*, *-ible* is a suffix. Ask me, “**a-b-l-e** or **i-b-l-e**?” ■ It’s **i-b-l-e**, but don’t write yet. What do you have to decide? (Students: Do we drop e?) Does *collapse* end with a consonant and then **e**? (Students: yes) Does the suffix begin with a vowel? (Students: yes) Will you drop **e**? (Students: yes) Finish writing *collapsible*. (Check.)
3. tough Number 3: tough. He had a tough time his first year away from home. Say *tough*.
- MNEMONIC Here is the mnemonic. The end of *tough* sounds the same and is spelled the same as the end of *rough* and *enough*.
- The end is spelled **o-u-g-h**. Write *tough*. (Check.)
4. honorable Number 4: honorable. The honorable gentleman always kept his word. Say *honorable*.
- Base word? ■ Say *honor* by syllables. ■ For spelling say *hon-or*. ■ First syllable? ■ Careful. It begins with silent **h**. Write *hon-*.
- Second syllable? ■ Careful. It’s spelled **o-r**. Finish writing *honor*.
- Honorable*. In *honorable*, *-able* is a suffix. Ask me, “**a-b-l-e** or **i-b-l-e**?” ■ It’s **a-b-l-e**. Finish writing *honorable*. (Check.)
5. sorry Number 5: sorry. I am so sorry if I hurt your feelings. Say *sorry*.
- HISTORY If your friend tells you she’s sorry, she’s telling you what she feels. If she tells you she’s sore, part of her body hurts. The words *sorry* and *sore* come from the same old German word.
- Say *sorry* by syllables. ■ For spelling say *sor-ry*. ■ First syllable? ■ Careful. It’s spelled **s-o-r**. Write *sor-*.
- Second syllable? ■ Finish writing *sorry*. (Check.)
6. explanation Number 6: explanation. The book provided an explanation of gravity. Say *explanation*.
- Say *explanation* by syllables. ■ The second syllable has a schwa. For spelling say *ex-pla-na-tion*. ■ First syllable? ■ Write *ex-*.
- Second syllable? ■ (Offer help.) Write *-pla-*.
- Third syllable? ■ Write *-na-*.
- Fourth syllable?

THINK Let's think. The syllable /shən/ is usually spelled **t-i-o-n**. Finish writing *explanation*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. forth Number 7: forth. The baby swung back and forth and laughed with delight. Say *forth*.

HOMOPHONE *Forth* is a homophone. It's not *fourth*, the adjective for the number four. It's *forth*, as in *back and forth*.

Write *forth*. (Check.)

8. movable Number 8: movable. That toy runs on batteries and has many movable parts. Say *movable*.

Write *movable*. (Check.)

9. hers Number 9: hers. When I looked closely at the backpack, I saw it was hers. Say *hers*.

Write *hers*. (Check.)

10. adventure Number 10: adventure. When we set off on the hiking trail without a map, my dad said, "This will be an adventure!" Say *adventure*.

Write *adventure*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you spelled the last syllable **t-u-r-e**.

MEMORY STEPS Do the memory steps for *adventure*.

Week 16 Day 3

► Pre-spelling: Suffix *-ly*

We'll practice using related words as clues to spelling.

- horribly The last two syllables of the word *horrible* are spelled **r-i-b-l-e**. Spell the last two syllables of *horribly*. (Students: r-i-b-l-y)
- physically The last syllable of *physical* is spelled **c-a-l**. Spell the last two syllables of *physically*. (Students: c-a-l-l-y)
- electrically The last syllable of *electrical* is spelled **c-a-l**. Spell the last two syllables of *electrically*. (Students: c-a-l-l-y)
- justifiably The last two syllables of *justifiable* are spelled **a-b-l-e**. Spell the last two syllables of *justifiably*. (Students: a-b-l-y)

► Guided Spelling

► Have your students turn to page 92.

1. forth Number 1: forth. In the cupboard, you'll find everything you need: plates, bowls, and so forth. Say *forth*.
HOMOPHONE *Forth* is a homophone. It's not *fourth*, the adjective for the number four. It's *forth*, as in *and so forth*.
Write *forth*. (Check.)
2. valuable Number 2: valuable. He kept the valuable old coins in a safe. Say *valuable*.
Say *valuable* by syllables. ■ For spelling say *val-u-a-ble*. ■ First syllable? ■ Write *val-*.
Second syllable? ■ Write *-u-*.
Valuable. Ask me, "**a-b-l-e** or **i-b-l-e**?" ■ It's **a-b-l-e**. Finish writing *valuable*. (Check.)
3. noticeable Number 3: noticeable. Though she tried to hide it, my aunt had a noticeable smile on her face. Say *noticeable*.
Base word? ■ Say *notice* by syllables. ■ For spelling say *no-tice*. ■ First syllable? ■ Write *no-*.
Second syllable? ■ Careful. It's spelled **t-i-c-e**. Write *-tice*.

Noticeable. In *noticeable*, *-able* is a suffix. Ask me, “**a-b-l-e** or **i-b-l-e?**” ■ It’s **a-b-l-e**, but don’t write yet. What do you have to decide? (Students: Do we drop e?) We do *not* drop **e** in *noticeable*. We need **e** so that **c** will keep the sound /s/. Finish writing *noticeable*. (Check.)

4. adventures Number 4: adventures. I like action stories that have many adventures. Say *adventures*.

Base word? ■ Say *adventure* by syllables. ■ For spelling say *ad-ven-ture*. ■ First syllable? ■ Write *ad-*.

Second syllable? ■ Write *-ven-*.

Third syllable? ■ Finish writing *adventures*. (Check.)

5. horrible Number 5: horrible. Seeing a rattlesnake on the path was a horrible experience for them. Say *horrible*.

HISTORY The English word *horrible* came from a Latin word meaning *tremble*. Now the word *horrible* means frightening things that might make us tremble.

Say *horrible* by syllables. ■ For spelling say *hor-ri-ble*. ■ First syllable? ■ Careful. It’s spelled **h-o-r**. Write *hor-*.

Second syllable? ■ First write **r**. ■ *Horrible*. Ask me, “**a-b-l-e** or **i-b-l-e?**” ■ It’s **i-b-l-e**. Finish writing *horrible*. (Check.)

6. explanations Number 6: explanations. When we don’t understand something, our teacher is always ready with other explanations. Say *explanations*.

Base word? ■ Say *explanation* by syllables. ■ The second syllable has a schwa. For spelling say *ex-pla-na-tion*. ■ First syllable? ■ Write *ex-*.

Second syllable? ■ (Offer help.) Write *-pla-*.

Third syllable? ■ Write *-na-*.

Fourth syllable?

THINK Let’s think. The syllable /shən/ is usually spelled **t-i-o-n**. Finish writing *explanations*. (Check.)

NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.

7. acceptable Number 7: acceptable. Her first story was acceptable, and her second was excellent. Say *acceptable*.

I’ll say the syllables for spelling: *ac-cept-a-ble*. Write *acceptable*. (Check.)

8. **sorry** Number 8: **sorry**. After we resolved the conflict, we both said we were **sorry**. Say **sorry**.

Write **sorry**. (Check.)

9. **storage** Number 9: **storage**. My mom keeps her sweaters in a **storage** container under her bed. Say **storage**.

Write **storage**. (Check.)

10. **identifiable** Number 10: **identifiable**. My uncle had changed so much since I'd last seen him that only his smile was **identifiable**. Say **identifiable**.

Write **identifiable**. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you changed **y** to **i**.

MEMORY STEPS Do the memory steps for **identifiable**.

Week 16 Day 4

► Pre-spelling: Suffix *-ly*

We'll practice using related words as clues to spelling.

- sensibly The last two syllables of the word *sensible* are spelled **s-i-b-l-e**. Spell the last two syllables of *sensibly*. (Students: s-i-b-l-y)
- alphabetically. The last syllable of *alphabetical* is spelled **c-a-l**. Spell the last two syllables of *alphabetically*. (Students: c-a-l-l-y)
- magically The last syllable of *magical* is spelled **c-a-l**. Spell the last two syllables of *magically*. (Students: c-a-l-l-y)
- favorably The last two syllables of the word *favorable* are spelled **a-b-l-e**. Spell the last two syllables of *favorably*. (Students: a-b-l-y)

► Guided Spelling

► Have your students turn to page 93.

1. responsibly Number 1: responsibly. The manager handled all her duties responsibly. Say *responsibly*.
Say *responsibly* by syllables. ■ For spelling say *re-pon-si-bly*. ■ First syllable? ■ (Offer help.) Write *re-*.
Second syllable? ■ Write *-pon-*.
THINK *Responsibly*. Let's think. The last two syllables of the word *responsible* are spelled **s-i-b-l-e**. Finish writing *responsibly*. (Check.)
2. pronounceable. Number 2: pronounceable. That word has so many consonants it just doesn't seem pronounceable. Say *pronounceable*.
Base word? ■ Say *pronounce* by syllables. ■ The first syllable has a schwa. For spelling say *pro-nounce*. ■ First syllable? ■ (Offer help.) Write *pro-*.
Second syllable? ■ Question? ■ Use the first spelling under the "ouch" picture. Careful. The end is spelled **c-e**. Write *-nounce*.

Pronounceable. In *pronounceable*, *-able* is a suffix. Ask me, “**a-b-l-e** or **i-b-l-e**?” ■ It’s **a-b-l-e**, but don’t write yet. What do you have to decide? (Students: Do we drop e?) We do *not* drop **e** in *pronounceable*. We need **e** so that **c** will keep the sound /s/. Finish writing *pronounceable*. (Check.)

3. reliable Number 3: reliable. She was a very reliable babysitter, and the children adored her. Say *reliable*.

Base word? ■ Write *rely*.

Reliable. Suffix? ■ Ask me, “**a-b-l-e** or **i-b-l-e**?” ■ It’s **a-b-l-e**, but don’t write yet. What do you have to decide? (Students: Do we change **y** to **i**?) Does *rely* end with a consonant and then **y**? (Students: yes) Does the suffix begin with a letter that is not **i**? (Students: yes) Will you change **y** to **i**? (Students: yes) Finish writing *reliable*. (Check.)

4. tough Number 4: tough. That meat was tough and not at all tasty. Say *tough*.

MNEMONIC Here is the mnemonic. The end of *tough* sounds the same and is spelled the same as the end of *rough* and *enough*.

(Offer help.) Write *tough*. (Check.)

5. excitable Number 5: excitable. After a long day alone, our dog was very excitable when we came home. Say *excitable*.

Base word? ■ Say *excite* by syllables. ■ For spelling say *ex-cite*. ■ First syllable? ■ Write *ex-*.

Second syllable? ■ First write **c**. This is the last syllable of the base word. We hear a long vowel and then a consonant. Use the vowel-consonant-**e** spelling. Finish writing *excite*.

Excitable. In *excitable*, *-able* is a suffix. Ask me, “**a-b-l-e** or **i-b-l-e**?” ■ It’s **a-b-l-e**, but don’t write yet. What do you have to decide? (Students: Do we drop e?) Does *excite* end with a consonant and then **e**? (Students: yes) Does the suffix begin with a vowel? (Students: yes) Will you drop **e**? (Students: yes) Finish writing *excitable*. (Check.)

6. hers Number 6: hers. “That’s mine, not hers!” my brother protested. Say *hers*.

The word *hers* is a possessive pronoun. Possessive pronouns do *not* have an apostrophe: *yours*, *hers*, *its*, *ours* and *theirs*. Write *hers*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. won't Number 7: won't. I won't turn eleven until May. Say *won't*.
FREQUENTLY MISPELLED WORD *Won't* is a frequently misspelled word.
CONTRACTION *Won't* is a contraction of *will not*.
Write *won't*. (Check.)
8. pastures Number 8: pastures. In the summer months the cattle roamed the pastures. Say *pastures*.
Write *pastures*. (Check.)
9. normally Number 9: normally. Normally my teacher gives us homework, but today she didn't! Say *normally*.
I'll say the syllables for spelling: *nor-mal-ly*. Write *normally*. (Check.)
10. comfortable Number 10: comfortable. "I should have worn comfortable shoes," my mother sighed. Say *comfortable*.
I'll say the syllables for spelling: *com-fort-a-ble*. Write *comfortable*. (Check.)
PARTNER STUDY Turn to your neighbor. Take turns telling each other one hard part of *comfortable*.
MEMORY STEPS Do the memory steps for *comfortable*.

 **Student Study**

Have the students turn to pages 82 and 83. If they missed a word on the test last week, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

Week 16 Day 5

TEKS 2.A.xxiii

TEKS 2.B.xx

Student/Teacher Narrative

Introduce This Week's Words section

(acceptable, valuable, excitable, horrible, reliable, noticeable)

Weekly Test

For details about the weekly test, see page 93.

ALL STUDENTS

1. fracture
The X-ray showed that the bone had a hairline fracture.
(application word)
 2. postage
Without the correct amount of postage, the letter won't be delivered. (application word)
 3. unreliable
Our car is so unreliable that it doesn't always start.
(application word)
 4. comfort
The teacher was there to comfort the crying child.
(application word)
 5. unexcitable
That dog is so old that he's completely unexcitable.
(application word)
 6. horrible
The man had a horrible headache and had to lie down.
 7. furniture
The furniture in our living room is old but comfortable.
 8. responsibly
The boy acted responsibly when he waited for his sister after school.
 9. acceptable
Chewing gum in class is not acceptable behavior.
 10. courage
Everyone was grateful for the courage of the firefighters.
 11. noticeable
The deep cut left a noticeable scar on her forehead.
 12. expensive
My sister wanted a new computer but it was too expensive.
 13. valuable
My cousin has some rare and valuable stamps.
- ### AVERAGE AND ADVANCED SPELLERS CONTINUE
14. explanation
The boy's mother expected a full explanation for his lateness.
 15. sorry
To apologize means to say you are sorry.
 16. normal
It is normal to feel homesick when you leave your family for the first time.
 17. tough
"That math test sure was tough," the boy remarked to his friend.
 18. forth
The toddler pushed her doll stroller back and forth on the front porch.

19. adventure I love to read adventure stories about knights and magic.
20. hers His book is in his backpack, but hers is on the table.

ADVANCED SPELLERS CONTINUE

21. irresponsible It would be irresponsible not to pay back the money I owe my sister.
22. worms The worms enrich the garden soil.

Syllable **-ous** and Suffix **-ly**

► New Content

Final syllables that end with the sounds /əs/ usually end with *-ous*, as in *tremendous* and *mysterious*.

The suffix *-ly* is a common suffix, as in *easily*.

► Teacher Background

Make a copy of the Week 17 homework (*Blackline Masters* page 22) for each student.

Common adjectives that end with the sounds /əs/ usually end with *-ous*. The few common nouns that end with the sounds /əs/ end with **us**, as in *cactus* and *circus*.

In the pre-spelling activities, which begin on Day 2 this week, the students will practice deciding between *-tion* and *-sion*.

► Words Used This Week

NEW WORDS

*tremendous, *proudly, *easily, *curious, *tightly, *serious, *truly, *actually, orange, situation, signal, detective, reusable, calm, journey

REVIEW WORDS

*excitable, *responsibly, *noticeable, *reliable, *acceptable, normal, forth, sorry, hers, adventure

CHALLENGE WORDS

cleverly, journal, mildly, splendidly, cruelly

APPLICATION WORDS ON THE TEST

damaging, equally, curiously, actual, seriously

ADDITIONAL WORDS IN DAILY GUIDED SPELLING

adventurous, mysteriously, busily, signals, journeys, delicious, oranges, nonrefillable, seriously, we'd've, reversible, courageously, curiously

FREQUENTLY MISSPELLED WORDS

we'd've

Week 17 Day 1

► Introduce This Week's Words

► Have your students open their *Student Spelling Books* to page 94 and follow along as you read the words and sentences. Have them mark the syllable boundaries in the polysyllabic words as you read each one by syllables.

1. tremendous Number 1: tremendous. A tremendous thunderclap followed the flash of lightning.
Tre-men-dous. ■ In the first syllable, underline **e**. Underline **o-u-s**.
2. proudly Number 2: proudly. "You played a great game!" her parents said proudly.
Proud-ly. ■ Underline **o-u**.
3. easily Number 3: easily. She is recovering from her illness, but still tires easily.
Eas-i-ly. ■ Underline **e-a-s**. The base word is *easy*. The **y** was changed to **i** before the suffix *-ly*.
4. curious Number 4: curious. I'm curious to see whether the new baby looks like his mom or his dad.
Cu-ri-ous. ■ Underline **i**. Underline **o-u-s**.
5. tightly Number 5: tightly. The child held tightly to his father's hand.
Tight-ly. ■ Underline **i-g-h**.
6. serious Number 6: serious. She is a serious student, but she also likes to have fun with her friends.
Se-ri-ous. ■ Underline **i**. Underline **o-u-s**.
7. truly Number 7: truly. The letter was signed, "Very truly yours."
Tru-ly.
8. actually Number 8: actually. My uncle thought I was nine, but actually I am ten.
Ac-tu-al-ly. ■ Underline **t-u**. Underline **a-l**.

9. orange Number 9: orange. Please pass the orange juice.
Or-ange. ■ Underline **a**.
10. situation Number 10: situation. Broken glass on the playground created a dangerous situation.
Sit-u-a-tion. ■ Underline **t**. Underline **t-i-o-n**.
11. signal. Number 11: signal. “Don’t forget to use your turn signal,” my dad reminded my brother.
Sig-nal. ■ Underline **a-l**.
12. detective. Number 12: detective. The detective questioned the suspect about the clues he’d found.
De-tec-tive. ■ In the first syllable, underline **e**. ■ Underline **i-v-e**.
13. reusable Number 13: reusable. Many people prefer cloth napkins to paper napkins because they are reusable and don’t have to be thrown away.
Re-us-a-ble. ■ *Re-* is a prefix. The base word is *use*. Underline **u**. ■ The **e** was dropped before the suffix *-able*. Underline **a-b-l-e**.
14. calm Number 14: calm. My teacher is always calm; she never gets angry.
 Underline **a-l**.
15. journey Number 15: journey. The cross-country journey meant many long days in the car.
Jour-ney. ■ Underline **o-u**. Underline **e-y**.
- MNEMONIC Several English words end with **e-y**, for example, *honey, turkey, donkey, money, journey, valley, and monkey*.

NUMBERS 16–25 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- | | |
|------------------|---------------|
| 16. *excitable | 21. normal |
| 17. *responsibly | 22. forth |
| 18. *noticeable | 23. sorry |
| 19. *reliable | 24. hers |
| 20. *acceptable | 25. adventure |

► Guided Spelling

► Have your students turn to page 96.

1. tremendous. Number 1: tremendous. A tremendous thunderclap followed the flash of lightning. Say *tremendous*.
Say *tremendous* by syllables. ■ For spelling say *tre-men-dous*. ■ First syllable? ■ (Offer help.) Write *tre-*.
Second syllable? ■ Write *-men-*.
Last syllable? ■ When you hear /əs/ at the end of a polysyllabic word, the last syllable usually ends with **o-u-s**. Finish writing *tremendous*. (Check.)
2. easily Number 2: easily. She is recovering from her illness, but still tires easily. Say *easily*.
Base word? ■ Say *easy* by syllables. ■ For spelling say *eas-y*. ■ First syllable? ■ It's spelled **e-a-s**. Write *eas-*.
Second syllable? ■ Finish writing *easy*.
Easily. Suffix? ■ What do you have to decide? (Students: Do we change **y** to **i**?) Does *easy* end with a consonant and then **y**? (Students: yes) Does the suffix begin with a letter that is not **i**? (Students: yes) Will you change **y** to **i**? (Students: yes) Finish writing *easily*. (Check.)
3. curious Number 3: curious. I'm curious to see whether the new baby looks like his mom or his dad. Say *curious*.
Say *curious* by syllables. ■ For spelling say *cu-ri-ous*. ■ First syllable? ■ Careful. It's spelled **c-u**. Write *cu-*.
Second syllable? ■ Careful. It's spelled **r-i**. Write *-ri-*.
Third syllable? ■ When you hear /əs/ at the end of a polysyllabic word, the last syllable usually ends with **o-u-s**. Finish writing *curious*. (Check.)
4. truly Number 4: truly. The letter was signed "Very truly yours."
Say *truly*.
Say *truly* by syllables. ■ First syllable? ■ Question? ■ Use the last spelling under the "hoot owl" picture. Write *tru-*.
Second syllable? ■ Finish writing *truly*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. proudly Number 5: proudly. "You played a great game!" her parents said proudly. Say *proudly*.

Write *proudly*. (Check.)

6. tightly Number 6: tightly. The child held tightly to his father's hand. Say *tightly*.

Write *tightly*. (Check.)

7. serious Number 7: serious. She is a serious student, but she also likes to have fun with her friends. Say *serious*.

I'll say the syllables for spelling: *se-ri-ous*. Write *serious*. (Check.)

8. actually Number 8: actually. My uncle thought I was nine, but actually I am ten. Say *actually*.

I'll say the syllables for spelling: *ac-tu-al-ly*. Write *actually*. (Check.)

► **Introduce the Homework**

Hand out the Week 17 homework.

► **Record Words Missed**

Return the students' spelling tests from Week 16. Have them turn to pages 88 and 89 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The first two application words, numbers 1 and 2 on the test, are not on these pages. If the students missed any of the other three application words, numbers 3, 4, and 5, have them mark the form of the word that appears in their book.

Week 17 Day 2

► Teacher Background

In the pre-spelling activities, which begin on Day 2 this week, the students will practice deciding between *-tion* and *-sion*.

► Pre-spelling: Syllables *-tion* and *-sion*

Let's practice using clues to decide between **t-i-o-n** and **s-i-o-n**.

fascination *Fascination*. Which related word is the clue for spelling **t-i-o-n** or **s-i-o-n**? (Students: fascinate) Which letters in *fascinate* are the clue? (Students: t-e) Spell the last syllable of *fascination*. (Students: t-i-o-n)

erosion *Erosion*. Which related word is the clue for spelling **t-i-o-n** or **s-i-o-n**? (Students: erode) Which letters in *erode* are the clue? (Students: d-e) Spell the last syllable of *erosion*. (Students: s-i-o-n)

impression *Impression*. Which related word is the clue for spelling **t-i-o-n** or **s-i-o-n**? (Students: impress) Which letters in *impress* are the clue? (Students: s-s) Spell the last syllable of *impression*. (Students: s-i-o-n)

► Guided Spelling

► Have your students turn to page 97.

l. adventurous Number 1: adventurous. She has an adventurous spirit and is always ready to try new activities. Say *adventurous*.

Base word? ■ Say *adventure* by syllables. ■ For spelling say *ad-ven-ture*. ■ First syllable? ■ Write *ad-*.

Second syllable? ■ Write *-ven-*.

Last syllable? ■ Finish writing *adventure*.

Adventurous. The suffix is *-ous*. It's spelled **o-u-s**, but don't write yet. What do you have to decide? (Students: Do we drop e?) Does *adventure* end with a consonant and then **e**? (Students: yes) Does the suffix begin with a vowel? (Students: yes) Will you drop **e**? (Students: yes) Finish writing *adventurous*. (Check.)

2. signal Number 2: signal. “Don’t forget to use your turn signal,” my dad reminded my brother. Say *signal*.
 Say *signal* by syllables. ■ First syllable? ■ Write *sig-*.
 Last syllable? ■ Ask me how to spell the last syllable. ■ It’s **n-a-l**.
 Finish writing *signal*. (Check.)
3. mysteriously Number 3: mysteriously. I thought my shoes had mysteriously disappeared, but my little brother was fooling me! Say *mysteriously*.
 HISTORY The English word *mystery* came from an old Greek word that meant “keep a secret.” Secrets are mysterious.
Mysteriously. The base word is *mystery*. Say *mystery* by syllables. ■ For spelling say *mys-ter-y*. ■ First syllable? ■ Careful. The vowel sound is spelled **y**. Write *mys-*.
 Second syllable?
 THINK Let’s think. The word *mystery* is related to *mysterious*. *Mysterious* is a clue for spelling the second syllable of *mystery*. Write *-ter-*.
 Last syllable? ■ Finish writing *mystery*.
 You are writing *mysteriously*. *Mysteriously* has two suffixes. First suffix? ■ The suffix *-ous* is spelled **o-u-s**, but don’t write yet. What do you have to decide? (Students: Do we change *y* to *i*?) Does *mystery* end with a consonant and then **y**? (Students: yes) Does the suffix begin with a letter that is not **i**? (Students: yes) Will you change **y** to **i**? (Students: yes) Finish writing *mysteriously*. (Check.)
4. orange Number 4: orange. Please pass the orange juice. Say *orange*.
 Say *orange* by syllables. ■ For spelling say *or-ange*. ■ First syllable? ■ Write *or-*.
 Second syllable? ■ Careful. It’s spelled **a-n-g-e**. Finish writing *orange*. (Check.)
5. journey Number 5: journey. The cross-country journey meant many long days in the car. Say *journey*.
 Say *journey* by syllables. ■ For spelling say *jour-ney*. ■ First syllable? ■ Careful. The vowel sound is spelled **o-u**. Write *jour-*.
 Last syllable?
 MNEMONIC Here is a mnemonic. Several English words end with **e-y**, for example, *honey*, *turkey*, *donkey*, *journey*, *valley*, and *monkey*.
 Finish writing *journey*. (Check.)

6. calm Number 6: calm. My teacher is always calm; she never gets angry. Say *calm*.
Careful. The vowel sound is spelled **a**. There is a silent **l** after **a**. Write *calm*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. detective Number 7: detective. The detective questioned the suspect about the clues he'd found. Say *detective*.
I'll say the syllables for spelling: *de-tec-tive*. Write *detective*. (Check.)

8. situation Number 8: situation. Broken glass on the playground created a dangerous situation. Say *situation*.
I'll say the syllables for spelling: *sit-u-a-tion*. Write *situation*. (Check.)

9. busily Number 9: busily. The students worked busily on their art projects. Say *busily*.
I'll say the syllables for spelling: *bus-i-ly*. Write *busily*. (Check.)

10. reusable Number 10: reusable. Many people prefer cloth napkins to paper napkins because they are reusable and don't have to be thrown away. Say *reusable*.
Write *reusable*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you dropped **e**.

MEMORY STEPS Do the memory steps for *reusable*.

Week 17 Day 3

► Pre-spelling: Syllables *-tion* and *-sion*

Let's practice using clues to decide between **t-i-o-n** and **s-i-o-n**.

digestion *Digestion*. Which related word is the clue for spelling **t-i-o-n** or **s-i-o-n**? (Students: digest) Which letters in *digest* are the clue? (Students: s-t) Spell the last syllable of *digestion*. (Students: t-i-o-n)

connection *Connection*. Which related word is the clue for spelling **t-i-o-n** or **s-i-o-n**? (Students: connect) Which letters in *connect* are the clue? (Students: c-t) Spell the last syllable of *connection*. (Students: t-i-o-n)

admission *Admission*. Careful. Think of *permit/permission*. *Admission*. Which related word is the clue for spelling **t-i-o-n** or **s-i-o-n**? (Students: admit) Which letters in *admit* are the clue? (Students: i-t) Spell the last syllable of *admission*. (Students: s-i-o-n)

► Guided Spelling

► Have your students turn to page 98.

1. reusable Number 1: reusable. Some DVDs are reusable, whereas others can only be used once for recording. Say *reusable*.
Prefix? ■ Write *re-*.
Base word? ■ Write *use*.
Reusable. Ask me, “**a-b-l-e** or **i-b-l-e**?” ■ It’s **a-b-l-e**, but don’t write yet. What do you have to decide? (Students: Do we drop e?)
Does *use* end with a consonant and then **e**? (Students: yes) Does the suffix begin with a vowel? (Students: yes) Will you drop **e**? (Students: yes) Finish writing *reusable*. (Check.)

2. easily Number 2: easily. He easily made three baskets in a row. Say *easily*.
Base word? ■ Say *easy* by syllables. ■ For spelling say *eas-y*. ■
First syllable? ■ It’s spelled **e-a-s**. Write *eas-*.
Second syllable? ■ Finish writing *easy*.

Easily. Suffix? ■ What do you have to decide? (Students: Do we change *y* to *i*?) Does *easy* end with a consonant and then *y*? (Students: yes) Does the suffix begin with a letter that is not *i*? (Students: yes) Will you change *y* to *i*? (Students: yes) Finish writing *easily*. (Check.)

3. *signals*. Number 3: *signals*. It's important not to give a dog mixed signals when it's being trained. Say *signals*.

Base word? ■ Say *signal* by syllables. ■ First syllable? ■ Write *sig-*.
Last syllable? ■ Ask me how to spell the last syllable. ■ It's **n-a-l**.
Finish writing *signals*. (Check.)

4. *journeys* Number 4: *journeys*. She went on many journeys in her life, but her favorite was her trip to South America. Say *journeys*.

Base word? ■ Say *journey* by syllables. ■ For spelling say *jour-ney*. ■ First syllable? ■ Careful. The vowel sound is spelled **o-u**. Write *jour-*.

Last syllable?

MNEMONIC Here is a mnemonic. Several English words end with **e-y**, for example, *honey*, *turkey*, *donkey*, *money*, *journey*, and *monkey*.

Finish writing *journeys*. (Check.)

5. *tightly*. Number 5: *tightly*. In the room full of strangers, the child clung tightly to her mother. Say *tightly*.

Base word? ■ Question? ■ Use the second spelling under the "kite" picture. Write *tight*.

Tightly. Suffix? ■ Finish writing *tightly*. (Check.)

6. *delicious* Number 6: *delicious*. Those peaches are perfectly ripe and absolutely delicious. Say *delicious*.

Say *delicious* by syllables. ■ For spelling say *de-li-cious*. ■ First syllable? ■ (Offer help.) Write *de-*.

Second syllable? ■ Write *-li-*.

Last syllable? ■ Careful. This syllable begins with **c-i**. Write **c-i**. ■ When you hear /əs/ at the end of a polysyllabic word, the last syllable usually ends with **o-u-s**. Finish writing *delicious*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. *truly*. Number 7: *truly*. Our grandparents were truly delighted to see us. Say *truly*.

Write *truly*. (Check.)

8. oranges Number 8: oranges. The woman used a tall ladder to pick the oranges. Say *oranges*.

Write *oranges*. (Check.)

9. nonrefillable. Number 9: nonrefillable. The ink cartridge was nonrefillable, so we had to buy a new one. Say *nonrefillable*.

Write *nonrefillable*. (Check.)

10. tremendous Number 10: tremendous. The rescue workers made a tremendous effort to save everyone after the wreck. Say *tremendous*.

Write *tremendous*. (Check.)

PARTNER STUDY Turn to your neighbor. Take turns telling each other one hard part in *tremendous* and how you will remember it.

MEMORY STEPS Do the memory steps for *tremendous*.

Week 17 Day 4

► Pre-spelling: Syllables *-tion* and *-sion*

Let's practice using clues to decide between **t-i-o-n** and **s-i-o-n**.

persuasion *Persuasion*. Which related word is the clue for spelling **t-i-o-n** or **s-i-o-n**? (Students: persuade) Which letters in *persuade* are the clue? (Students: d-e) Spell the last syllable of *persuasion*. (Students: s-i-o-n)

separation *Separation*. Which related word is the clue for spelling **t-i-o-n** or **s-i-o-n**? (Students: separate) Which letters in *separate* are the clue? (Students: t-e) Spell the last syllable of *separation*. (Students: t-i-o-n)

reflection *Reflection*. Which related word is the clue for spelling **t-i-o-n** or **s-i-o-n**? (Students: reflect) Which letters in *reflect* are the clue? (Students: c-t) Spell the last syllable of *reflection*. (Students: t-i-o-n)

► Guided Spelling

► Have your students turn to page 99.

1. actually Number 1: actually. I can't believe you actually made it on time. Say *actually*.

Base word? ■ Say *actual* by syllables. ■ For spelling say *ac-tu-al*. ■

First syllable? ■ Write *ac-*.

Second syllable? ■ Careful. It's spelled **t-u**. Write *-tu-*.

Last syllable? ■ Ask me how to spell the last syllable. ■ It's **a-l**.

Finish writing *actually*. (Check.)

2. situation Number 2: situation. When they missed the last bus, they were in an unfortunate situation. Say *situation*.

Say *sit-u-a-tion* by syllables. ■ For spelling say *sit-u-a-tion*. ■ First syllable? ■ Careful. It's spelled **s-i-t**. Write *sit-*.

Second syllable? ■ Write *-u-*.

Third syllable? ■ Write *-a-*.

Last syllable?

THINK Let's think. The syllable /shən/ is usually spelled **t-i-o-n**. Finish writing *situation*. (Check.)

3. seriously Number 3: seriously. After his bicycle accident, his mother spoke to him seriously about safety. Say *seriously*.
 Base word? ■ Say *serious* by syllables. ■ For spelling say *se-ri-ous*. ■
 First syllable? ■ Write *se-*.
 Second syllable? ■ Careful. It's spelled **r-i**. Write *-ri-*.
 Last syllable? ■ When you hear /əs/ at the end of a polysyllabic word, the last syllable usually ends with **o-u-s**. Finish writing *serious*.
Seriously. Suffix? ■ Finish writing *seriously*. (Check.)
4. detective. Number 4: detective. He was promoted from police officer to detective. Say *detective*.
 Say *detective* by syllables. ■ For spelling say *de-tec-tive*. ■ First syllable? ■ (Offer help.) Write *de-*.
 Second syllable? ■ Write *-tec-*.
 Last syllable? ■ Finish writing *detective*. (Check.)
5. proudly. Number 5: proudly. The mother watched proudly as her child graduated. Say *proudly*.
 Base word? ■ Question? ■ Use the first spelling under the “ouch” picture. Write *proud*.
Proudly. Suffix? ■ Finish writing *proudly*. (Check.)
6. we'd've Number 6: we'd've. We'd've gone on the trip, but we couldn't get reservations. Say *we'd've*.
 FREQUENTLY MISSPELLED WORD *We'd've* is a frequently misspelled word.
 CONTRACTION *We'd've* is a contraction of three words: *we would have*.
 Write *we'd've*. (Check.)
- NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.**
7. reversible Number 7: reversible. This jacket is like having two in one because it is reversible! Say *reversible*.
 I'll say the syllables for spelling: *re-vers-i-ble*. Write *reversible*. (Check.)
8. courageously Number 8: courageously. They spoke courageously to the bully. Say *courageously*.
 The base word is *courage*. Write *courageously*. (Check.)

9. calm Number 9: calm. I love to go to the library because it is such a calm, quiet place to read. Say *calm*.

HISTORY The old Greek word *kauma* meant “burning heat.” Then the Romans used the word to mean “the hottest part of the day,” then “a rest during the hottest part of the day.” Later the word became *calma*, meaning “quietness.”

Write *calm*. (Check.)

10. curiously Number 10: curiously. The child stared curiously at the clown and wondered what he’d do next. Say *curiously*.

Write *curiously*. (Check.)

PARTNER STUDY Turn to your neighbor. Take turns telling each other one hard part in *curiously* and how you will remember it.

MEMORY STEPS Do the memory steps for *curiously*.

► Student Study

Have the students turn to pages 88 and 89. If they missed a word on the test last week, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

Weekly Test

For details about the weekly test, see page 93.

ALL STUDENTS

1. damaging The damaging winds blew the branches off many trees.
(application word)
2. equally My teacher believes in treating all children equally.
(application word)
3. curiously The boy looked curiously at his mother when she said she had a surprise. (application word)
4. actual My party is tomorrow, but my actual birthday is next week.
(application word)
5. seriously “Do you seriously expect me to believe that?” (application word)
6. responsibly Playing responsibly means being safe and including everyone.
7. easily I can easily finish my work by 3:00 and then we can play.
8. excitable The puppy was very excitable and liked to jump on people.
9. truly The man was truly proud when his son graduated from college.
10. proudly The teacher spoke proudly about the students’ work.
11. noticeable “I see a noticeable improvement in your handwriting,” my teacher said.
12. tremendous We put a tremendous amount of work into our science projects.
13. tightly The girl clung tightly to her sister’s hand as they crossed the busy street.

AVERAGE AND ADVANCED SPELLERS CONTINUE

14. signal We waited at the traffic signal a long time before it turned green.
15. reusable My mom packs my lunch in reusable containers.
16. situation The collapsed bridge caused a dangerous situation.
17. journey The pioneers made their journey across the plains in covered wagons.
18. detective The detective searched the room for clues.
19. orange For a snack, my dad gave me an orange and some pretzels.
20. calm When she heard us shouting, my mother told us to calm down.

ADVANCED SPELLERS CONTINUE

21. cruelly

The cold wind stung their cheeks cruelly.

22. splendidly

The actors performed splendidly, and the audience loved the show.

Review of Weeks 11, 13, 14, 15, and 16

► Teacher Background

Duplicate the three homework pages for this week (*Blackline Masters* pages 23–25).

The structure of the review weeks is as follows:

Day 1: Pretest

Day 2: Proofreading with a partner

Day 3: Study for the review test with a partner

Day 4: Class discussion on spelling

Day 5: Review week test

See Week 6, page 112, for more details about the structure of the review weeks.

For information on differentiating instruction based on your students' needs, see Week 2, pages 29–30.

In the pre-spelling activities, which begin on Day 2 of this week, you will model ways for students to memorize the spelling of words.

► Words Used This Week

REVIEW WORDS

*its, *sister's, *sisters', *it's, *children's, replying, defining, character, stomach, announce, *division, *suggestion, *motionless, *operation, *permission, captain's, daughter, earn, degrees, hungrier, *muscles, *capital, *gentle, *hospital, *article, dictionary, sleepest, yours, discount, double, *courage, *relatives, *expensive, *tomorrow, *damaged, *furniture, turkey, royal, camera, equal, *excitable, *responsibly, *noticeable, *comfortable, *horrible, *valuable, forth, sorry, tough, explanation

REVIEW CHALLENGE WORDS

diagram, seize, assignment, interfered, cauliflower, possessions, sword, protein, destruction, expedition, startled, sweaty, mammal, pupil, initials, literature, sewing, mixture, locomotive, voyage, irresponsible, incredible, miserable, worms, remarkable

APPLICATION WORDS ON THE TEST

festive, instructing, capitals, horribly, uncomfortable

Pretest

► Administer the Pretest

► Have your students turn to page 102 in their *Student Spelling Books*. Explain that this week they will review ten words each from Weeks 11, 13, 14, 15, and 16. The pretest in this lesson will help them identify words they especially need to study.

1. replying

He was replying to the question when he was interrupted.

2. gentle

The girl had a very gentle horse for her first ride.

3. daughter

My mother is the only daughter in her family.

4. furniture

Occasionally it is fun to rearrange the furniture.

5. hungrier

After basketball practice, he was hungrier than ever.

6. motionless

It was so hot that the dogs lay almost motionless under the porch.

7. damaged

My library book got damaged in the rain, and I had to pay for it.

8. announce

They will announce the winners soon.

9. its

A young snake sheds its skin every few weeks.

10. valuable

My father's coin collection is very valuable.

11. turkey

We saw a wild turkey in the field.

12. yours

I started to pick up the pencil, but I saw that it was yours.

13. hospital

When my little sister came home from the hospital, I got to give her a bottle.

14. camera

My family always takes a camera on vacation.

15. comfortable

The teacher reminded the students to wear comfortable shoes for the hike.

► Correct the Pretest

Read and spell the 15 words out loud. For each word, have the students point under each letter in their word as you spell. If they did not spell a word correctly, have them draw a line through the word.

▶ Record Words Missed on the Pretest

Have the students turn back to pages 100 and 101. These are the words that will be reviewed this week. If they missed any words on the pretest, have them find the words here and write **S** in front of each one. These are the words that they especially need to study.

▶ Introduce the Homework

Hand out the homework for Week 18. There are three pages of homework this week. The students will practice every review word.

▶ Record Words Missed on Last Week's Test

Return the students' spelling tests from Week 17. Have them turn to pages 94 and 95 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The first two application words, numbers 1 and 2 on the test, are not on these pages. If the students missed any of the other three application words, numbers 3, 4, and 5, have them mark the form of the word that appears in their book.

Proofreading

► Pre-spelling: Memorizing Words

► Write on the board: sister's sisters'

Let's think about how to memorize the spelling of words.

sister's, sisters' Two of the words that you are reviewing this week are the singular possessive noun *sister's* and the plural possessive noun *sisters'*. To spell these words correctly, you need to listen to the sentence. Think about whether the sentence is about one sister or more than one sister. If the sentence is about one sister, write *sister* and then add apostrophe-**s**. If the sentence is about more than one sister, write the plural nouns *sisters* first. Then just add an apostrophe.

► Partner Proofreading

Explain that the students will work with the person sitting next to them. Note that some students may have to work in a group of three.

Have your students open their books to page 103. The sentences on this page include many words that the students have studied, but some of them are misspelled. Have the students read the sentences with their partners and look for the misspelled words. Then have the students work individually to draw a line through each misspelled word and write the correct word above it. There may be a sentence with all words correct.

As the students work, monitor and assist those who need extra support in proofreading.

► Correct Sentences Together

► Read each sentence. Have the students tell you each word that is misspelled and how to spell it correctly. Write the correct word on the board. If the students made a mistake, have them draw a line through the incorrect word.

1. The two sister's dog was furry and adorable, but also very excitable. Misspelled words?

▶ Write *sisters'* on the board as the students read and spell the word.

2. Tomorrow the childrens' relative's will arrive for a visit. Misspelled words?

▶ Write *tomorrow*, *children's*, and *relatives* on the board as the students read and spell the words.

3. The dictionary is a valueable tool for difining difficult words. Misspelled words?

▶ Write *dictionary*, *valuable*, and *defining* on the board as the students read and spell the words.

4. My sisters responsibly asked our parents' permission to go to the discount store. Misspelled words?

▶ Write *responsibly* and *permission* on the board as the students read and spell the words.

5. This artical contains the explanation of the knee operasion. Misspelled words?

▶ Write *article* and *operation* on the board as the students read and spell the words.

▶ Record Words Missed in Proofreading

If there are misspelled words that the students did not find in proofreading, have them turn back to pages 100 and 101 and write **S** next to each word missed. If there are any words that they did not write correctly, have them write **S** next to those words on pages 100 and 101. These are words the students especially need to study.

Partner Study

► Pre-spelling: Memorizing Words

► Write *valuable* on the board.

Let's think about how to memorize the spelling of words.

valuable One word that you are reviewing this week is *valuable*. It helps to say and exaggerate the four syllables for spelling: *val-ū-ā-ble*.

► Partner Study

Have your students open their spelling books to pages 100 and 101. Remind them how to study their spelling words with a partner. In partner study, the students take turns telling each other which word they choose to spell aloud and which parts of the word are hard to spell. For example, one student says, "I will spell number 9, *stomach*. The hard parts are **o** and **a-c-h**." He covers the word and spells it aloud as his partner checks. If he makes a mistake, both partners cover the word and spell it together. The partner who made the mistake writes **S** in front of the word to remind him to study it.

You may wish to model the partner study before your students begin.

Spelling Discussion

▶ Teacher Background

The purpose of today’s spelling discussion is to identify resources for spelling and to consider the advantages and disadvantages of each.

▶ Pre-spelling: Memorizing Words

▶ Write *noticeable* on the board.

Let’s think about how to memorize the spelling of words.

noticeable. One word that you are reviewing this week is *noticeable*. There are three hard parts to remember. First, the end of the base word is **i-c-e**. Second, the suffix is **a-b-l-e**. Third, we don’t drop **e** before a suffix that begins with **a** or **o** because we want **c** to keep the sound /s/.

For some words you can make up a mnemonic sentence that will remind you of the hard parts, for example, *I was able to notice the ice even though it was dark.*

▶ Spelling Discussion

There are times when we just can’t figure out the correct spelling of a word. We need to consult a resource. Let’s name the resources we can use for spelling and think about the advantages and disadvantages of each one.

Students might say:

“The ‘dictionary and personal word list’ in the *Student Spelling Book*.”

Advantages:

“It’s handy because it’s in the back of my *Student Spelling Book*.”

“It’s easy to look up words in it.”

“I can add words that are hard for me and find them quickly.”

Disadvantages:

“It contains only the words that we are studying in spelling this year.”

“It doesn’t tell me which homophone a word is.”

“The ‘frequently misspelled words’ list in the *Student Spelling Book*.”

Advantages:

“It’s in the back of my *Student Spelling Book*.”

“It’s easy to look up words.”

“I can write on it and mark the words that I often miss.”

“If a word is a homophone, it tells me which one.”

Disadvantages:

“There are some words that I misspell often that are not on this list.”

“The dictionary.”

Advantages:

“The dictionary has information that I might need or be interested in: syllables, pronunciation, definitions, the word in a sentence, the history of the word, illustrations.”

“If a word is a homophone, it tells me which one.”

Disadvantages:

“I don’t have a dictionary at my desk.”

“The dictionary is so large that it takes time to look up the word.”

“If I don’t know how to spell the word correctly, it might be hard to find. For example, if I don’t know that *koala* begins with **k**, I would be looking under **c**.”

“A spell-checker on a computer.”

Advantages:

“It shows me which words might be misspelled.”

“It gives me choices of correctly spelled words. Often I recognize the word I need.”

“It’s quick.”

Disadvantages:

“It doesn’t mark all the incorrect words. If I wrote the wrong homophone, the spell-checker won’t know.”

“Sometimes I don’t know which choice is the word I’m trying to use.”

“It doesn’t know whether I have spelled a possessive correctly.”

 **Partner Study**

If time permits, have the students study the review words on pages 100 and 101 with their partners, as on Day 3 of this week. This is a brief activity of 1 or 2 minutes.

Weekly Test

For details about the weekly test, see page 93.

ALL STUDENTS

1. festive The surprise party was a festive occasion. (application word)
2. instructing While the teacher was instructing her students, the principal came in. (application word)
3. capitals Young children often write in all capitals before they learn their lowercase letters. (application word)
4. horribly Chicken pox is horribly contagious. (application word)
5. uncomfortable The hot day became uncomfortable. (application word)
6. division Long division can be very difficult, but it is not the only method.
7. its I love the book, especially its ending.
8. expensive He looked at expensive backpacks and cheap ones before making a decision.
9. noticeable The glass left a noticeable mark on the wooden table.
10. suggestion My older brother gave me a good suggestion for my essay.
11. sister's My sister's school is close to our house, so she walks to school.
12. muscles The sleeveless uniform showed the athlete's muscles.
13. courage Sometimes telling the truth takes a lot of courage.

AVERAGE AND ADVANCED SPELLERS CONTINUE

14. tough The man looked tough but actually was very gentle.
15. character The character in the story had many adventures.
16. equal The recipe called for equal amounts of flour and sugar.
17. captain's Only the first mate was allowed to enter the captain's quarters.
18. stomach I felt sick to my stomach after the roller coaster ride.
19. sleepest Goldilocks is one of the sleepest characters in children's literature.
20. forth The flag waved back and forth in the breeze.

ADVANCED SPELLERS CONTINUE

21. sewing

My grandmother taught me how to use a sewing machine.

22. incredible

The sunny weather seemed incredible after a week of rain.

Ongoing Assessment of Spelling Progress

Take some time to assess the progress of your students.

Were there many mistakes on possessive nouns and pronouns, numbers 7, 11, and 17? If so, reteach the pre-spelling activities in Week 10. Were there many errors on *-tion* and *-sion*, numbers 6 and 10? If so, reteach the pre-spelling activities in Weeks 11 and 12.

Were there many errors on memory parts of words? The memory parts are the letter sequences that must be memorized because they can't be figured out using knowledge of phonics or word structure. Examples are the underlined letters in the following words: *noticeable*, *captain's*, and *muscles*. If the students are making errors on the memory parts, discuss the importance of spelling homework. Be sure the students and parents understand the homework instructions and the importance of using the three memory steps.

If you have been differentiating instruction, are your below-grade-level, average, and advanced spellers correctly designated? Consider the students' performance on all spelling tests to date. If some students have consistently made several errors on the tests, consider having them memorize fewer words each week. If average spellers have made no errors on the tests, they may be able to learn the challenge words each week. Consider student effort as well as performance, however. Some students with perfect tests may have studied intensely and would find it difficult to memorize additional words.

Do your students need encouragement to transfer their knowledge from *Guided Spelling* lessons to their writing? When they ask how to spell a word during writing, have them ask about the *parts* of the word they're not sure of. Provide the guiding and assistance that you would provide during a *Guided Spelling* lesson.

Syllables with *-ant* and *-ent*

► New Content

Final syllables that end with *-ant* and *-ent* are common, as in *abundant* and *silent*. They are often suffixes, as in *defiant* and *dependent*.

► Teacher Background

Make a copy of the Week 19 homework (*Blackline Masters* page 26) for each student.

-Ant and *-ent* at the end of a polysyllabic word are often misspelled because of their identical pronunciation. Both have a schwa.

When you and the students pronounce words by syllables, there should be a pause between syllables to indicate the syllable boundary clearly. For example, say “pleas...ant,” not “pleassant.”

In the pre-spelling activities, which begin on Day 2 of this week, the students will practice using related words as clues for spelling unaccented syllables. For example, *define* is a clue for *definition*.

► Words Used This Week

NEW WORDS	*independent, *servant, *excellent, *pleasant, *silent, *present (2), *accidentally, *content (2), disposable, needle, marriage, reasonable, enormous, remove, improve
REVIEW WORDS	*tightly, *easily, *truly, *curious, *tremendous, reusable, situation, signal, calm, detective
CHALLENGE WORDS	proficient, pearl, opponent, reluctant, resident
APPLICATION WORDS ON THE TEST	courageous, beautifully, independently, presents, pleasanter
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	dependent, consonants, participants, especially, improving, resident, responsible, seven hundred fourteen, reluctantly, removed
FREQUENTLY MISSPELLED WORDS	fourteen

► **Introduce This Week's Words**

► Have your students open their *Student Spelling Books* to page 104 and follow along as you read the words and sentences. Have them mark the syllable boundaries in the polysyllabic words as you read each one by syllables.

Some English words, such as *independent* and *servant*, end with the sounds /ənt/. You need to remember whether the end is spelled **e-n-t** or **a-n-t**.

1. independent Number 1: independent. The American colonies declared themselves independent in 1776.
In-de-pend-ent. ■ In the second syllable, underline **e**. ■ In the last syllable, underline **e-n-t**.
2. servant Number 2: servant. When she first arrived in the United States, my grandmother worked as a servant.
Serv-ant. ■ Underline **e-r**. Underline **a-n-t**.
3. excellent Number 3: excellent. His handwriting is excellent.
Ex-cel-lent. ■ Underline **c**. The second syllable has a schwa. In the second syllable, underline **e**. ■ Underline **e-n-t**.
4. pleasant Number 4: pleasant. A pleasant smell wafted up from the kitchen.
Pleas-ant. ■ Underline **e-a**. Underline **a-n-t**.
MNEMONIC Here is a mnemonic. *Pleasant* is related to *please*. That will help you remember **e-a** in *pleasant*.
5. silent Number 5: silent. "Please take out a book for silent reading time," our teacher said.
Si-lent. ■ Underline **e-n-t**.
6. present, present. Number 6: present, present. The class will present a farewell present to their teacher.
This word can be pronounced two ways. First, *present*. The syllable boundary is after the first **e**. ■ *The class will present a gift*. Underline the first **e**. Underline **s**.

The second pronunciation is present. The syllable boundary is after **s**. ■ *They gave her a present.* Underline **s**. Underline **e-n-t**.

7. accidentally Number 7: accidentally. I accidentally dropped my pencil, and now I can't find it.

Ac-ci-den-tal-ly. ■ Underline **e-n-t**. Underline **a-l**.

8. content, content Number 8: content, content. She was content with the content of her new book about oceans.

This word can be pronounced two ways. First, content. The syllable boundary is after the first **n**. ■ *She was content with her book.* The first syllable has a schwa. Underline **o**.

Second, content. The syllable boundary is after the first **n**. ■ *She liked the content of the book.*

9. disposable Number 9: disposable. They used disposable cups on the picnic.

Dis-pos-a-ble. ■ The base word is *dispose*. The **e** was dropped before the suffix **a-b-l-e**. Underline **a-b-l-e**.

10. needle Number 10: needle. To sew on a button, you need a needle and thread.

Nee-dle. ■ Underline **e-e**. Underline **d-l-e**.

11. marriage Number 11: marriage. So far their marriage has lasted more than 50 years.

Mar-riage. ■ Underline **a-r**. Underline **i-a-g-e**.

12. reasonable Number 12: reasonable. The traffic moved along at a reasonable rate, and we arrived on time.

Rea-son-a-ble. ■ Underline **e-a**. ■ Underline **s**. ■ The second syllable has a schwa. Underline **o**. Underline **a-b-l-e**.

13. enormous Number 13: enormous. At the zoo, we saw enormous elephants and tiny baby chimpanzees.

E-nor-mous. ■ Underline **e**. Underline **o-u-s**.

14. remove Number 14: remove. My mother can remove that splinter for you.

Re-move. ■ In the first syllable, underline **e**. ■ In the second syllable, underline **o** and **e**.

15. improve Number 15: improve. I know I need to improve my handwriting.

Im-prove. ■ Underline **o** and **e**.

NUMBERS 16–25 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- | | |
|-----------------|---------------|
| 16. *tightly | 21. reusable |
| 17. *easily | 22. situation |
| 18. *truly | 23. signal |
| 19. *curious | 24. calm |
| 20. *tremendous | 25. detective |

► Guided Spelling

► Have your students turn to page 106.

1. independent Number 1: independent. The American colonies declared themselves independent in 1776. Say *independent*.
Say *independent* by syllables. ■ For spelling say *in-de-pend-ent*. ■ First syllable? ■ Write *in-*.
Second syllable? ■ (Offer help.) Write *-de-*.
Third syllable? ■ Listen to the sounds: pend. Write *-pend-*.
Last syllable? ■ Ask me, “**a-n-t** or **e-n-t**?” ■ It’s **e-n-t**. Finish writing *independent*. (Check.)
2. pleasant Number 2: pleasant. A pleasant smell wafted up from the kitchen. Say *pleasant*.
Say *pleasant* by syllables. ■ For spelling say *pleas-ant*. ■ First syllable?
MNEMONIC Here is the mnemonic. *Pleasant* is related to *please*. That will help you remember how to spell the vowel sound in the first syllable of *pleasant*. Write *pleas-*.
Second syllable? ■ Ask me, “**a-n-t** or **e-n-t**?” ■ It’s **a-n-t**. Finish writing *pleasant*. (Check.)
3. silent Number 3: silent. “Please take out a book for silent reading time,” our teacher said. Say *silent*.
Say *silent* by syllables. ■ First syllable? ■ Write *si-*.
Second syllable? ■ Ask me, “**a-n-t** or **e-n-t**?” ■ It’s **e-n-t**. Finish writing *silent*. (Check.)
4. present, present. Number 4: present, present. The class will present a farewell present to their teacher. Say *present*. ■ Say *present*.
These two words are spelled the same way. Each word is a clue to the other word. Write the word. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. *servant* Number 5: *servant*. When she first arrived in the United States, my grandmother worked as a servant. Say *servant*.

Write *servant*. (Check.)

6. *excellent*. Number 6: *excellent*. His handwriting is excellent. Say *excellent*.

I'll say the syllables for spelling: *ex-cel-lent*. Write *excellent*. (Check.)

7. *accidentally* Number 7: *accidentally*. I accidentally dropped my pencil, and now I can't find it. Say *accidentally*.

I'll say the syllables for spelling: *ac-ci-den-tal-ly*. Write *accidentally*. (Check.)

8. *content, content* Number 8: content, content. She was content with the content of her new book about oceans. Say content. ■ Say content.

These two words are spelled the same way. Use one word as a clue. Write the word. (Check.)

► **Introduce the Homework**

Hand out the Week 19 homework.

► **Record Words Missed**

Return the students' spelling tests from Week 18. Have them turn to pages 100 and 101 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The first two application words, numbers 1 and 2 on the test, are not on these pages. If the students missed any of the other three application words, numbers 3, 4, and 5, have them mark the form of the word that appears in their book.

Week 19 Day 2

► Teacher Background

In the pre-spelling activities this week, the students will practice using related words as clues for spelling unaccented syllables. For example, *define* is a clue for *definition*.

► Pre-spelling: Related Words as Spelling Clues

► Write on the board: define definition

When you *define* a word, you give a *definition*. Related words are often spelling clues. The *i* in *define* is a clue for the second syllable of *definition*.

► Write on the board: comp_tition perf_ct maj_r

competition Competition. He planned to compete in the competition.

What related word is a clue for *competition*? (Students: compete)

► Point to the blank in *comp_tition*.

What letter will finish *competition*? (Students: e)

perfect. Perfect. If your paper is perfect, you have achieved perfection.

What related word is a clue for *perfect*? (Students: perfection)

► Point to the blank in *perf_ct*.

What letter will finish *perfect*? (Students: e)

major. Major. If the major part of the class votes yes, we'll have a majority.

What related word is a clue for *major*? (Students: majority)

► Point to the blank in *maj_r*.

What letter will finish *major*? (Students: o)

► Guided Spelling

► Have your students turn to page 107.

1. **needle** Number 1: *needle*. To sew on a button, you need a needle and thread. Say *needle*.
Say *needle* by syllables. ■ First syllable? ■ Careful. It's spelled **n-e-e**. Write *nee*.
Second syllable? ■ (Offer help.) Write *-dle*. (Check.)
2. **dependent**. Number 2: *dependent*. The kitten was still dependent on its mother for milk. Say *dependent*.
Say *dependent* by syllables. ■ For spelling say *de-pend-ent*. ■ First syllable? ■ (Offer help.) Write *de*.
Second syllable? ■ Write *-pend-*.
Last syllable? ■ Ask me, "**a-n-t** or **e-n-t**?" ■ It's **e-n-t**. Finish writing *dependent*. (Check.)
3. **disposable**. Number 3: *disposable*. They used disposable cups on the picnic. Say *disposable*.
Base word? ■ Say *dispose* by syllables. ■ For spelling say *dis-pose*. ■ First syllable? ■ Write *dis-*.
Second syllable? ■ This is the last syllable of the base word. We hear a long vowel and then a consonant. Use the vowel-consonant-**e** spelling. Careful. The sound /z/ in *-pose* is spelled **s**. Write *-pose*.
Disposable. Ask me, "**a-b-l-e** or **i-b-l-e**?" ■ It's **a-b-l-e**, but don't write yet. What do you have to decide? (Students: Do we drop e?) Does *dispose* end with a consonant and then **e**? (Students: yes) Does the suffix begin with a vowel? (Students: yes) Will you drop **e**? (Students: yes) Finish writing *disposable*. (Check.)
4. **consonants** Number 4: *consonants*. Identifying consonants and vowels is important in spelling. Say *consonants*.
Base word? ■ Say *consonant* by syllables. ■ The second syllable has a schwa. For spelling say *con-so-nant*. ■ First syllable? ■ Write *con-*.
Second syllable? ■ (Offer help.) Write *-so-*.
Third syllable? ■ Ask me, "**a-n-t** or **e-n-t**?" ■ It's **a-n-t**. Finish writing *consonants*. (Check.)

5. remove Number 5: remove. My mother can remove that splinter for you. Say *remove*.
 Say *remove* by syllables. ■ For spelling say *re-move*. ■ First syllable? ■ (Offer help.) Write *re-*.
 Second syllable? ■ Careful. It's spelled like the word *move*. Finish writing *remove*. (Check.)
6. marriage Number 6: marriage. So far their marriage has lasted more than 50 years. Say *marriage*.
 HISTORY Our word *marry* comes from a Latin word meaning *husband*.
 Say *marriage* by syllables. ■ For spelling say *mar-riage*. ■ First syllable? ■ Careful. It's spelled **m-a-r**. Write *mar-*.
 Second syllable? ■ Careful. It's spelled **r-i-a-g-e**. Finish writing *marriage*. (Check.)
 MNEMONIC Here is a mnemonic. The word *marriage* comes from the word *marry*. The **y** was changed to **i** and **a-g-e** was added. In the same way, *carriage* comes from *carry*.
- NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.
7. improve Number 7: improve. I know I need to improve my handwriting. Say *improve*.
 Write *improve*. (Check.)
8. enormous Number 8: enormous. At the zoo, we saw enormous elephants and tiny baby chimpanzees. Say *enormous*.
 Write *enormous*. (Check.)
9. participants Number 9: participants. The participants all had their parts. Say *participants*.
 I'll say the syllables for spelling: *par-ti-ci-pants*. Write *participants*. (Check.)
10. reasonable Number 10: reasonable. The traffic moved along at a reasonable rate, and we arrived on time. Say *reasonable*.
 Write *reasonable*. (Check.)
 PARTNER STUDY Turn to your neighbor. Take turns telling each other one hard part in *reasonable*.
 MEMORY STEPS Do the memory steps for *reasonable*.

► **Pre-spelling: Related Words as Spelling Clues**

- Write on the board: prep_ration exc_llent comb_nation

preparation. Preparation. In preparation for the fair, they chose to prepare snacks.

What related word is a clue for *preparation*? (Students: prepare)

► Point to the blank in *prep_ration*.

What letter will finish *preparation*? (Students: a)
- excellent Excellent. Your excellent performance shows that you wanted to excel.

What related word is a clue for *excellent*? (Students: excel)

► Point to the blank in *exc_llent*.

What letter will finish *excellent*? (Students: e)
- combination Combination. If you combine green and purple, the result will be an unusual color combination.

What related word is a clue for *combination*? (Students: combine)

► Point to the blank in *comb_nation*.

What letter will finish *combination*? (Students: i)

► **Guided Spelling**

- Have your students turn to page 108.
- I. accidentally Number I: accidentally. She accidentally stepped on my foot and apologized right away. Say *accidentally*.

Base word? ■ Say *accident* by syllables. ■ For spelling say *ac-ci-dent*. ■ First syllable? ■ Write *ac-*.

Second syllable? ■ Write *-ci-*.

Third syllable? ■ Ask me, “**a-n-t** or **e-n-t**?” ■ It’s **e-n-t**. Write *-dent*.

Accidentally. First suffix? ■ Add **a-l**. ■ Second suffix? ■ Finish writing *accidentally*.

2. *especially* Number 2: *especially*. I thought that test was especially hard.
Say *especially*.
Say *especially* by syllables. ■ The third syllable has a schwa. For spelling say *es-pe-cial-ly*. ■ First syllable? ■ (Offer help.) Write *es-*.
Second syllable? ■ Write *-pe-*.
Third syllable? ■ Careful. It's spelled **c-i-a-l**. Write *-cial-*.
Last syllable? ■ Finish writing *especially*. (Check.)
3. *excellent* Number 3: *excellent*. The group knew they had done an excellent job. Say *excellent*.
Say *excellent* by syllables. ■ The second syllable has a schwa. For spelling say *ex-cel-lent*. ■ First syllable? ■ Write *ex-*.
Second syllable? ■ Careful. The first letter is **c**. (Offer help.) Write *-cel-*.
Third syllable? ■ Ask me, “**a-n-t** or **e-n-t**?” ■ It's **e-n-t**. Write *-lent*. (Check.)
4. *improving* Number 4: *improving*. Her swimming speed has been improving with practice. Say *improving*.
Base word? ■ Say *improve* by syllables. ■ First syllable? ■ Write *im-*.
Second syllable? ■ Careful. It's spelled the same way as the word *prove*. Finish writing *improving*. (Check.)
5. *enormous* Number 5: *enormous*. The Grand Canyon is enormous. Say *enormous*.
Say *enormous* by syllables. ■ For spelling say *e-nor-mous*. ■ First syllable? ■ Write *e-*.
Second syllable? ■ Write *-nor-*.
Third syllable? ■ Remember how to spell the sounds /əs/ at the end of a polysyllabic word. Write *-mous*. (Check.)
6. *independent* Number 6: *independent*. The puppies were becoming more independent. Say *independent*.
Say *independent* by syllables. ■ For spelling say *in-de-pend-ent*. ■ First syllable? ■ Write *in-*.
Second syllable? ■ (Offer help.) Write *-de-*.
Third syllable? ■ Listen to the sounds: pend. Write *-pend-*.
Last syllable? ■ Ask me, “**a-n-t** or **e-n-t**?” ■ It's **e-n-t**. Finish writing *independent*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. **disposable** Number 7: disposable. The cafeteria provides disposable napkins.
Say *disposable*.
Write *disposable*. (Check.)

8. **silent** Number 8: silent. At night when everyone is sleeping, our house
is silent. Say *silent*.
Write *silent*. (Check.)

9. **resident** Number 9: resident. The town's oldest resident is 103 years old.
Say *resident*.
I'll say the syllables for spelling: *res-i-dent*. Write *resident*. (Check.)

10. **marriage** Number 10: marriage. The couple celebrated fifteen years of
marriage. Say *marriage*.
Write *marriage*. (Check.)

PARTNER STUDY Turn to your neighbor. Take turns telling each other one part of the word *marriage* that is hard to spell.

MEMORY STEPS Do the memory steps for *marriage*.

Week 19 Day 4

► Pre-spelling: Related Words as Spelling Clues

► Write on the board: inv_tation d_mocracy persp_ation

invitation Invitation. To invite all the families, they had to make 30 invitations.

What related word is a clue for *invitation*? (Students: invite)

► Point to the blank in *inv_tation*.

What letter will finish *invitation*? (Students: i)

democracy Democracy. Democracy is a democratic form of government, meaning that we elect the people who make the laws.

What related word is a clue for *democracy*? (Students: democratic)

► Point to the blank in *d_mocracy*.

What letter will finish *democracy*? (Students: e)

perspiration Perspiration. The heat made us perspire so much that the perspiration dripped off our faces.

What related word is a clue for *perspiration*? (Students: perspire)

► Point to the blank in *persp_ation*.

What letter will finish *perspiration*? (Students: i)

► Guided Spelling

► Have your students turn to page 109.

I. content. Number I: content. My mom didn't play; she was content to sit and watch us. Say content.

Say content by syllables. ■ The first syllable has a schwa. ■ First syllable?

MNEMONIC Use the mnemonic. There's another word that is spelled the same but pronounced differently. Use that word as a clue.

Finish writing content. (Check.)

2. reasonable Number 2: reasonable. The man made a reasonable offer, so my aunt sold him the car. Say *reasonable*.
 Base word? ■ Say *reason* by syllables. ■ The second syllable has a schwa. First syllable? ■ Careful. It's spelled **r-e-a**. Write *rea*-.
 Second syllable? ■ Careful. It begins with **s**. (Offer help.) Write *-son*.
Reasonable. Suffix? ■ Ask me, "**a-b-l-e** or **i-b-l-e**?" ■ It's **a-b-l-e**. Add **a-b-l-e**. (Check.)
3. needle Number 3: needle. A curved needle is useful in some types of sewing. Say *needle*.
 Say *needle* by syllables. ■ First syllable? ■ Careful. It's spelled **n-e-e**. Write *nee*-.
 Second syllable? ■ (Offer help.) Write *-dle*. (Check.)
4. servant Number 4: servant. The servant kept the house clean. Say *servant*.
 Say *servant* by syllables. ■ For spelling say *serv-ant*. ■ First syllable? ■ Question? ■ Use the first spelling under the "robot" picture. Write *serv*-.
 Second syllable? ■ Ask me, "**a-n-t** or **e-n-t**?" ■ It's **a-n-t**. Finish writing *servant*. (Check.)
5. responsible Number 5: responsible. He was always responsible in managing his money. Say *responsible*.
 You spelled *responsibly* in an earlier lesson. Write *responsible*. (Check.)
6. 714. Number 6: seven hundred fourteen. Say *seven hundred fourteen*.
 FREQUENTLY MISSPELLED WORD *Fourteen* is a frequently misspelled word.
 When we write numbers that contain the word *hundred*, we do not write a hyphen before or after *hundred*. If you're not sure how to spell any part of this number, raise your hand. Write *seven hundred fourteen*. (Check.)
 NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.
7. reluctantly Number 7: reluctantly. He left the soccer field reluctantly. Say *reluctantly*.
 I'll say the syllables for spelling: *re-luc-tant-ly*. Write *reluctantly*. (Check.)

8. present. Number 8: present. I found the perfect present for my friend's birthday. Say present.
Write present. (Check.)
9. removed. Number 9: removed. We removed the dinner dishes from the table before serving dessert. Say *removed*.
Write *removed*. (Check.)
10. pleasant. Number 10: pleasant. They had a very pleasant walk in the morning sun. Say *pleasant*.
Write *pleasant*. (Check.)
- PARTNER STUDY Turn to your neighbor. Take turns telling each other one hard part in *pleasant*.
- MEMORY STEPS Do the memory steps for *pleasant*.

Student Study

Have the students turn to pages 94 and 95. If they missed a word on the test in Week 17, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

Weekly Test

For details about the weekly test, see page 93.

ALL STUDENTS

1. courageous The courageous man saved many people from the burning building. (application word)
2. beautifully Much to everyone's surprise, the new invention worked beautifully. (application word)
3. independently "Please do your work independently," the teacher said. (application word)
4. presents Everyone loves receiving presents! (application word)
5. pleasanter We could not have had pleasanter weather. (application word)
6. easily The boy learned to ride the bike very easily.
7. content The man was content to sit by the fire on a cold evening.
8. excellent My father is an excellent cook.
9. curious "Aren't you curious about what's in the box?" I asked my friend.
10. silent The librarian likes the room to be silent for reading.
11. accidentally He accidentally turned off all the lights.
12. truly The boy was truly sorry for telling a lie.
13. servant The indentured servant had to work for seven years.

AVERAGE AND ADVANCED SPELLERS CONTINUE

14. marriage My grandparents' marriage has lasted more than 50 years.
15. improve My father said that if my grades don't improve, I can't go camping next month.
16. reasonable An hour is a reasonable amount of time to spend on homework.
17. needle The girl loved to sew but needed help threading the needle.
18. enormous The crocodile opened its enormous mouth.
19. remove In the airport security line, all the passengers had to remove their shoes.
20. disposable They threw out the disposable knives and forks.

ADVANCED SPELLERS CONTINUE

21. opponent

My opponent in the match was a strong athlete.

22. reluctant

I was reluctant to talk because I didn't know anyone.

Syllables with *-ance* and *-ence*

► New Content

Final syllables that end with *-ance* and *-ence* are common, as in *allegiance* and *evidence*. They are often suffixes, as in *attendance* and *correspondence*.

► Teacher Background

Make a copy of the Week 20 homework (*Blackline Masters* page 27) for each student.

Most polysyllabic words ending with the unaccented sounds /əns/ are spelled **ance** or **ence**. An exception is *license*.

Reminders:

- Be sure your class understands that guided spelling is not a test. The students should listen to your step-by-step guidance so that they write the words correctly.
- Encourage your students to ask questions, even in the items they write independently. *Knowing when we don't know* is an important metacognitive ability in spelling.
- Teach the lessons at a fairly quick pace. Difficult concepts will be reviewed many times.
- If some of the students make a mistake in a choral response, tell the class the correct answer and repeat the question.

In the pre-spelling activities, which begin on Day 2 of this week, the students will practice using related words as clues for spelling words that end in *-ant*, *-ance*, *-ent*, and *-ence*.

► Words Used This Week

NEW WORDS	*difference, *distance, *importance, *experience, *sentence, *performance, *balance, *table of contents, whisper, garbage, sensible, peacefully, assistants, review, mirror
REVIEW WORDS	*accidentally, *content (2), *servant, *pleasant, *present (2), disposable, improve, needle, remove, enormous
CHALLENGE WORDS	convenience, allegiance, persistence, elsewhere, violence
APPLICATION WORDS ON THE TEST	contentedly, seriousness, balancing, distances, accidental
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	fragrance, guidance, different, equivalent, assistance, persistent, January, silence
FREQUENTLY MISSPELLED WORDS	January

► **Introduce This Week's Words**

► Have your students open their *Student Spelling Books* to page 110 and follow along as you read the words and sentences. Have them mark the syllable boundaries in the polysyllabic words as you read each one by syllables.

Some English words, such as *distance* and *difference*, end with the sounds /əns/. You need to remember whether the end is spelled **a-n-c-e** or **e-n-c-e**.

1. difference Number 1: difference. It doesn't make any difference to me whether we leave in the morning or after lunch.
Dif-fer-ence. ■ Underline **e-r**. Underline **e-n-c-e**.
2. distance Number 2: distance. The distance between our house and my school is about six blocks.
Dis-tance. ■ Underline **a-n-c-e**.
3. importance Number 3: importance. They studied the importance of nutrition to growth.
Im-por-tance. ■ Underline **a-n-c-e**.
4. experience Number 4: experience. Going to the aquarium with my class was a wonderful experience.
Ex-per-i-ence. ■ In the second syllable, underline **e-r**. ■ Underline **i**. ■ Underline **e-n-c-e**.
5. sentence Number 5: sentence. The first sentence of the story was dramatic.
Sen-tence. ■ Underline **e-n-c-e**.
6. performance Number 6: performance. During the assembly, we saw a performance by local musicians.
Per-for-mance. ■ Underline **e-r**. Underline **a-n-c-e**.
7. balance Number 7: balance. The gymnast did a cartwheel on the balance beam.
Bal-ance. ■ Underline **a-n-c-e**.

8. table of contents Number 8: table of contents. After I finished my research report, I had to create a table of contents.
Table of con-tents. ■ In *table* underline **b-l-e**. ■ In *contents* the base word is *content*.
9. whisper. Number 9: whisper. Please don't whisper during the movie.
Whis-per. ■ Underline **e-r**.
10. garbage Number 10: garbage. One of my chores is to put the garbage out every Tuesday night.
Gar-bage. ■ Underline **a-g-e**.
11. sensible Number 11: sensible. Going to bed early the night before the long trip was a sensible decision.
Sen-si-ble. ■ In the second syllable, underline **s**. ■ Underline **i-b-l-e**.
12. peacefully Number 12: peacefully. The cat and her kittens were sleeping peacefully.
Peace-ful-ly. ■ Underline **e-a**. Underline **c-e**. *-ful* is a suffix. *-ly* is a suffix.
13. assistants Number 13: assistants. The coach's two assistants helped the players run through some drills.
As-sis-tants. ■ The base word is *assist*. The first syllable has a schwa. In the first syllable, underline **a**. The first suffix is **a-n-t**. Underline **a-n-t**. The second suffix is **s**.
14. review. Number 14: review. She wanted to review her vocabulary words before the quiz.
Re-view. ■ In the first syllable, underline **e**. In the second syllable, underline **i-e-w**.
15. mirror. Number 15: mirror. The driver checked the rearview mirror before backing up.
Mir-ror. ■ Underline **i-r**. Underline **o-r**.

NUMBERS 16–25 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- | | |
|-------------------|----------------|
| 16. *accidentally | 21. disposable |
| 17. *content (2) | 22. improve |
| 18. *servant | 23. needle |
| 19. *pleasant | 24. remove |
| 20. *present (2) | 25. enormous |

► Guided Spelling

► Have your students turn to page 112.

1. difference Number 1: difference. It doesn't make any difference to me whether we leave in the morning or after lunch. Say *difference*.
Say *difference* by syllables. ■ For spelling say *dif-fer-ence*. ■ First syllable? ■ Write *dif-*.
Second syllable? ■ Question? ■ Use the first spelling under the "robot" picture. Write *-fer-*.
Last syllable? ■ Ask me, "a-n-c-e or e-n-c-e?" ■ It's e-n-c-e. Finish writing *difference*. (Check.)
2. distance Number 2: distance. The distance between our house and my school is about six blocks. Say *distance*.
Say *distance* by syllables. ■ For spelling say *dis-tance*. ■ First syllable? ■ Write *dis-*.
Second syllable? ■ Ask me, "a-n-c-e or e-n-c-e?" ■ It's a-n-c-e. Finish writing *distance*. (Check.)
3. experience Number 3: experience. Going to the aquarium with my class was a wonderful experience. Say *experience*.
Say *experience* by syllables. ■ For spelling say *ex-per-i-ence*. ■ First syllable? ■ Write *ex-*.
Second syllable? ■ Careful. It's spelled p-e-r. Write *-per-*.
Third syllable? ■ (Offer help.) Write *-i-*.
Last syllable? ■ Ask me, "a-n-c-e or e-n-c-e?" ■ It's e-n-c-e. Finish writing *experience*. (Check.)
4. table of contents Number 4: table of contents. After I finished my research report, I had to create a table of contents. Say *table of contents*.
Write *table of*.
Contents in *table of contents* is the plural of *content*. Write *contents*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.
If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.
5. importance Number 5: importance. They studied the importance of nutrition to growth. Say *importance*.
Write *importance*. (Check.)

6. sentence Number 6: sentence. The first sentence of the story captured our attention. Say *sentence*.
Write *sentence*. (Check.)
7. performance Number 7: performance. During the assembly, we saw a performance by local musicians. Say *performance*.
Write *performance*. (Check.)
8. balance Number 8: balance. The gymnast did a cartwheel on the balance beam. Say *balance*.
Write *balance*. (Check.)

 **Introduce the Homework**

Hand out the Week 20 homework.

 **Record Words Missed**

Return the students' spelling tests from Week 19. Have them turn to pages 104 and 105 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The first two application words, numbers 1 and 2 on the test, are not on these pages. If the students missed any of the other three application words, numbers 3, 4, and 5, have them mark the form of the word that appears in their book.

Week 20 Day 2

► Teacher Background

In the pre-spelling activities this week, the students will practice using related words as clues for spelling words that end in *-ant*, *-ance*, *-ent*, and *-ence*.

► Pre-spelling: Clues for *-ant*, *-ance*, *-ent*, and *-ence*

► Write on the board: distant distance silent silence

The word *distant* ends with **a-n-t**; the related word *distance* ends with **a-n-c-e**. The word *silent* ends with **e-n-t**; the related word *silence* ends with **e-n-c-e**.

brilliance The end of *brilliant* is **a-n-t**. Spell the end of *brilliance*.
(Students: a-n-c-e)

confidence The end of *confident* is **e-n-t**. Spell the end of *confidence*.
(Students: e-n-c-e)

significant The end of *significance* is **a-n-c-e**. Spell the end of *significant*.
(Students: a-n-t)

► Guided Spelling

► Have your students turn to page 113.

1. review Number 1: review. She wanted to review her vocabulary words before the quiz. Say *review*.
Say *review* by syllables. ■ For spelling say *re-view*. ■ First syllable? ■ (Offer help.) Write *re-*.
Second syllable? ■ Careful. It's spelled **v-i-e-w**. Write *-view*. (Check.)

2. fragrance Number 2: fragrance. The flowers' fragrance was almost overpowering. Say *fragrance*.
Say *fragrance* by syllables. ■ First syllable? ■ Write *fra-*.
Second syllable? ■ Ask me, "**a-n-c-e** or **e-n-c-e**?" ■ It's **a-n-c-e**. Finish writing *fragrance*. (Check.)

3. assistants Number 3: assistants. The coach’s two assistants helped the players run through some drills. Say *assistants*.

Base word? ■ Say *assist* by syllables. ■ The first syllable has a schwa. For spelling say *as-sist*. ■ First syllable? ■ Write *as-*.

Second syllable? ■ Write *-sist*.

Two assistants. First suffix? ■ Ask me, “**a-n-t** or **e-n-t**?” ■ It’s **a-n-t**. Finish writing *assistants*. (Check.)

4. guidance Number 4: guidance. The guidance counselor has an office on the second floor. Say *guidance*.

Base word? ■ Careful. *Guide* begins with **g-u**. Write **g-u**. ■

Question? ■ Use the first spelling under the “kite” picture.

Finish writing *guide*.

Guidance. Suffix? ■ Ask me, “**a-n-c-e** or **e-n-c-e**?” ■ It’s **a-n-c-e**, but don’t write yet. What do you have to decide? (Students: Do we drop e?) Does *guide* end with a consonant and then **e**?

(Students: yes) Does the suffix begin with a vowel? (Students: yes)

Will you drop **e**? (Students: yes) Finish writing *guidance*. (Check.)

5. mirror Number 5: mirror. The driver checked the rearview mirror before backing up. Say *mirror*.

Say *mirror* by syllables. ■ For spelling say *mir-ror*. ■ First syllable? ■ Careful. It’s spelled **m-i-r**. Write *mir-*.

Second syllable? ■ Careful. It’s spelled **r-o-r**. Finish writing *mirror*. (Check.)

6. sensible Number 6: sensible. Going to bed early the night before the long trip was a sensible decision. Say *sensible*.

Base word? ■ Write *sense*.

Sensible. Suffix? ■ Ask me, “**a-b-l-e** or **i-b-l-e**?” ■ It’s **i-b-l-e**, but don’t write yet. What do you have to decide? (Students: Do we drop e?)

Does *sense* end with a consonant and then **e**? (Students: yes)

Does the suffix begin with a vowel? (Students: yes) Will you drop **e**?

(Students: yes) Finish writing *sensible*. (Check.)

NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.

7. whisper Number 7: whisper. Please don’t whisper during the movie. Say *whisper*.

HISTORY Our word *whisper* sounds like what it means. You almost have to whisper to say the word *whisper*. When a word sounds like its meaning, it’s *onomatopoeic*. Other examples of onomatopoeic words are *hiss*, *buzz*, and *crackle*.

Write *whisper*. (Check.)

8. different Number 8: different. The teacher taught us two different methods of solving the problem. Say *different*.
Here is a clue. The end of the word *difference* is **e-n-c-e**.
Write *different*. (Check.)

9. garbage. Number 9: garbage. One of my chores is to put the garbage out every Tuesday night. Say *garbage*.
Write *garbage*. (Check.)

10. peacefully Number 10: peacefully. The cat and her kittens were sleeping peacefully. Say *peacefully*.
Write *peacefully*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you did not drop **e**.

MEMORY STEPS Do the memory steps for *peacefully*.

Week 20 Day 3

► Pre-spelling: Clues for *-ant*, *-ance*, *-ent*, and *-ence*

Let's use clues to spell words that end in **a-n-t** and **e-n-t**.

obedient The end of *obedience* is **e-n-c-e**. Spell the end of *obedient*.
(Students: e-n-t)

ignorant The end of *ignorance* is **a-n-c-e**. Spell the end of *ignorant*.
(Students: a-n-t)

violent The end of *violence* is **e-n-c-e**. Spell the end of *violent*.
(Students: e-n-t)

► Guided Spelling

► Have your students turn to page 114.

1. importance Number 1: importance. Being sick reminds us of the importance of good health. Say *importance*.

Say *importance* by syllables. ■ For spelling say *im-por-tance*. ■ First syllable? ■ Write *im-*.

Second syllable? ■ Write *-por-*.

Last syllable? ■ Ask me, "**a-n-c-e** or **e-n-c-e**?" ■ It's **a-n-c-e**. Finish writing *importance*. (Check.)

2. whisper Number 2: whisper. The boy tended to whisper when he was feeling shy. Say *whisper*.

Say *whisper* by syllables. ■ For spelling say *whis-per*. ■ First syllable? ■ Write *whis-*.

Second syllable? ■ Question? ■ Use the first spelling under the "robot" card. Write *-per*. (Check.)

3. difference Number 3: difference. The difference between forty and thirty is ten. Say *difference*.

Say *difference* by syllables. ■ For spelling say *dif-fer-ence*. ■ First syllable? ■ Write *dif-*.

Second syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Write *-fer-*.

Last syllable? ■ Ask me, “**a-n-c-e** or **e-n-c-e**?” ■ It’s **e-n-c-e**. Finish writing *difference*. (Check.)

4. equivalent Number 4: equivalent. The fractions $\frac{5}{10}$ and $\frac{1}{2}$ are equivalent. Say *equivalent*.

Say *equivalent* by syllables. ■ The third syllable has a schwa. For spelling say *e-quiv-a-lent*. ■ First syllable? ■ (Offer help.) Write *e-*.

Second syllable? ■ Write *-quiv-*.

Third syllable? ■ (Offer help.) Write *-a-*.

Last syllable? ■ Ask me, “**a-n-t** or **e-n-t**?” ■ It’s **e-n-t**. Finish writing *equivalent*. (Check.)

5. balance Number 5: balance. The basketball player could balance a spinning ball on one finger. Say *balance*.

HISTORY In Latin *libra bilanx* meant *a balancing scale with two pans*. *Bi-* in *bilanx* means *two*. The word that meant *two pans* became our word *balance*.

Say *balance* by syllables. ■ For spelling say *bal-ance*. ■ First syllable? ■ Write *bal-*.

Second syllable? ■ Ask me, “**a-n-c-e** or **e-n-c-e**?” ■ It’s **a-n-c-e**. Finish writing *balance*. (Check.)

6. sentence Number 6: sentence. After the prisoner had served his sentence, he was released. Say *sentence*.

Say *sentence* by syllables. ■ For spelling say *sen-tence*. ■ First syllable? ■ Write *sen-*.

Second syllable? ■ Ask me, “**a-n-c-e** or **e-n-c-e**?” ■ It’s **e-n-c-e**. Finish writing *sentence*. (Check.)

NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.

7. sensible Number 7: sensible. The doctor encouraged her patient to plan a sensible diet. Say *sensible*.

Write *sensible*. (Check.)

8. mirror Number 8: mirror. She checked out her outfit in the full-length mirror. Say *mirror*.

I’ll say the syllables for spelling: *mir-ror*. Write *mirror*. (Check.)

9. assistance Number 9: assistance. “Would you like assistance with your bags?” asked the grocery store cashier. Say *assistance*.

HOMOPHONE It’s not *assistants* meaning *helpers*. It’s *assistance* meaning *help*.

Write *assistance*. (Check.)

10. assistants. Number 10: assistants. The store was so big that the manager hired two assistants to keep things running smoothly. Say *assistants*.

HOMOPHONE It’s not *assistance* meaning *help*. It’s *assistants* meaning *helpers*.

Write *assistants*. (Check.)

PARTNER STUDY Turn to your neighbor. Take turns telling each other one hard part in *assistants*.

MEMORY STEPS Do the memory steps for *assistants*.

Week 20 Day 4

► Pre-spelling: Clues for *-ant*, *-ance*, *-ent*, and *-ence*

Let's use clues to spell words that end in **a-n-c-e** and **e-n-c-e**.

defiance The end of *defiant* is **a-n-t**. Spell the end of *defiance*.
(Students: a-n-c-e)

convenience The end of *convenient* is **e-n-t**. Spell the end of *convenience*.
(Students: e-n-c-e)

persistence The end of *persistent* is **e-n-t**. Spell the end of *persistence*.
(Students: e-n-c-e)

► Guided Spelling

► Have your students turn to page 115.

1. peacefully Number 1: peacefully. The children slept peacefully in their beds.
Say *peacefully*.

Base word? ■ Question? ■ Use the third spelling under the “tree” picture. Careful. The end is spelled **c-e**. Write *peace*.

Finish writing *peacefully*. (Check.)

2. table of contents Number 2: table of contents. I looked in the table of contents to find where the information was. Say *table of contents*.

Write *table of*.

Contents in *table of contents* is the plural of *content*. Write *contents*. (Check.)

3. distance Number 3: distance. He saw a car approaching in the distance. Say *distance*.

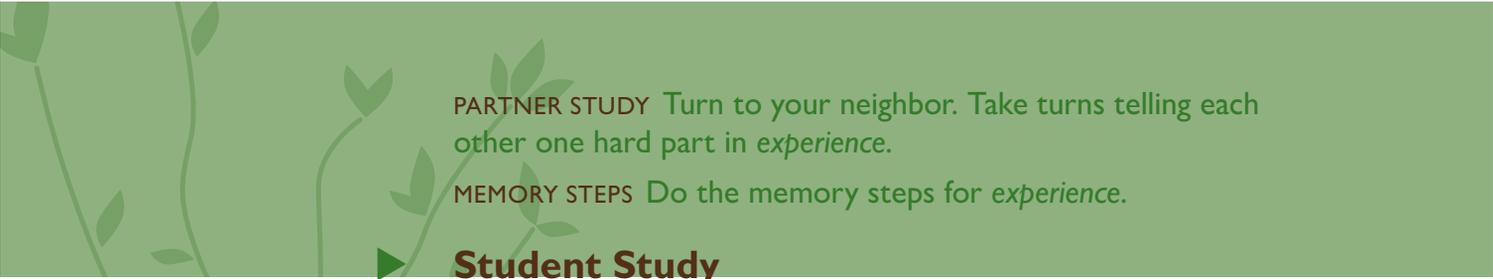
Say *distance* by syllables. ■ For spelling say *dis-tance*. ■ First syllable? ■ Write *dis-*.

Second syllable? ■ Ask me, “**a-n-c-e** or **e-n-c-e**?” ■ It's **a-n-c-e**. Finish writing *distance*. (Check.)

4. *garbage*. Number 4: *garbage*. Please recycle your bottles and put trash in the garbage can. Say *garbage*.
Say *garbage* by syllables. ■ First syllable? ■ Write *gar-*.
Second syllable? ■ Finish writing *garbage*. (Check.)
5. *performance* Number 5: *performance*. The orchestra gave an unforgettable performance. Say *performance*.
Say *performance* by syllables. ■ For spelling say *per-for-mance*. ■ First syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Write *per-*.
Second syllable? ■ Write *-for-*.
Last syllable? ■ Ask me, “**a-n-c-e** or **e-n-c-e**?” ■ It’s **a-n-c-e**. Finish writing *performance*. (Check.)
6. *persistent* Number 6: *persistent*. Her persistent questions became annoying after awhile. Say *persistent*.
Say *persistent* by syllables. ■ For spelling say *per-sist-ent*. ■ First syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Write *per-*.
Second syllable? ■ Write *-sist-*.
Last syllable? ■ Ask me, “**a-n-t** or **e-n-t**?” ■ It’s **e-n-t**. Finish writing *persistent*. (Check.)

NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.

7. *January* Number 7: *January*. The first month of the year is January. Say *January*.
FREQUENTLY MISSPELLED WORD *January* is a frequently misspelled word.
I’ll say the syllables for spelling: *Jan-u-ar-y*. Write *January*. (Check.)
8. *review* Number 8: *review*. The review in the paper said the movie was not worth seeing. Say *review*.
Write *review*. (Check.)
9. *silence* Number 9: *silence*. When we’re noisy, my grandmother tells us that silence is golden. Say *silence*.
Write *silence*. (Check.)
10. *experience*. Number 10: *experience*. He listed his prior work experience on the job application. Say *experience*.
I’ll say the syllables for spelling: *ex-per-i-ence*. Write *experience*. (Check.)



PARTNER STUDY Turn to your neighbor. Take turns telling each other one hard part in *experience*.

MEMORY STEPS Do the memory steps for *experience*.

Student Study

Have the students turn to pages 104 and 105. If they missed a word on the test last week, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

Weekly Test

For details about the weekly test, see page 93.

ALL STUDENTS

1. contentedly The cat lay contentedly in the sun. (application word)
2. seriousness The seriousness of the problem couldn't be overemphasized. (application word)
3. balancing The acrobat amazed the crowd by balancing a chair on his head. (application word)
4. distances The runner trained for the marathon by running long distances. (application word)
5. accidental His bicycle crash was completely accidental. (application word)
6. performance We went to a dance performance in the theater downtown.
7. sentence In proofreading practice, we correct every sentence.
8. table of contents We each wrote a table of contents for our research report.
9. experience To get a good job, you need prior work experience.
10. present She put the present in a lovely box.
11. importance He recognized the importance of saving money.
12. content My parents are content to stay home.
13. difference The shirt color doesn't make any difference to me.

AVERAGE AND ADVANCED SPELLERS CONTINUE

14. peacefully The children learned to resolve conflicts peacefully.
15. mirror The magic mirror told the queen how beautiful she was.
16. garbage One of my brother's chores is to take out the garbage.
17. assistants The chef had many assistants to help her prepare the feast.
18. review The review in the newspaper said the movie was very funny.
19. sensible My mother praised my sensible decision.
20. whisper It was quiet enough to hear a whisper.

ADVANCED SPELLERS CONTINUE

21. convenience

There is a convenience store near our house.

22. persistence

This project shows your hard work and persistence.

Latin Roots *port* and *uni*

► New Content

The Latin root *port* is the root of several English words, for example, *transport* and *export*.

The Latin root *uni* is the root of several English words, for example, *uniform* and *united*.

► Teacher Background

Make a copy of the Week 21 homework (*Blackline Masters* page 28) for each student.

A root is a part of a word that can be traced back to earlier forms of English and the languages from which English is derived. Week 21 introduces the students to word roots using two roots that are easily understood and are used in many words: *port* and *uni*. Knowledge of word roots is useful in English spelling. For example, knowing the spelling and meaning of *uni* helps us spell *uniform*, *unison*, and several other words.

The students may notice that the sound of some roots varies from word to word, as in *uniform*, *unite*, and *unique*. A root may be contained in one syllable, as in *trans-port*, or be parts of more than one syllable, as in *trans-por-ta-tion*.

Although one Greek or Latin root is the source of many English words, the root often has several shades of meaning in modern words. The meaning of the root *port*—*carry*—is fairly obvious in the words *transport*, *export*, and *portable*, but the link of *port* to *support*, *important*, and *opportunity* is complicated. Your students might be interested in investigating the etymologies of the words derived from the roots in Weeks 21 and 23 of the *Guided Spelling* program. (See “Resources for Students” on page 526.) The word histories show how the spellings and meanings have changed over the centuries.

In the pre-spelling activities, which begin on Day 2 of this week, the students will practice building words from a base word.

Words Used This Week

NEW WORDS

*port, *transport, *support, *opportunity, *uniform, *united, *unit, *union, welcome, breakable, painlessly, absent, ambulance, steady, pattern

REVIEW WORDS

*sentence, *performance, *distance, *table of contents, *experience, garbage, whisper, assistants, sensible, peacefully

CHALLENGE WORDS

imported, thread, unison, frontier, appreciate

APPLICATION WORDS ON THE TEST

unimportant, excellence, ports, uniforms, opportunities

ADDITIONAL WORDS IN DAILY GUIDED SPELLING

portable, exports, unicorn, welcomed, unique, clearance, patterned, uniforms, United States, steadily, opportunities, eighteenth, independence, important

FREQUENTLY MISSPELLED WORDS

eighteen

Week 21 Day 1

► Introduce This Week's Words

► Have your students open their *Student Spelling Books* to page 116 and follow along as you read the words and sentences. Have them mark the syllable boundaries in the polysyllabic words as you read each one by syllables.

This week we will notice word roots and use them in spelling. A word root is a part of a word that existed in the languages that English came from. We can think of a word root as a part of a word from which whole words grow. For example, the root *port* often means *carry*.

1. port Number 1: port. At a port, ships unload cargo carried from distant places.

Port.

2. transport Number 2: transport. Trucks transport large quantities of fruits and vegetables from farms to stores.

Trans-port.

WORD ROOT *Transport* comes from the Latin root *port*, meaning *carry*. When trucks transport vegetables, they carry them from one place to another. We call *port* a word root. Many English words come from the root *port*. For example, *imports* are products carried into a country to be sold. A *portable* item is able to be carried.

3. support Number 3: support. My dad offered his mother his arm as support when they went for a walk.

Sup-port.

4. opportunity Number 4: opportunity. Next year we'll have the opportunity to study a foreign language.

Op-por-tu-ni-ty. ■ Underline **u**.

5. uniform. Number 5: uniform. When a school has a uniform, all the students wear one style of outfit.
U-ni-form.
WORD ROOT *Uniform* comes from the Latin root *uni*, meaning *one*. English has many words with the root *uni*, for example, *unicorn*, a mythical animal with one horn.
6. united. Number 6: united. The colonies united to become one country. They joined together into one nation.
U-nit-ed. ■ The base word is *unite*. Underline *i*.
WORD ROOT *United* comes from the root *uni*. *United* people have agreed to form *one* group.
7. unit Number 7: unit. An inch is one unit of measure.
U-nit.
8. union Number 8: union. The thirteen colonies joined together to become a union—one country.
Un-ion. ■ Underline *u*. Underline *i-o*.
WORD ROOT *Union* comes from the root *uni*. A *union* of workers is an organization of workers who have joined together as one to achieve better pay and working conditions.
9. welcome Number 9: welcome. Our teacher asked us to help the new student feel welcome.
Wel-come. ■ The second syllable has a schwa. Underline *o* and *e*.
10. breakable. Number 10: breakable. I need to be careful moving this vase because it's very breakable!
Break-a-ble. ■ The base word is *break*. Underline *e-a*. Underline *a-b-l-e*.
11. painlessly Number 11: painlessly. The nurse wished she could give shots painlessly.
Pain-less-ly. ■ The base word is *pain*. Underline *a-i*. *-Less* is a suffix. *-Ly* is a suffix.
12. absent. Number 12: absent. The most common reason for being absent is illness.
Ab-sent. ■ Underline *e-n-t*.
13. ambulance Number 13: ambulance. Driving an ambulance takes skill and bravery.
Am-bu-lance. ■ Underline *u*. Underline *a-n-c-e*.

14. steady Number 14: steady. When I was learning to ride a bike, the hardest part was keeping it steady.
Stead-y. ■ Underline **e-a**.
15. pattern Number 15: pattern. They used a pattern to cut out intricate snowflakes.
Pat-tern. ■ Underline **e-r**.

NUMBERS 16–25 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- | | |
|------------------------|----------------|
| 16. *sentence | 21. garbage |
| 17. *performance | 22. whisper |
| 18. *distance | 23. assistants |
| 19. *table of contents | 24. sensible |
| 20. *experience | 25. peacefully |

► Guided Spelling

► Have your students turn to page 118.

1. support Number 1: support. My dad offered his mother his arm as support when they went for a walk. Say *support*.
 Say *support* by syllables. ■ For spelling say *sup-port*. ■ First syllable? ■ Write *sup-*.
 Second syllable? ■ Write *-port*. (Check.)
2. opportunity Number 2: opportunity. Next year we'll have the opportunity to study a foreign language. Say *opportunity*.
 Say *opportunity* by syllables. ■ For spelling say *op-por-tu-ni-ty*. ■ First syllable? ■ Write *op-*.
 Second syllable? ■ Write *-por-*.
 Third syllable? ■ Question? ■ Use the fourth spelling under the “hoot owl” picture. Write *-tu-*.
 Next syllable? ■ Write *-ni-*.
 Last syllable? ■ Finish writing *opportunity*. (Check.)
3. uniform Number 3: uniform. When a school has a uniform, all the students wear one style of outfit. Say *uniform*.
 WORD ROOT *Uniform* includes the Latin root *uni*, meaning *one*. *Uni* is spelled **u-n-i**.
 Write *uniform*. (Check.)

4. union Number 4: union. The thirteen colonies joined together to become a union—one country. Say *union*.

WORD ROOT *Union* includes the Latin root *uni*, meaning *one*.

Write *uni*. ■ Add **o-n**. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. port. Number 5: port. At a port, ships unload cargo carried from distant places. Say *port*.

Write *port*. (Check.)

6. transport Number 6: transport. Trucks transport large quantities of fruits and vegetables from farms to stores. Say *transport*.

WORD ROOT *Transport* includes the Latin root *port*, meaning *carry*.

Write *transport*. (Check.)

7. united. Number 7: united. The colonies united to become one country. They joined together into one nation. Say *united*.

WORD ROOT *United* begins with the Latin root *uni*, meaning *one*.

Write *united*. (Check.)

8. unit Number 8: unit. An inch is one unit of measure. Say *unit*.

Write *unit*. (Check.)

► **Introduce the Homework**

Hand out the Week 21 homework.

► **Record Words Missed**

Return the students' spelling tests from Week 20. Have them turn to pages 110 and 111 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The first two application words, numbers 1 and 2 on the test, are not on these pages. If the students missed any of the other three application words, numbers 3, 4, and 5, have them mark the form of the word that appears in their book.

Week 21 Day 2

▶ Teacher Background

In the pre-spelling activities this week, the students will practice building words from a base word.

▶ Pre-spelling: Word Building

▶ Write *industry* on the board.

Let's build words, starting with the base word *industry*.

industrial Industrial. An industrial nation has many industries.

How do we change *industry* to *industrial*? (Students: change *y* to *i* and add *a-l*)

▶ Change *y* to *i* and add *al*.

industrialized. Industrialized. An industrial nation has been industrialized.

How do we change *industrial* to *industrialized*? (Students: add *i-z-e-d*)

▶ Add *ized*.

nonindustrialized Nonindustrialized. Countries with no industry are nonindustrialized.

How do we change *industrialized* to *nonindustrialized*? (Students: add *non-* at the beginning)

▶ Add *non* to make *nonindustrialized*.

▶ Guided Spelling

▶ Have your students turn to page 119.

l. portable Number 1: portable. When a phone is portable, you are able to carry it with you. Say *portable*.

WORD ROOT *Portable* begins with the Latin root *port*, meaning *carry*.

Write *port-*.

Portable. Suffix? ■ Ask me, “**a-b-l-e** or **i-b-l-e**?” ■ It’s **a-b-l-e**. Finish writing *portable*. (Check.)

2. pattern Number 2: pattern. They used a pattern to cut out intricate snowflakes. Say *pattern*.
Say *pattern* by syllables. ■ For spelling say *pat-tern*. ■ First syllable? ■ Write *pat-*.
Second syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Finish writing *pattern*. (Check.)

3. painlessly. Number 3: painlessly. The nurse wished she could give shots painlessly. Say *painlessly*.
Base word? ■ Question? ■ Use the second spelling under the “cake” picture. Write *pain*.
Painlessly. Finish writing *painlessly*. (Check.)

4. ambulance. Number 4: ambulance. Driving an ambulance takes skill and bravery. Say *ambulance*.
Say *ambulance* by syllables. ■ For spelling say *am-bu-lance*. ■ First syllable? ■ Write *am-*.
Second syllable? ■ Careful. It’s spelled **b-u**. Write *-bu-*.
Last syllable? ■ Ask me, “**a-n-c-e** or **e-n-c-e**?” ■ It’s **a-n-c-e**. Finish writing *ambulance*. (Check.)

5. steady Number 5: steady. When I was learning to ride a bike, the hardest part was keeping it steady. Say *steady*.
Say *steady* by syllables. ■ For spelling say *stead-y*. ■ First syllable? ■ The vowel sound is spelled **e-a**. Write *stead-*.
Second syllable? ■ Finish writing *steady*. (Check.)

6. absent Number 6: absent. The most common reason for being absent is illness. Say *absent*.
Say *absent* by syllables. ■ For spelling say *ab-sent*. ■ First syllable? ■ Write *ab-*.
Second syllable? ■ Ask me, “**a-n-t** or **e-n-t**?” ■ It’s **e-n-t**. Finish writing *absent*. (Check.)

NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.

7. exports. Number 7: exports. The United States exports food. Ships and planes carry food out of the United States to other countries where it will be sold. Say *exports*.
WORD ROOT *Exports* includes the Latin root *port*, meaning *carry*.
Write *exports*. (Check.)

8. welcome. Number 8: welcome. Our teacher asked us to help the new student feel welcome. Say *welcome*.

Write *welcome*. (Check.)

9. unicorn. Number 9: unicorn. A unicorn is a mythical animal with white hair, one huge horn, and magical abilities. Say *unicorn*.

WORD ROOT *Unicorn* begins with the Latin root *uni*, meaning *one*. *Unicorn* means *one horn*.

Write *unicorn*. (Check.)

10. breakable. Number 10: breakable. I need to be careful moving this vase because it's very breakable! Say *breakable*.

Write *breakable*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you did not double **k**.

MEMORY STEPS Do the memory steps for *breakable*.

Week 21 Day 3

► Pre-spelling: Word Building

► Write *electric* on the board.

Let's build words, starting with the base word *electric*.

electrical Electrical. The electrical power went out during the storm.

How do we change *electric* to *electrical*? (Students: add a-l)

► Add *al*.

electrically Electrically. The battery was electrically charged.

How do we change *electrical* to *electrically*? (Students: add l-y)

► Add *ly*.

electricity Electricity. We had to use a flashlight for two hours until the electricity was restored.

To change *electrically* to *electricity*, what letters will we drop? (Students: a-l-l-y)

► Erase *ally*.

What will we add to write *electricity*? (Students: i-t-y)

► Add *ity*.

► Guided Spelling

► Have your students turn to page 120.

1. welcomed Number 1: welcomed. Our school welcomed new families by having a potluck in the fall. Say *welcomed*.

Base word? ■ Say *welcome* by syllables. ■ The second syllable has a schwa. First syllable? ■ Write *wel-*.

Second syllable? ■ (Offer help.) Finish writing *welcomed*. (Check.)

2. ambulance Number 2: ambulance. The ambulance sped down the street with its sirens wailing. Say *ambulance*.

Say *ambulance* by syllables. ■ For spelling say *am-bu-lance*. ■ First syllable? ■ Write *am-*.

Second syllable? ■ Careful. It's spelled **b-u**. Write *-bu-*.

Last syllable? ■ Ask me, “**a-n-c-e** or **e-n-c-e**?” ■ It's **a-n-c-e**.
Finish writing *ambulance*. (Check.)

3. port Number 3: port. After two months at sea, the sailors were overjoyed to arrive at the port. Say *port*.

Write *port*. (Check.)

4. unique Number 4: unique. Every fingerprint is unique. There are no others identical to it. Say *unique*.

WORD ROOT *Unique* begins with the Latin root *uni*, meaning *one*. *Unique* means *one of a kind*.

Write *uni-*. ■ Careful. Add **q-u-e**. (Check.)

MNEMONIC The end of *unique* sounds the same and is spelled the same as the end of *antique*, *boutique*, and *technique*.

5. unit Number 5: unit. A meter is one unit of measure in the metric system. Say *unit*.

WORD ROOT *Unit* begins with the Latin root *uni*, meaning *one*.

Write *unit*. (Check.)

6. clearance Number 6: clearance. My mother bought the dishes at a low price because they were on clearance. Say *clearance*.

Base word? ■ Question? ■ Use the third spelling under the “tree” picture. Write *clear*.

Clearance. Suffix? ■ Ask me, “**a-n-c-e** or **e-n-c-e**?” ■ It's **a-n-c-e**.
Finish writing *clearance*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. support. Number 7: support. After school the teacher offered the student extra support in math. Say *support*.

I'll say the syllables for spelling: *sup-port*. Write *support*. (Check.)

8. patterned Number 8: patterned. She chose a patterned fabric instead of a plain color. Say *patterned*.

I'll say the syllables for spelling: *pat-terned*. Write *patterned*. (Check.)

9. painlessly. Number 9: painlessly. He could run long distances painlessly. Say *painlessly*.

Write *painlessly*. (Check.)

10. uniforms Number 10: uniforms. The basketball team received new uniforms. Say *uniforms*.

WORD ROOT *Uniforms* begins with the Latin root *uni*, meaning *one*.

Write *uniforms*. (Check.)

PARTNER STUDY Turn to your neighbor. Take turns telling each other two words besides *uniforms* that have the root *uni*.

MEMORY STEPS Do the memory steps for *uniforms*.

Week 21 Day 4

► Pre-spelling: Word Building

► Write on the board: salvage + able

Let's build words, starting with the base word *salvage*.

salvageable Salvageable. Salvageable materials may be picked up and kept for further use.

How do we change *salvage* into *salvageable*? (Students: add a-b-l-e) Careful. We keep **e** at the end of *salvage* so that **g** will keep the sound /j/.

► Write *salvageable*.

nonsalvageable Nonsalvageable. The rotten boards were nonsalvageable.

How do we change *salvageable* to *nonsalvageable*? (Students: add non- at the beginning.)

► Add *non* to make *nonsalvageable*.

► Guided Spelling

► Have your students turn to page 121.

1. United States Number 1: United States. My grandmother was the first person in our family to come to the United States. Say *United States*.

WORD ROOT *United* begins with the Latin root *uni*, meaning *one*. The word *United* in *United States* means *joined into one country*.

Write *United States*. (Check.)

2. steadily Number 2: steadily. I worked steadily on my homework for an hour before taking a break. Say *steadily*.

Base word? ■ Say *steady* by syllables. ■ For spelling say *stead-y*. ■ First syllable? ■ The vowel sound is spelled **e-a**. Write *stead-*.

Second syllable? ■ Finish writing *steady*.

Steadily. What do you have to decide? (Students: Do we change **y** to **i**?) Does *steady* end with a consonant and then **y**? (Students: yes) Does the suffix begin with a letter that is not **i**? (Students: yes) Will you change **y** to **i**? (Students: yes) Finish writing *steadily*. (Check.)

3. transport Number 3: transport. His truck could transport nine new cars in one load. Say *transport*.
 WORD ROOT *Transport* includes the Latin root *port*, meaning *carry*.
 Say *transport* by syllables. ■ For spelling say *trans-port*. ■ First syllable? ■ Write *trans-*.
 Second syllable? ■ Write *-port*. (Check.)
4. absent Number 4: absent. Still daydreaming, he glanced up at the teacher with an absent look. Say *absent*.
 Say *absent* by syllables. ■ For spelling say *ab-sent*. ■ First syllable? ■ Write *ab-*.
 Second syllable? ■ Ask me, “**a-n-t** or **e-n-t**?” ■ It’s **e-n-t**.
 Finish writing *absent*. (Check.)
5. opportunities. Number 5: opportunities. Their teacher gave them several opportunities to conduct science experiments. Say *opportunities*.
Opportunities. Base word? ■ Say *opportunity* by syllables. ■ For spelling say *op-por-tu-ni-ty*. ■ First syllable? ■ Write *op-*.
 Second syllable? ■ Write *-por-*.
 Third syllable? ■ Question? ■ Use the fourth spelling under the “hoot owl” picture. Write *-tu-*.
 Next syllable? ■ Write *-ni-*.
 Last syllable? ■ Finish writing *opportunity*.
Opportunities. What do you have to decide? (Students: Do we change *y* to *i*?) Does *opportunity* end with a consonant and then *y*? (Students: yes) The suffix is **e-s**. Does the suffix begin with a letter that is not **i**? (Students: yes) Will you change *y* to **i**? (Students: yes) Finish writing *opportunities*. (Check.)
6. breakable Number 6: breakable. The ornament was made of thin glass and was therefore very breakable. Say *breakable*.
 Base word? ■ Careful. The vowel sound is spelled **e-a**.
 Write *break*.
Breakable. Suffix? ■ Ask me, “**a-b-l-e** or **i-b-l-e**?” ■ It’s **a-b-l-e**, but don’t write yet. What do you have to decide? (Students: Do we double?) Does *break* have one vowel? (Students: no, two) Will you double the last consonant of *break*? (Students: no) Finish writing *breakable*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. *eighteenth* Number 7: *eighteenth*. She started college on her *eighteenth* birthday. Say *eighteenth*.

FREQUENTLY MISSPELLED WORD *Eighteen* is a frequently misspelled word.

Write *eighteenth*. (Check.)

8. *independence* Number 8: *independence*. Parents teach their children *independence* by allowing them to make their own decisions. Say *independence*.

Write *independence*. (Check.)

9. *union* Number 9: *union*. The employees' *union* works for better job conditions. Say *union*.

WORD ROOT *Union* includes the Latin root *uni*, meaning *one*. The employees joined to form *one* organization.

Write *union*. (Check.)

10. *important* Number 10: *important*. The first day of kindergarten is an *important* day for parents and for children. Say *important*.

Write *important*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain how to spell the end of the word *importance*.

MEMORY STEPS Do the memory steps for *important*.

 **Student Study**

Have the students turn to pages 110 and 111. If they missed a word on the test last week, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

Week 21 Day 5

TEKS 2.B.xxvi
Student/Teacher Activity
Spelling Test
(opportunities, performance)

Weekly Test

For details about the weekly test, see page 93.

ALL STUDENTS

1. unimportant When you revise your writing, take out unimportant details.
(application word)
2. excellence The teacher encourages them to strive for excellence.
(application word)
3. ports Many ports on the coast offer safe harbor to ships.
(application word)
4. uniforms In middle school, students wear uniforms to P.E. class.
(application word)
5. opportunities College offers many opportunities to explore new subjects.
(application word)
6. unit Our class has just finished a math unit on fractions.
7. transport The magician discovered how to transport himself back in time.
8. experience For a boy who grew up in the city, going to the beach was a new experience.
9. support The ice wasn't thick enough to support their weight.
10. union Many employees belong to a union that negotiates contracts.
11. performance After the performance, we had our cast party.
12. distance I heard a siren in the distance.
13. united The fans united to support the team.

AVERAGE AND ADVANCED SPELLERS CONTINUE

14. breakable Be careful with that water pitcher—it's breakable.
15. pattern The students used pattern blocks to learn about shapes.
16. ambulance The ambulance sped through the streets to the hospital.
17. painlessly The needle went in my shoulder so painlessly, I didn't realize the shot was over.
18. welcome My grandmother always gives us a warm welcome when we arrive.

19. steady

Be sure the ladder is steady before you start climbing.

20. absent

My best friend was absent from school today.

ADVANCED SPELLERS CONTINUE

21. appreciate

“I really appreciate your help,” my neighbor said.

22. frontier

Space is sometimes called “the final frontier.”

Week 22 Introduction

Suffixes That Mean *a person who or a thing that*

► New Content

Several suffixes often mean *a person who or a thing that*, for example, *-ist* in *artist* and *-or* in *reflector*.

► Teacher Background

Make a copy of the Week 22 homework (*Blackline Masters* page 29) for each student.

In Week 22, the students will write words with the following suffixes: *-er*, *-or*, *-an*, *-eer*, *-ent*, and *-ist*.

Syllable boundaries do not always reflect the structure of a word. For example, the syllable boundaries of *artistic* are *ar-tis-tic*, but the word consists of the base word *art* plus the suffix *-ist* plus the suffix *-ic*.

In the pre-spelling activities, which begin on Day 2 of this week, the students will practice adding the suffixes *-er*, *-or*, and *-an* to base words and roots.

► Words Used This Week

NEW WORDS

*manager, *sailor, *musician, *engineer, *superintendent, *artistic, *trainer, *fashion, surrounded, properly, innocent, attendance, reporter, tear (2), mouse

REVIEW WORDS

*opportunity, *port, *union, *unit, *transport, welcome, painlessly, breakable, pattern, ambulance

CHALLENGE WORDS

companion, lawyer, physician, governor, senator

APPLICATION WORDS ON THE TEST

exported, uniting, musicians, transported, fashions

ADDITIONAL WORDS IN DAILY GUIDED SPELLING

volunteer, spectators, violinist, reporters', unified, librarian, opponents, sailors', Jr., unicycle

FREQUENTLY MISPELLED WORDS

Jr.

Week 22 Day 1

► Introduce This Week's Words

TEKS 2.A.ii
TEKS 2.A.xvi
TEKS 2.B.ix
TEKS 2.B.xxii

Student/Teacher Narrative Introduce
This Week's Words section
(musician)

► Have your students open their *Student Spelling Books* to page 122 and follow along as you read the words and sentences. Have them mark the syllable boundaries in the polysyllabic words as you read each one by syllables.

The spelling words this week include several suffixes that mean *a person who* or *a thing that*.

1. manager Number 1: manager. The store's manager worked long hours.
Man-ag-er. ■ The base word is *manage*. Underline **a-g**. The suffix is **e-r**. Underline **e-r**. ■ A manager is a person who manages, for example, an office manager.
2. sailor Number 2: sailor. Being a sailor on a whaling ship was a dangerous job.
Sail-or. ■ The base word is *sail*. Underline **a-i**. ■ The suffix is **o-r**. Underline **o-r**. A sailor is a person who sails.
3. musician Number 3: musician. My brother plays the guitar and hopes to be a professional musician.
Mu-si-cian. ■ The base word is *music*. In the second syllable, underline **s**. ■ The suffix is **a-n**. The letter **i** is added after **c**. In the last syllable, underline **c-i-a-n**. A musician is a person who plays music.
4. engineer Number 4: engineer. An engineer was called in when the building collapsed.
En-gi-neer. ■ The base word is *engine*. ■ The suffix is **e-e-r**. Underline **e-e-r**. One type of engineer drives an engine. Another type of engineer is a person who understands how engines or buildings or other structures are designed.
5. superintendent. Number 5: superintendent. The superintendent visited every school monthly.
Su-per-in-tend-ent. ■ Underline **e-r**. Underline **e-n-t**. A superintendent is a person who superintends, or oversees, for example, a school district superintendent and a building superintendent.

6. artistic Number 6: artistic. Painting, drawing, music, and dance are all forms of artistic expression.
Ar-tis-tic. ■ The base word is *art*. The first suffix is *-ist*. An artist is a person who creates or performs art. The second suffix is *-ic*. *Artistic* people are like artists; they are skilled or talented in art.
7. trainer Number 7: trainer. The trainer feeds fish to the dolphins when they learn a new trick.
Train-er. ■ The base word is *train*. Underline **a-i**. The suffix is **e-r**. Underline **e-r**. A trainer is a person who trains others in new skills.
8. fashion Number 8: fashion. Fashion changes so quickly that it's hard to keep up.
Fash-ion. ■ Underline **i-o**.
9. surrounded Number 9: surrounded. Beautiful mountains surrounded the small community.
Sur-round-ed. ■ Underline **u-r**. Underline **o-u**.
10. properly Number 10: properly. His mother told him to dress properly for the occasion.
Prop-er-ly. ■ The base word is *proper*. Underline **e-r**. The suffix is *-ly*.
11. innocent Number 11: innocent. The lawyer convinced the jury that her client was innocent.
In-no-cent. ■ The second syllable has a schwa. Underline **o**. ■ In the last syllable, underline **c**. Underline **e-n-t**.
12. attendance Number 12: attendance. The wedding invitation began, "Your attendance is requested at the wedding."
At-tend-ance. ■ Underline **a-n-c-e**.
13. reporter Number 13: reporter. The job of a reporter is to gather facts and present them in an unbiased way.
Re-port-er. ■ The base word is *report*. In the first syllable, underline **e**. The suffix is **e-r**. Underline **e-r**. *Reporter* has the root *port*. A reporter *carries* the news to the public.
14. tear, tear Number 14: teār, tēar. The tear in her costume brought a tear to her eye.
 This word can be pronounced two ways. First, *teār*, meaning *rip*. Underline **e-a**.

The second pronunciation is *tēar*. *There was a tear in her eye.*
Underline **e-a**.

The words *teār* and *tēar* are homographs. They are spelled the same but have different meanings and come from different roots.

15. mouse. Number 15: mouse. The mouse learned to run a complicated maze.
Underline **o-u** and **e**.

NUMBERS 16–25 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- | | |
|------------------|----------------|
| 16. *opportunity | 21. welcome |
| 17. *port | 22. painlessly |
| 18. *union | 23. breakable |
| 19. *unit | 24. pattern |
| 20. *transport | 25. ambulance |

► Guided Spelling

► Have your students turn to page 124.

1. superintendent. Number 1: superintendent. The superintendent visited every school monthly. *Say superintendent.*

Say superintendent by syllables. ■ For spelling say *su-per-in-tend-ent.* ■ First syllable? ■ Write *su-*.

Second syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Write *-per-*.

Third syllable? ■ Write *-in-*.

Next syllable? ■ Listen to the sounds: *tend*. Write *-tend-*.

Last syllable? ■ Ask me, “**a-n-t** or **e-n-t**?” ■ It’s **e-n-t**. Finish writing *superintendent*. (Check.)

2. engineer Number 2: engineer. An engineer was called in when the building collapsed. *Say engineer.*

Base word? ■ Say *engine* by syllables. ■ First syllable? ■ Write *en-*.

Second syllable? ■ Careful. It’s spelled **g-i-n-e**. Finish writing *engine*.

Engineer. Suffix? ■ Drop **e** and add **e-e-r**. (Check.)

3. musician Number 3: musician. My brother plays the guitar and hopes to be a professional musician. Say *musician*.
The base word is *music*. Say *music* by syllables. ■ For spelling say *mu-sic*. ■ First syllable? ■ Write *mu-*.
Second syllable? ■ Careful. It begins with *s*. Finish writing *music*.
Musician. Add *i*. ■ Add the suffix **a-n**. (Check.)
4. fashion Number 4: fashion. Fashion changes so quickly that it's hard to keep up. Say *fashion*.
Say *fashion* by syllables. ■ The second syllable has a schwa. For spelling say *fash-ion*. ■ First syllable? ■ Write *fash-*.
Second syllable? ■ Careful. It's spelled **i-o-n**. Finish writing *fashion*.
(Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. manager Number 5: manager. The store's manager worked long hours.
Say *manager*.
Write *manager*. (Check.)
6. sailor Number 6: sailor. Being a sailor on a whaling ship was a dangerous job. Say *sailor*.
Write *sailor*. (Check.)
7. trainer Number 7: trainer. The trainer fed fish to the dolphins when they learned a new trick. Say *trainer*.
Write *trainer*. (Check.)
8. artistic Number 8: artistic. Painting, drawing, music, and dance are all forms of artistic expression. Say *artistic*.
Write *artistic*. (Check.)

 **Introduce the Homework**

Hand out the Week 22 homework.

▶ Record Words Missed

Return the students' spelling tests from Week 21. Have them turn to pages 116 and 117 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The first two application words, numbers 1 and 2 on the test, are not on these pages. If the students missed any of the other three application words, numbers 3, 4, and 5, have them mark the form of the word that appears in their book.

Week 22 Day 2

► Teacher Background

In the pre-spelling activity, the students will practice adding the suffixes *-er* and *-or* to base words.

► Pre-spelling: Suffixes *-er* and *-or*

The suffix /ər/, meaning *a person who* or *a thing that*, can be difficult to spell because it might be **e-r** or **o-r**. I will say a word with the suffix /ər/, and you ask, “**e-r** or **o-r**?”

reactor *Reactor*. (Students: e-r or o-r?) It’s **o-r**.

governor *Governor*. (Students: e-r or o-r?) It’s **o-r**.

employer *Employer*. (Students: e-r or o-r?) It’s **e-r**.

editor *Editor*. (Students: e-r or o-r?) It’s **o-r**.

distributor *Distributor*. (Students: e-r or o-r?) It’s **o-r**.

speaker *Speaker*. (Students: e-r or o-r?) It’s **e-r**.

► Guided Spelling

► Have your students turn to page 125.

1. innocent Number 1: innocent. The lawyer convinced the jury that her client was innocent. Say *innocent*.

Say *innocent* by syllables. ■ The second syllable has a schwa. For spelling say *in-no-cent*. ■ First syllable? ■ Write *in-*.

Second syllable? ■ (Offer help.) Write *-no-*.

Last syllable? ■ Careful. The first letter is **c**. Write **c**. ■ Ask me, “**a-n-t** or **e-n-t**?” ■ It’s **e-n-t**. Finish writing *innocent*. (Check.)

2. attendance Number 2: attendance. The wedding invitation began, “Your attendance is requested at the wedding.” Say *attendance*.

Say *attendance* by syllables. ■ The first syllable has a schwa. For spelling say *at-tend-ance*. ■ First syllable? ■ (Offer help.) Write *at-*.

Second syllable? ■ Write *-tend-*.

Last syllable? ■ Ask me, “a-n-c-e or e-n-c-e?” ■ It’s a-n-c-e.
Finish writing *attendance*. (Check.)

3. volunteer Number 3: volunteer. A volunteer is a person who chooses to do a job and doesn’t expect pay. Say *volunteer*.

Say *volunteer* by syllables. ■ The second syllable has a schwa. For spelling say *vol-un-tee-r*. ■ First syllable? ■ Write *vol-*.

Second syllable? ■ (Offer help.) Write *-un-*.

Third syllable? ■ Careful. It’s spelled *t-e-e-r*. Finish writing *volunteer*. (Check.)

4. surrounded Number 4: surrounded. Beautiful mountains surrounded the small community. Say *surrounded*.

Base word? ■ Say *surround* by syllables. ■ For spelling say *sur-round*. ■ First syllable? ■ Question? ■ Use the third spelling under the “robot” picture. Write *sur-*.

Second syllable? ■ It’s the same as the word *round*. Write *-round*.

Surrounded. The base word ends with two consonants. Just add *e-d*. (Check.)

5. mouse Number 5: mouse. The mouse learned to run a complicated maze. Say *mouse*.

Question? ■ Use the first spelling under the “ouch” picture. Careful. The end is spelled *s-e*. Write *mouse*. (Check.)

6. tear, tear. Number 6: *teār*, *tēar*. The tear in her costume brought a tear to her eye. Say *teār*. ■ Say *tēar*.

These two words are spelled the same way. Careful. They end with *e-a-r*. Write the word. (Check.)

NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.

7. spectators Number 7: spectators. Spectators are people who watch a game or other event. Say *spectators*.

I’ll say the syllables for spelling: *spec-ta-tors*. Write *spectators*. (Check.)

8. properly Number 8: properly. His mother told him to dress properly for the occasion. Say *properly*.

I’ll say the syllables for spelling: *prop-er-ly*. Write *properly*. (Check.)

9. violinist. Number 9: violinist. The orchestra’s best violinist is called the *concertmaster*. Say *violinist*.

I’ll say the syllable for spelling: *vi-o-lin-ist*. Write *violinist*. (Check.)

10. reporter Number 10: reporter. A reporter's job is to gather facts and present them in an unbiased way. Say *reporter*.

Write *reporter*. (Check.)

PARTNER STUDY Turn to your neighbor. Take turns telling each other two suffixes besides **e-r** that mean *a person who* or *a thing that*.

MEMORY STEPS Do the memory steps for *reporter*.

Week 22 Day 3

▶ Teacher Background

In the pre-spelling activity, you will model adding the suffix *-an* to roots ending with *-ic*.

▶ Pre-spelling: Suffix *-an* on Roots Ending with *-ic*

▶ Write on the board: magic politics technical

magician ▶ Point to *magic*.

A person who appears to perform magic is a magician.

▶ Add *ian* to make *magician*.

politician ▶ Point to *politics*.

A person involved in politics is a politician.

▶ Erase *s*. Add *ian* to make *politician*.

technician ▶ Point to *technical*.

A person who makes technical repairs is a technician.

▶ Erase *al*. Add *ian* to make *technician*.

In *magician*, *politician*, and *technician*, the suffix **a-n** means *a person who*. The end sounds like /shən/. The last syllable is spelled **c-i-a-n**.

▶ Guided Spelling

▶ Have your students turn to page 126.

I. manager Number I: manager. The job of a manager usually involves supervising other people. Say *manager*.

Base word? ■ Say *manage* by syllables. ■ For spelling say *man-age*. ■

First syllable? ■ Write *man-*.

Second syllable? ■ Finish writing *manage*.

Suffix? ■ Ask me, “**e-r** or **o-r**?” ■ It’s **e-r**. Finish writing *manager*. (Check.)

2. reporters' Number 2: reporters'. The reporters' phones were ringing all day when the news became public. Say *reporters'*.
 What do we call the word *reporters'* in *the reporters' phones*?
 (Students: possessive noun) Is there one reporter or more than one? (Students: more than one) First you'll write the plural word *reporters*. The base word is *report*. Write *report*.
 Suffix? ■ Ask me, "e-r or o-r?" ■ It's e-r. Finish writing the plural word *reporters*.
The reporters' phones. Now make *reporters* possessive. There's already an s. Just add an apostrophe at the end. (Check.)
3. innocent Number 3: innocent. An innocent bystander witnessed the bank robbery. Say *innocent*.
 Say *innocent* by syllables. ■ The second syllable has a schwa. For spelling say *in-no-cent*. ■ First syllable? ■ Write *in-*.
 Second syllable? ■ (Offer help.) Write *-no-*.
 Last syllable? ■ Careful. The first letter is c. Write c. ■ Ask me, "a-n-t or e-n-t?" ■ It's e-n-t. Finish writing *innocent*. (Check.)
4. superintendent. Number 4: superintendent. The building superintendent made several repairs. Say *superintendent*.
 Say *superintendent* by syllables. ■ For spelling say *su-per-in-tend-ent*. ■ First syllable? ■ Write *su-*.
 Second syllable? ■ Question? ■ Use the first spelling under the "robot" picture. Write *-per-*.
 Third syllable? ■ Write *-in-*.
 Next syllable? ■ Listen to the sounds: tend. Write *-tend-*.
 Last syllable? ■ Ask me, "a-n-t or e-n-t?" ■ It's e-n-t. Finish writing *superintendent*. (Check.)
5. surrounded Number 5: surrounded. At her birthday party, the little girl was surrounded by family and friends. Say *surrounded*.
 Base word? ■ Say *surround* by syllables. ■ For spelling say *sur-round*. ■ First syllable? ■ Question? ■ Use the third spelling under the "robot" picture. Write *sur-*.
 Second syllable? ■ It's the same as the word *round*. Write *-round*.
Surrounded. The base word ends with two consonants. Just add e-d. (Check.)

6. **trainer** Number 6: **trainer**. The trainer at the gym recommended some good stretching exercises. Say *trainer*.
Base word? ■ Question? ■ Use the second spelling under the “cake” picture. Write *train*.
Trainer. Suffix? ■ Ask me, “e-r or o-r?” ■ It’s e-r. Finish writing *trainer*. (Check.)

NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.

7. **unified** Number 7: **unified**. To unify is to form one from several. A unified school district was made from several smaller school districts. Say *unified*.

WORD ROOT What is the meaning of the root *uni*? (Students: one)
Write *unified*. (Check.)

8. **mouse** Number 8: **mouse**. In one of my favorite stories, the main character is a clever mouse. Say *mouse*.
Write *mouse*. (Check.)

9. **attendance** Number 9: **attendance**. The attendance office called to see why I was not at school. Say *attendance*.
I’ll say the syllables for spelling: *at-tend-ance*. Write *attendance*. (Check.)

10. **musician** Number 10: **musician**. You don’t have to be a professional musician to play and love music. Say *musician*.

HISTORY The ancient Greeks believed in many gods and goddesses, for example, Zeus, the king of the gods, and Apollo, god of the sun. There were nine beautiful goddesses, called *the Muses*, who inspired artists to create art and musicians to compose and play music. Our word *music* comes from the word *Muses*.

Write *musician*. (Check.)

PARTNER STUDY Turn to your neighbor. Take turns telling each other one hard part in *musician*.

MEMORY STEPS Do the memory steps for *musician*.

Week 22 Day 4

▶ Teacher Background

In the pre-spelling activity, you will model how to add the suffix *-an* to words that end with consonant-*y*.

▶ Pre-spelling: Suffix *-an* on Roots Ending with Consonant-*y*

▶ Write on the board: comedy history library

comedian ▶ Point to *comedy*.

A person who gives a performance of comedy is a comedian. To spell *comedian*, change **y** to **i** and add **a-n**.

▶ Change **y** to **i** and add *an*.

historian. ▶ Point to *history*.

A person who studies history is a historian. To spell *historian*, change **y** to **i** and add **a-n**.

▶ Change **y** to **i** and add *an*.

librarian ▶ Point to *library*.

A person who works in a library is a librarian. To spell *librarian*, change **y** to **i** and add **a-n**.

▶ Change **y** to **i** and add *an*.

▶ Guided Spelling

▶ Have your students turn to page 127.

I. fashion Number I: fashion. My friend helped me fashion a bag out of odd scraps of fabric. Say *fashion*.

Say *fashion* by syllables. ■ The second syllable has a schwa. For spelling say *fash-ion*. ■ First syllable? ■ Write *fash-*.

Second syllable? ■ Careful. It's spelled **i-o-n**. Finish writing *fashion*. (Check.)

2. opponents Number 2: opponents. The opponents prepared for a tough game. Say *opponents*.
 Base word? ■ Say *opponent* by syllables. ■ The first syllable has a schwa. For spelling say *op-po-nent*. ■ First syllable? ■ (Offer help.) Write *op-*.
 Second syllable? ■ Write *-po-*.
 Last syllable? ■ Ask me, “**a-n-t** or **e-n-t**?” ■ It’s **e-n-t**. Finish writing *opponents*. (Check.)
3. properly Number 3: properly. If your shoes aren’t tied properly, you might trip. Say *properly*.
 Base word? ■ Say *proper* by syllables. ■ For spelling say *prop-er*. ■ First syllable? ■ Write *prop-*.
 Second syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Finish writing *properly*. (Check.)
4. sailors’ Number 4: sailors’. The sailors’ sleeping quarters were very cramped. Say *sailors’*.
 What do we call the word *sailors’* in *the sailors’ sleeping quarters*? (Students: possessive noun) Is there one sailor or more than one? (Students: more than one) First you’ll write the plural word *sailors*. The base word is *sail*. Write *sail*.
 Suffix? ■ Ask me, “**e-r** or **o-r**?” ■ It’s **o-r**. Finish writing the plural word *sailors*.
The sailors’ sleeping quarters. Now make *sailors* possessive. There’s already an **s**. Just add an apostrophe at the end. (Check.)
5. artistic Number 5: artistic. Some painters search for artistic inspiration in nature. Say *artistic*.
 Base word? ■ Write *art*.
Artistic. First suffix? ■ Add *-ist*.
Artistic. Second suffix? ■ Finish writing *artistic*. (Check.)
6. Jr. Number 6: Junior. My dad is Calvin Jones, and my brother is Calvin Jones Jr. Say *Junior*.
 When a boy has the same name as his father, he often writes the abbreviation for *Junior* after his name.
 FREQUENTLY MISSPELLED WORD The abbreviation for *Junior* is a frequently misspelled word.
 The abbreviation for *Junior* is capital-**J-r**-period. Write the abbreviation for *Junior*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. librarian Number 7: librarian. Our school librarian helped me with my biography report. Say *librarian*.

I'll say the syllables for spelling: *li-brar-i-an*. Write *librarian*.
(Check.)

8. engineer Number 8: engineer. The engineer is responsible for driving the train. Say *engineer*.

Write *engineer*. (Check.)

9. unicycle. Number 9: unicycle. A unicycle has only one wheel and is a challenge to ride. Say *unicycle*.

WORD ROOT What is the meaning of the root *uni*? (Students: one)

Write *unicycle*. (Check.)

10. tear Number 10: *teār*. "Please tear one sheet of paper out of your notebook," my teacher told us. Say *teār*.

Write *teār*. (Check.)

PARTNER STUDY Turn to your neighbor. Tell each other another word that is spelled the same as *teār* but pronounced differently.

MEMORY STEPS Do the memory steps for *teār*.

► **Student Study**

Have the students turn to pages 116 and 117. If they missed a word on the test last week, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

Week 22 Day 5

TEKS 2.B.xxii
Student/Teacher Activity
Weekly Test
(musicians, physician)

Weekly Test

For details about the weekly test, see page 93.

ALL STUDENTS

1. exported The country exported fish and imported rice. (application word)
2. uniting You can see the seam uniting the two pieces of fabric. (application word)
3. musicians The musicians played together in a quartet. (application word)
4. transported The ferryboat transported about 2,000 passengers a day. (application word)
5. fashions My aunt keeps up with all the latest fashions. (application word)
6. sailor My uncle is a sailor in the Navy.
7. trainer The Olympic athlete worked with her trainer to prepare for the race.
8. superintendent The superintendent is in charge of all the schools in our district.
9. opportunity I'd like the opportunity to tell my side of the story.
10. manager The manager made sure the shelves were fully stocked.
11. artistic The woman brought an artistic air to everything she did.
12. union The student union is a college building where students gather to relax.
13. engineer An engineer works closely with an architect in constructing a new building.

AVERAGE AND ADVANCED SPELLERS CONTINUE

14. properly My mother says to tie my shoes properly or I'll trip.
15. reporter The reporter called to check facts for her newspaper story.
16. innocent The jury found the man innocent, and he was free to go.
17. tear Don't tear up that paper—I need it!
18. mouse The mouse scurried away in fright.
19. surrounded Large trees surrounded the old home.
20. attendance Our class monitor takes the attendance to the office.

ADVANCED SPELLERS CONTINUE

21. physician

My mother's physician recommended rest after her illness.

22. companion

A dog can be a good companion for people who live alone.

Greek and Latin Roots

► New Content

Some common Greek and Latin roots are *part*, *medic*, *micro*, *scope*, *tele*, *phon*, *photo*, and *graph*, as in *particle*, *medicine*, *microscope*, *telephone*, and *photograph*.

► Teacher Background

Make a copy of the Week 23 homework (*Blackline Masters* page 30) for each student.

One additional guiding point is introduced this week: the sound /f/ is sometimes spelled **ph**, as in *photograph*.

In the pre-spelling activities, which begin on Day 2, the students will practice using Greek and Latin roots as clues for spelling.

► Words Used This Week

NEW WORDS	*particles, *apart, *department, *partly, *medicine, *microscope, *telephone, *photograph, effortless, immigrant, conference, universe, computer, layer, quarter
REVIEW WORDS	*sailor, *musician, *trainer, *fashion, *artistic, *manager, reporter, properly, mouse, attendance
CHALLENGE WORDS	ghost, saxophone, participate, medication, telegraph
APPLICATION WORDS ON THE TEST	distant, colonists, telephoning, managing, photographs
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	partner, microphone, telecommunications, departments, medication, winners, photographer, don't, scientists
FREQUENTLY MISSPELLED WORDS	don't

Week 23 Day 1

TEKS 2.A.v
TEKS 2.A.xix
TEKS 2.B.iii

TEKS 2.B.xvi
Student/Teacher Narrative
Introduce This Week's Words section
(medicine, microscope, telephone)

► Introduce This Week's Words

► Have your students open their *Student Spelling Books* to page 128 and follow along as you read the words and sentences. Have them mark the syllable boundaries in the polysyllabic words as you read each one by syllables.

1. particles Number 1: particles. Particles are very small pieces.
Par-ti-cles. ■ Underline **c-l-e**.
WORD ROOT The word *particle* comes from the Latin root *part*, meaning *a small piece of*. Many English words have the root *part*.
2. apart Number 2: apart. The puzzle pieces came apart easily.
A-part. ■ The first syllable has a schwa. Underline the first **a**.
3. department Number 3: department. A department is part of a store or office.
De-part-ment. ■ In the first syllable, underline **e**. ■ The last syllable has a schwa. In the last syllable, underline **e**.
4. partly Number 4: partly. If you've partly done your job, you've done some pieces or parts of it.
Part-ly.
5. medicine Number 5: medicine. You need a doctor's prescription to get that medicine.
Med-i-cine. ■ In the first syllable, underline **e**. In the last syllable, underline **c**. Underline **i** and **e**.
WORD ROOT *Medicine* comes from the Latin word *medicus*, meaning *doctor*. The first five letters of *medicus* are **m-e-d-i-c**. Knowing the root **m-e-d-i-c** will help you spell words like *medical*, *medication*, and *medicine*.
6. microscope Number 6: microscope. With a microscope, we can see very small objects.
Mi-cro-scope. ■ The second syllable has a schwa. In the second syllable, underline **o**. In the last syllable, underline **o** and **e**.
WORD ROOT The Greek root *micro* means *small*.
WORD ROOT *Scope* comes from a Greek word meaning *to watch*.

7. telephone Number 7: telephone. The telephone was invented by Alexander Graham Bell.
Tel-e-phone. ■ In the second syllable, underline **e**. ■ In the last syllable, underline **p-h**. Underline **o** and **e**.
 WORD ROOT The Greek root *tele* means *far away*. It's spelled **t-e-l-e**. With a telephone, you can hear sounds that are far away.
 WORD ROOT The Greek root *phon* means *sound*. Homophones are words that sound the same.
8. photograph Number 8: photograph. The old photograph of my mom's grandparents sits on her dresser.
Pho-to-graph. ■ Underline **p-h**. The second syllable has a schwa. In the second syllable, underline **o**.
 WORD ROOT *Photo* comes from a Greek root meaning *light*. When people first discovered how to take pictures, they called them *photographs*, meaning *written light*.
 WORD ROOT *Graph* comes from a Greek root meaning *to write*.
9. effortless Number 9: effortless. The professional tennis player made serving the ball look effortless.
Ef-fort-less. ■ *-Less* is the suffix.
10. immigrant Number 10: immigrant. An immigrant is a person who leaves one country to live in another country.
Im-mi-grant. ■ Underline **a-n-t**.
 ► Write on the board or overhead: emigrant immigrant
 People who leave their homes to move far away, usually to another country, are both emigrants and immigrants. Emigrants are people *leaving* their homes to live far away. Immigrants are people moving *to* a distant place to live.
 MNEMONIC The word *migrate* is a mnemonic for two parts of the word *immigrant*. The first syllable, *mi-*, helps us spell the second syllable in *immigrant*. The second syllable in *migrate* helps us spell **a-n-t** at the end of *immigrant*.
11. conference Number 11: conference. The teacher had a writing conference with each student.
Con-fer-ence. ■ Underline **e-r**. Underline **e-n-c-e**.
12. universe Number 12: universe. Scientists send out space probes and satellites to gather information about the universe.
U-ni-verse. ■ Underline **e-r-s-e**.

13. computer Number 13: computer. She sat down at her computer to finish her assignment.
Com-put-er. ■ The base word is *compute*. The first syllable has a schwa. Underline **o**. ■ The suffix is **e-r**. Underline **e-r**.
14. layer Number 14: layer. Whales have a layer of fat, called *blubber*, to keep them warm.
Lay-er.
15. quarter Number 15: quarter. The quarter coin is worth one-fourth of a dollar.
Quar-ter. ■ Underline **a-r**. Underline **e-r**.
 WORD ROOT *Quarter* comes from a Latin root meaning *fourth*.

NUMBERS 16–25 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

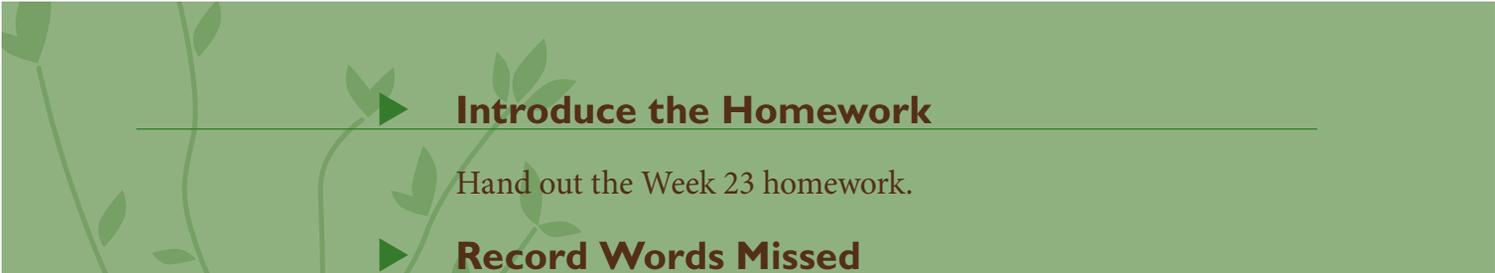
- | | |
|---------------|----------------|
| 16. *sailor | 21. *manager |
| 17. *musician | 22. reporter |
| 18. *trainer | 23. properly |
| 19. *fashion | 24. mouse |
| 20. *artistic | 25. attendance |

► Guided Spelling

► Have your students turn to page 130.

1. apart Number 1: apart. The puzzle pieces came apart easily. Say *apart*.
 Say *apart* by syllables. ■ The first syllable has a schwa. For spelling say *a-part*. ■ First syllable? ■ (Offer help.) Write *a-*.
 Second syllable? ■ Write *-part*. (Check.)
2. particles Number 2: particles. Particles are very small pieces. Say *particles*.
 WORD ROOT The word *particles* contains the Latin root *part*, meaning *a small piece of*.
 Base word? ■ Say *particle* by syllables. ■ For spelling say *par-ti-cle*. ■
 First syllable? ■ Write *par-*.
 Second syllable? ■ Write *-ti-*.
 Last syllable? ■ Ask me how to spell the last syllable. ■ It's **c-l-e**.
 Finish writing *particles*. (Check.)

3. medicine Number 3: medicine. You need a doctor's prescription to get that medicine. Say *medicine*.
 WORD ROOT *Medicine* comes from the Latin root *medic*, meaning *doctor*.
 Write the root: **m-e-d-i-c**. ■ The end of *medicine* is spelled **i-n-e**. Finish writing *medicine*. (Check.)
4. photograph Number 4: photograph. The old photograph of my mom's grandparents sat on her dresser. Say *photograph*.
 WORD ROOT *Photo* comes from a Greek root meaning *light*.
 Write the root: **p-h-o-t-o**.
Photograph.
 WORD ROOT *Graph* comes from a Greek root meaning *to write*.
 Careful. *Graph* ends in **p-h**. Add the root *graph*. (Check.)
- NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.
 If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.
5. partly Number 5: partly. If you've partly done your job, you've done some pieces or parts of it. Say *partly*.
 Write *partly*. (Check.)
6. microscope Number 6: microscope. With a microscope, we can see very small objects. Say *microscope*.
 WORD ROOTS The Greek root *micro* means *small*. *Scope* comes from a Greek word meaning *to watch*.
 Write *microscope*. (Check.)
7. department Number 7: department. A department is part of a store or office. Say *department*.
 I'll say *department* for spelling: *de-part-ment*. Write *department*. (Check.)
8. telephone Number 8: telephone. The telephone was invented by Alexander Graham Bell. Say *telephone*.
 WORD ROOTS The Greek root *tele* means *far away*. It's spelled **t-e-l-e**. The Greek root *phon* means *sound* or *voice*.
 Write *telephone*. (Check.)



▶ Introduce the Homework

Hand out the Week 23 homework.

▶ Record Words Missed

Return the students' spelling tests from Week 22. Have them turn to pages 122 and 123 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The first two application words, numbers 1 and 2 on the test, are not on these pages. If the students missed any of the other three application words, numbers 3, 4, and 5, have them mark the form of the word that appears in their book.

Week 23 Day 2

► Teacher Background

In the pre-spelling activities this week, the students will practice using Greek and Latin roots as clues for spelling.

► Pre-spelling: Word Roots as Spelling Clues

Word roots can be spelling clues. The Greek root *photo* means *light*. It's spelled **p-h-o-t-o**.

photograph. Photograph.

Spell *photo* in *photograph*. (Students: p-h-o-t-o)

photosensitive. Photosensitive. Photosensitive paper changes color in light.

Spell *photo* in *photosensitive*. (Students: p-h-o-t-o)

photochemistry. Photochemistry. Photochemistry is the study of the chemical effects of light.

Spell *photo* in *photochemistry*. (Students: p-h-o-t-o)

► Guided Spelling

► Have your students turn to page 131.

1. quarter. Number 1: quarter. The quarter coin is worth one-fourth of a dollar. Say *quarter*.

WORD ROOT *Quarter* comes from a Latin root meaning *fourth*.

Write the root: **q-u-a-r-t**.

Quarter. Question? ■ Use the first spelling under the “robot” picture. Finish writing *quarter*. (Check.)

2. conference Number 2: conference. The teacher had a writing conference with each student. Say *conference*.

Say *conference* by syllables. ■ For spelling say *con-fer-ence*. ■ First syllable? ■ Write *con-*.

Second syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Write *-fer-*.

Last syllable? ■ Ask me, “**a-n-c-e** or **e-n-c-e**?” ■ It’s **e-n-c-e**. Finish writing *conference*. (Check.)

3. computer Number 3: computer. She sat down at her computer to finish her assignment. Say *computer*.
- Base word? ■ Say *compute* by syllables. ■ The first syllable has a schwa. ■ First syllable? ■ (Offer help.) Write *com-*.
- Second syllable? ■ This is the last syllable of the base word. We hear a long vowel and then a consonant. Use the vowel-consonant-**e** spelling. Write *-pute*. (Check.)
- Computer*. Suffix? ■ Ask me, “**e-r** or **o-r**?” ■ It’s **e-r**. Finish writing *computer*.
4. immigrant Number 4: immigrant. An immigrant is a person who leaves one country to live in another country. Say *immigrant*.
- Say *immigrant* by syllables. ■ For spelling say *im-mi-grant*. ■ First syllable? ■ Write *im-*.
- Second syllable?
- MNEMONIC Here is the mnemonic. Think of the first syllable of *migrate*. Write *-mi-*.
- Last syllable?
- MNEMONIC Here is another mnemonic. Think of the second syllable of *migrate*. Finish writing *immigrant*. (Check.)
5. layer. Number 5: layer. Whales have a layer of fat, called *blubber*, to keep them warm. Say *layer*.
- Say *layer* by syllables. ■ For spelling say *lay-er*. ■ First syllable? ■ Careful. The vowel sound is spelled **a-y**. Write *lay-*.
- Second syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Finish writing *layer*. (Check.)
6. effortless Number 6: effortless. The professional tennis player made serving the ball look effortless. Say *effortless*.
- Base word? ■ Say *effort* by syllables. ■ For spelling say *ef-fort*. ■ First syllable? ■ Write *ef-*.
- Second syllable? ■ Write *-fort-*.
- Effortless*. Suffix? ■ Add *-less*. (Check.)
- NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.
7. partner Number 7: partner. Each partner does some parts of the work. Say *partner*.
- Write *partner*. (Check.)

8. microphone. Number 8: microphone. A microphone is a small device that helps amplify a voice. Say *microphone*.

WORD ROOTS The Greek root *micro* means *small*. The Greek root *phon* means *sound or voice*.

Write *microphone*. (Check.)

9. telecommunications. . Number 9: telecommunications. Telecommunications companies provide telephone, cable, and Internet services for their customers to communicate over long distances. Say *telecommunications*.

WORD ROOT The Greek root *tele* means *far away*.

Write *telecommunications*. (Check.)

10. universe Number 10: universe. Scientists send out space probes and satellites to gather information about the universe. Say *universe*.

WORD ROOT *Universe* includes the Latin root *uni*, meaning *one*.

Write *universe*. (Check.)

PARTNER STUDY Turn to your neighbor. Take turns telling each other two words with the root *uni*.

MEMORY STEPS Do the memory steps for *universe*.

Week 23 Day 3

► Pre-spelling: Word Roots as Spelling Clues

Word roots can be spelling clues. The Greek root *tele* means *far away*. It's spelled **t-e-l-e**.

telephone Telephone.

Spell *tele* in *telephone*. (Students: t-e-l-e)

telescope Telescope. A telescope is an instrument for seeing objects that are far away, such as stars.

Spell *tele* in *telescope*. (Students: t-e-l-e)

telephotography Telephotography. Telephotography is used for taking pictures of distant objects.

Spell *tele* in *telephotography*. (Students: t-e-l-e)

► Guided Spelling

► Have your students turn to page 132.

1. medicine Number 1: medicine. The woman enrolled in medical school because she wanted to study medicine. Say *medicine*.

WORD ROOT *Medicine* comes from the Latin root *medic*. What is the meaning of the root *medic*? (Students: doctor)

Medicine. Write the root: **m-e-d-i-c**. ■ The end of *medicine* is spelled **i-n-e**. Finish writing *medicine*. (Check.)

2. telephone Number 2: telephone. "Please answer the telephone!" my mother called from the kitchen. Say *telephone*.

WORD ROOT What is the meaning of the root *tele*? (Students: far away)

WORD ROOT The Greek root *phon* means *sound*. In *telephone* it's in the syllable *phone*, **p-h-o-n-e**.

Write *telephone*. (Check.)

3. conference Number 3: conference. At the teachers' conference, she learned new ways of teaching writing. Say *conference*.
Say *conference* by syllables. ■ For spelling say *con-fer-ence*. ■
First syllable? ■ Write *con-*.
Second syllable? ■ Question? ■ Use the first spelling under the "robot" picture. Write *-fer-*.
Last syllable? ■ Ask me, "a-n-c-e or e-n-c-e?" ■ It's e-n-c-e.
Finish writing *conference*. (Check.)

4. partly Number 4: partly. The weather is supposed to be partly sunny for the rest of the week. Say *partly*.
Partly. Base word? ■ Write *part*.
Partly. Suffix? ■ Finish writing *partly*. (Check.)

5. quarter Number 5: quarter. A quarter of that large apple is enough for me. Say *quarter*.
WORD ROOT What is the meaning of the root *quart*? (Students: fourth)
Write the root: **q-u-a-r-t**.
Quarter. Question? ■ Use the first spelling under the "robot" picture. Finish writing *quarter*. (Check.)

6. departments Number 6: departments. The big company was divided into many departments that handled different jobs. Say *departments*.
Base word? ■ Say *departments* by syllables. ■ The last syllable has a schwa. For spelling say *de-part-ments*. ■ First syllable? ■ (Offer help.) Write *de-*.
Second syllable? ■ Write *-part-*.
Third syllable? ■ (Offer help.) Finish writing *departments*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. medication Number 7: medication. She picked up the medication at the pharmacy. Say *medication*.
THINK *Medication* is related to *medicate*.
Write *medication*. (Check.)

8. effortless Number 8: effortless. The dancer made the leap seem effortless. Say *effortless*.
I'll say the syllables for spelling: *ef-fort-less*. Write *effortless*. (Check.)

9. winners. Number 9: winners. Even though we lost the game, the coach said we were winners for playing so hard. Say *winners*.

Write *winners*. (Check.)

10. computer Number 10: computer. He wrote more quickly on the computer than with a pencil. Say *computer*.

Write *computer*. (Check.)

PARTNER STUDY Turn to your neighbor. Take turns telling each other two suffixes besides **e-r** that mean *a person who* or *a thing that*.

MEMORY STEPS Do the memory steps for *computer*.

Week 23 Day 4

► Pre-spelling: Word Roots as Spelling Clues

Word roots can be spelling clues. The Latin word *medicus* means *doctor*. The first five letters of *medicus* are **m-e-d-i-c**.

medicine Medicine.

What are the first five letters of *medicine*? (Students: m-e-d-i-c)

medicinal Medicinal. *Medicinal* means *able to heal*.

What are the first five letters of *medicinal*? (Students: m-e-d-i-c)

medic Medic. A medic is a person who gives medical treatment.

Spell *medic*. (Students: m-e-d-i-c)

medication Medication. Medication is medicine.

What are the first five letters of *medication*? (Students: m-e-d-i-c)

► Guided Spelling

► Have your students turn to page 133.

1. photograph Number 1: photograph. My brother's graduation photograph hung on the wall above the mantle. Say *photograph*.

WORD ROOT *Photo* comes from a Greek root meaning *light*.

Write the root: **p-h-o-t-o**.

Photograph.

WORD ROOT What is the meaning of the root *graph*?
(Students: to write)

Careful. *Graph* ends in **p-h**. Add the root *graph*. (Check.)

2. photographer Number 2: photographer. The wedding photographer took pictures of the bride and groom and the guests. Say *photographer*.

Write *photographer*. (Check.)

3. immigrant Number 3: immigrant. For an immigrant who does not speak English, it can be hard to get a well-paying job. Say *immigrant*.
Say *immigrant* by syllables. ■ For spelling say *im-mi-grant*. ■ First syllable? ■ Write *im-*.

MNEMONIC Think of the word *migrate* for two clues.
Finish writing *immigrant*. (Check.)

4. microscope Number 4: microscope. A microscope is an instrument for observing tiny objects. Say *microscope*.

WORD ROOT What is the meaning of the root *micro*?
(Students: small)

WORD ROOT What is the meaning of the root *scope*?
(Students: watch)

Write *microscope*. (Check.)

5. layer. Number 5: layer. The manicurist applied a layer of red nail polish to the woman's fingernails. Say *layer*.

Say *layer* by syllables. ■ For spelling say *lay-er*. ■ First syllable? ■ Careful. The vowel sound is spelled **a-y**. Write *lay-*.

Second syllable? ■ Question? ■ Use the first spelling under the "robot" picture. Finish writing *layer*. (Check.)

6. universe Number 6: universe. It is impossible to visualize the size of the universe. Say *universe*.

WORD ROOT *Universe* includes the Latin root *uni*, meaning *one*.
Write *uni*.

Universe. Question? ■ Use the first spelling under the "robot" picture. Careful. The end is **s-e**. Finish writing *universe*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. don't. Number 7: don't. I don't want to go home yet because I'm having so much fun. Say *don't*.

FREQUENTLY MISSPELLED WORD *Don't* is a frequently misspelled word.

CONTRACTION *Don't* is a contraction of *do not*.

Write *don't*. (Check.)

8. apart Number 8: apart. The teacher told the students to sit apart because they were not getting their work done. Say *apart*.

I'll say the syllables for spelling: *a-part*. Write *apart*. (Check.)

9. **scientists** Number 9: **scientists**. Some scientists work in a laboratory, and some work outdoors. Say *scientists*.
I'll say the syllables for spelling: *sci-en-tists*. Write *scientists*.
(Check.)
10. **particles** Number 10: **particles**. On a windy day, particles of dust fly everywhere. Say *particles*.
WORD ROOT What is the meaning of the root *part* in *particles*?
(Students: a small piece of)
Write *particles*. (Check.)
PARTNER STUDY Turn to your neighbor. Take turns telling each other a word besides *particles* that has the root *part*.
MEMORY STEPS Do the memory steps for *particles*.

► **Student Study**

Have the students turn to pages 122 and 123. If they missed a word on the test last week, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

Weekly Test

For details about the weekly test, see page 93.

ALL STUDENTS

1. distant The woman is a distant relative on my father's side.
(application word)
2. colonists In the Boston Tea Party, American colonists dumped many pounds of tea into Boston harbor. (application word)
3. telephoning I tried telephoning the doctor's office, but no one answered.
(application word)
4. managing My mother says that managing the household is the hardest job she's ever had. (application word)
5. photographs We have many albums stuffed with old family photographs.
(application word)
6. department My dad bought some new shoes and a tie at the department store.
7. apart My teacher made us sit apart because we couldn't stop talking.
8. microscope A microscope is an instrument that biologists use to look at cells.
9. medicine The doctor prescribed medicine for my brother's allergies.
10. partly The weather forecast says it will be partly cloudy tomorrow.
11. fashion It's expensive to keep up with the changes in fashion.
12. musician My brother hopes to be a musician when he grows up.
13. particles Matter is made of tiny particles called *atoms*.

AVERAGE AND ADVANCED SPELLERS CONTINUE

14. conference The professor spoke about global warming at the conference.
15. quarter My dad searched for a quarter for the parking meter.
16. effortless The graceful ice skater made her jumps look effortless.
17. layer My mom put a layer of chocolate icing on the birthday cake.
18. universe There are more stars in the universe than a person can count.
19. immigrant An immigrant leaves his country to live in another country.
20. computer When my brother went to college, my parents bought him a computer.

ADVANCED SPELLERS CONTINUE

21. participate

My sister decided to participate in the after-school club.

22. medication

The man's medication made him feel better.

Week 24 Introduction

Review of Weeks 17, 19, 20, 21, and 22

► Teacher Background

Duplicate the three homework pages for this week (*Blackline Masters* pages 31–33).

The structure of the review weeks is as follows:

Day 1: Pretest

Day 2: Proofreading with a partner

Day 3: Study for the review test with a partner

Day 4: Class discussion on spelling

Day 5: Review week test

See Week 6, page 112, for more details about the structure of the review weeks.

For information on differentiating instruction based on your students' needs, see Week 2, pages 29–30.

In the pre-spelling activities, which begin on Day 2, the students will spell syllables that come from Greek and Latin number prefixes and roots, for example, *bi* and *cent*.

► Words Used This Week

REVIEW WORDS

*truly, *actually, *curious, *easily, *serious, *proudly, calm, orange, journey, situation, *accidentally, *silent, *excellent, *pleasant, *independent, marriage, disposable, improve, reasonable, enormous, *experience, *difference, *balance, *distance, *importance, *performance, peacefully, mirror, sensible, review, *union, *uniform, *support, *united, *opportunity, absent, breakable, ambulance, painlessly, steady, *musician, *manager, *superintendent, *sailor, *fashion, *engineer, tear (2), innocent, attendance, surrounded

REVIEW CHALLENGE WORDS

cruelly, journal, cleverly, mildly, splendidly, opponent, resident, pearl, reluctant, proficient, allegiance, elsewhere, violence, persistence, convenience, thread, frontier, unison, appreciate, imported, senator, lawyer, physician, companion, governor

APPLICATION WORDS ON THE TEST

balancing, curiously, accidental, important, superintendents

Week 24 Day 1

Pretest

► Administer the Pretest

Have your students turn to page 136 in their *Student Spelling Books*. Explain that this week they will review ten words each from Weeks 17 and 19 through 22. The pretest in this lesson will help them identify words they especially need to study.

- | | |
|-----------------|--|
| 1. excellent | Their theater performance was excellent. |
| 2. tear | My brothers always manage to tear holes in the knees of their jeans. |
| 3. breakable | The dishes in this box are breakable. |
| 4. distance | We had to calculate the distance the train would go in an hour. |
| 5. engineer | An engineer works closely with the architect when a new building is constructed. |
| 6. review | Don't forget to review your spelling words before the test! |
| 7. sailor | Sometimes a sailor is at sea for months at a time. |
| 8. manager | The band's manager booked their concerts and handled travel arrangements. |
| 9. situation | He wasn't sure how to handle the situation. |
| 10. steady | If you can hold the handlebars steady, you'll have better control of your bike. |
| 11. curious | I was curious to hear what happened while I was away. |
| 12. improve | The weather should improve tomorrow. |
| 13. union | The workers' union negotiated a new contract. |
| 14. reasonable | My mother says I need to be home at a reasonable time. |
| 15. opportunity | I will take the opportunity to see that movie. |

► Correct the Pretest

Read and spell the 15 words out loud. For each word, have the students point under each letter in their word as you spell. If they did not spell a word correctly, have them draw a line through the word.

▶ Record Words Missed on the Pretest

Have the students turn back to pages 134 and 135. These are the words that will be reviewed this week. If they missed any words on the pretest, have them find the words here and write **S** in front of each one. These are the words that they especially need to study.

▶ Introduce the Homework

Hand out the homework for Week 24. There are three pages of homework this week. The students will practice every review word.

▶ Record Words Missed on Last Week's Test

Return the students' spelling tests from Week 23. Have them turn to pages 128 and 129 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The first two application words, numbers 1 and 2 on the test, are not on these pages. If the students missed any of the other three application words, numbers 3, 4, and 5, have them mark the form of the word that appears in their book.

Proofreading

▶ Teacher Background

In the pre-spelling activities this week, the students will spell syllables that come from Greek and Latin number prefixes and roots, for example, *bi* and *cent*.

▶ Pre-spelling: Number Syllables

You have already spelled words with *uni*, meaning *one*. This week we'll look at other Greek and Latin numbers that will help you spell.

biped The Latin root *bi* means *two*. It's spelled **b-i**. A biped is an animal with two feet. Spell *bi-* in *biped*. (Students: b-i)

bilingual A bilingual person speaks two languages. Spell *bi-* in *bilingual*. (Students: b-i)

biweekly *Biweekly* means *happening once every two weeks*. Spell *bi-* in *biweekly*. (Students: b-i)

triplets The Greek and Latin root *tri* means *three*. It's spelled **t-r-i**. *Triples* are three siblings born at the same time. What are the first three letters of *triplets*? (Students: t-r-i)

triangle A triangle is a figure with three sides. What are the first three letters of *triangle*? (Students: t-r-i)

trio A trio is a group of three musicians. What are the first three letters of *trio*? (Students: t-r-i)

▶ Partner Proofreading

Explain that the students will work with the person sitting next to them. Note that some students may have to work in a group of three.

Have your students open their books to page 137. The sentences on this page include many words that the students have studied, but some of them are misspelled. Have the students read the

sentences with their partners and look for the misspelled words. Then have the students work individually to draw a line through each misspelled word and write the correct word above it. There may be a sentence with all words correct.

As the students work, monitor and assist those who need extra support in proofreading.

▶ **Correct Sentences Together**

▶ Read each sentence. Have the students tell you each word that is misspelled and how to spell it correctly. Write the correct word on the board. If the students made a mistake, have them draw a line through the incorrect word.

1. The students proudly displayed their excelent artistic work. Misspelled words?

▶ Write *excellent* on the board as the students read and spell the word.

2. The last syllable must often be memorized, as in *independant, silent, accident, difference, experiance, balence, and disposable*. Misspelled words?

▶ Write *independent, experience, and balance* on the board as the students read and spell the words.

3. The musicans were surounded by swirling dancers. Misspelled words?

▶ Write *musicians and surrounded* on the board as the students read and spell the words.

4. His grandmother advised him to be serous, sensable, and curious on his juorney through life. Misspelled words?

▶ Write *serious, sensible, and journey* on the board as the students read and spell the words.

▶ **Record Words Missed in Proofreading**

If there are misspelled words that the students did not find in proofreading, have them turn back to pages 134 and 135 and write **S** next to each word missed. If there are any words that they did not write correctly, have them write **S** next to those words on pages 134 and 135. These are words the students especially need to study.

Partner Study

► Pre-spelling: Number Syllables

- quart *Quart* is a Latin root meaning *fourth*. It's spelled **q-u-a-r-t**.
A quart is one-fourth of a gallon. Spell *quart*. (Students: q-u-a-r-t)
- quartet A quartet is a group of four musicians. What are the first five
letters of *quartet*? (Students: q-u-a-r-t)
- octopus *Oct* is a Greek and Latin root that means *eight*. It's spelled **o-c-t**.
An octopus has eight arms. What are the first three letters of
octopus? (Students: o-c-t)
- October. In one of the ancient Roman calendars, October was the
eighth month. What are the first three letters of *October*?
(Students: capital-O-c-t)
- octagon An octagon is a figure with eight sides. What are the first three
letters of *octagon*? (Students: o-c-t)

► Partner Study

Have your students open their spelling books to pages 134 and 135. Remind them how to study their spelling words with a partner. In partner study, the students take turns telling each other which word they choose to spell aloud and which parts of the word are hard to spell. For example, one student says, "I will spell number 3, *curious*. The hard parts are the first **u** and the **i**." She covers the word and spells it aloud as her partner checks. If she makes a mistake, both partners cover the word and spell it together. The partner who made the mistake writes **S** in front of the word to remind her to study it.

You may want to model partner study before your students begin.

Spelling Discussion

► Teacher Background

The purpose of today’s spelling discussion is for the students to consider how to improve their spelling beyond spelling lessons.

► Pre-spelling: Number Syllables

decathlon The root *dec*, meaning *ten*, comes from a Greek word. *Dec* is spelled **d-e-c**. In a decathlon, each athlete competes in ten events. What are the first three letters of *decathlon*?
(Students: d-e-c)

December In one of the ancient Roman calendars, December was the tenth month. What are the first three letters of *December*?
(Students: capital-D-e-c)

decade A decade is ten years. What are the first three letters of *decade*?
(Students: d-e-c)

century The root *cent*, meaning *hundred*, comes from a Latin word. *Cent* is spelled **c-e-n-t**. A century is one hundred years. What are the first four letters of *century*? (Students: c-e-n-t)

centenarian A centenarian is a person who is one hundred or more years old. What are the first four letters of *centenarian*? (Students: c-e-n-t)

centennial A centennial is a hundred-year anniversary. What are the first four letters of *centennial*? (Students: c-e-n-t)

► Spelling Discussion

English is a language with thousands and thousands of words, and many of them are not easy to spell, even for grown-ups. To be good spellers, we need to continue learning. For example, it helps to really notice words and how they are spelled when you are reading, especially if you have never seen the word before. What can you do to keep learning how to spell words when you are reading and writing during the day?

Students might say:

“After I’ve seen a word many times when I read, I can tell whether it looks right when I write it.”

“I notice words when I am reading.”

“If I’ve never seen the word before, I look at the spelling.”

“I notice words that have the same base word as a word we’ve studied. For example, we studied *independent*, and I might see the word *independence* in a book.”

“I notice words with the prefixes and suffixes we’ve studied, such as *-ous* and *-ist*.”

“I notice words with roots we’ve studied, such as *uni*, *tele*, and *port*.”

“When I hear a new word, I sometimes think how it might be spelled.”

“I could keep a list of words I often miss.”

“I could keep a list of homophones.”

► Partner Study

If time permits, have the students study the review words on pages 134 and 135 with their partners, as on Day 3 of this week. This is a brief activity of 1 or 2 minutes.

Weekly Test

For details about the weekly test, see page 93.

ALL STUDENTS

1. balancing Babysitting three children seemed like a balancing act. (application word)
2. curiously The monkey looked curiously at the visitors to the zoo. (application word)
3. accidental We didn't know whether their meeting at the mall was accidental. (application word)
4. important It was important to return their permission slips. (application word)
5. superintendents All of the superintendents in the state met to talk about solutions to the schools' money problems. (application word)
6. easily We won the game easily.
7. uniform I was proud to wear my school's uniform in the game.
8. actually The bus was supposed to come at 10:00, but actually it came at 10:30.
9. fashion The latest fashion was to have a short haircut.
10. pleasant Over lunch the women had a pleasant conversation.
11. performance The clown's performance made all the children laugh.
12. truly I truly appreciate all you've done for me.
13. support The purpose of a foundation is to support the weight of a building.

AVERAGE AND ADVANCED SPELLERS CONTINUE

14. ambulance The paramedics did much of their medical care inside the ambulance.
15. innocent Under American law, each person is considered innocent until proven guilty.
16. mirror The bathroom mirror is above the sink.
17. absent She missed the field trip because she was absent that day.
18. marriage My dad congratulated his friends on their recent marriage.

19. attendance At the end of the year, she had a perfect attendance record.
20. orange I peeled an orange for my baby brother.

ADVANCED SPELLERS CONTINUE

21. proficient When I became more proficient in English, it was much easier to understand my schoolwork.
22. governor The governor of our state is up for reelection in November.

▶ Ongoing Assessment of Spelling Progress

Take some time to assess the progress of your students.

Were there many errors on memory parts of words? The memory parts are the letter sequences that must be memorized because they can't be figured out using knowledge of phonics or word structure. Examples are the underlined letters in the following words: *easily*, *important*, and *mirror*. If the students are making errors on the memory parts, discuss the importance of spelling homework. Be sure the students and parents understand the homework instructions and the importance of using the three memory steps.

If you have been differentiating instruction, are your below-grade-level, average, and advanced spellers correctly designated? Consider the students' performance on all spelling tests to date. If some students have consistently made several errors on the tests, consider having them memorize fewer words each week. If average spellers have made no errors on the tests, they may be able to learn the challenge words each week. Consider student effort as well as performance, however. Some students with perfect tests may have studied intensely and would find it difficult to memorize additional words.

Do your students need encouragement to transfer their knowledge from *Guided Spelling* lessons to their writing? When they ask how to spell a word during writing, have them ask about the *parts* of the word they're not sure of. Provide the guiding and assistance that you would provide during a *Guided Spelling* lesson.

Words with Prefixes

► New Content

Recognizing prefixes helps us spell many words, for example, *forearm*, *semisweet*, *injustice*, *cooperate*, *encode*, *antifreeze*, and *overgrown*.

► Teacher Background

Make a copy of the Week 25 homework (*Blackline Masters* page 34) for each student.

In this week, the students will spell words with the following prefixes: *fore-*, *sub-*, *semi-*, *in-*, *super-*, *co-*, *en-*, *re-*, *over-*, *dis-*, *inter-*, *anti-*, and *under-*.

In general there is no hyphen between a prefix and the base word. However, in a few instances there is a hyphen: before a capitalized word (for example, *mid-February* and *non-Asian*); to avoid ambiguity (for example, *re-create* and *re-collect*); with the prefixes *self-*, *all-*, and *ex-* (for example, *self-confidence*, *all-powerful*, and *ex-secretary*); and to avoid awkwardness (for example, *semi-invalid*).

Note that *paid*, *laid*, and *daily* are exceptions to the generalization for adding suffixes to base words that end in **ay**.

Reminders:

- Be sure your class understands that guided spelling is not a test. The students should listen to your step-by-step guidance so that they write the words correctly.
- Encourage your students to ask questions, even in the items they write independently. *Knowing when they don't know* is an important metacognitive ability in spelling.
- Teach the lessons at a fairly quick pace. Difficult concepts will be reviewed many times.
- If some of the students make a mistake in a choral response, tell the class the correct answer and repeat the question.

In the pre-spelling activities, which begin on Day 2 of this week, the students will practice spelling the prefixes *fore-*, *semi-*, and *en-*.

► Words Used This Week

NEW WORDS	*forearm, *subzero, *semisweet, *injustice, *supermarket, *cooperating, *encode, *refuel, repaid, overgrown, disrespect, intercontinental, confidence, transportation, apartment
REVIEW WORDS	*apart, *department, *photograph, *partly, *medicine, immigrant, effortless, computer, conference, layer
CHALLENGE WORDS	mold, interplanetary, shield, semicircular, unbelievably
APPLICATION WORDS ON THE TEST	medic, earphones, refueled, cooperated, medicines
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	antifreeze, invisible, underwater, encoded, disrespectful, forearms, interstate, apartments, microscopic, semicircle, seventy-three, participation, refueling
FREQUENTLY MISPELLED WORDS	water

Week 25 Day 1

► Introduce This Week's Words

► Have your students open their *Student Spelling Books* to page 138 and follow along as you read the words and sentences. Have them mark the syllable boundaries in the polysyllabic words as you read each one by syllables.

1. forearm Number 1: forearm. Your forearm is the part of your arm from your elbow to your hand.
Fore-arm. ■ *Fore-* is a prefix.
The prefix *fore-* often means *the front part*. Your forehead is the front part of your head.
2. subzero Number 2: subzero. A subzero temperature is one that is below zero degrees on a thermometer.
Sub-ze-ro. ■ *Sub-* is a prefix. Underline **o**.
The prefix *sub-* often means *below*.
3. semisweet. Number 3: semisweet. We used semisweet chocolate chips in the cookies.
Sem-i-sweet. ■ Underline **e-e**.
Semi- is a prefix that often means *partly or half*. Semisweet chocolate is partly sweet, but not as sweet as milk chocolate. A semicircle is half of a circle.
4. injustice Number 4: injustice. Being sent to prison without a trial is an injustice.
In-jus-tice. ■ Underline **i-c-e**.
In- is a prefix that often means *the opposite of*. If an answer is incorrect, it is wrong.
5. supermarket Number 5: supermarket. A supermarket is larger than a small market and sells a wide variety of goods.
Su-per-mar-ket. ■ In the last syllable, underline **e**.
The prefix *super-* often means *especially large*. A supersized package is unusually large.

6. cooperating Number 6: cooperating. The parents were amazed at the way the small groups were cooperating.
Co-op-er-at-ing. ■ Underline **e-r**.
Co- is a prefix meaning *together*. Coworkers work together.
7. encode Number 7: encode. To encode a message is to make it into a code.
En-code. ■ In the base word, underline **o** and **e**.
 The prefix *en-* in *encode* means *to make into*. An enlarged picture has been made larger. If a kitten endears itself to you, it makes itself dear or precious to you.
8. refuel Number 8: refuel. A gas station is a place where people refuel their cars.
Re-fu-el. ■ The last syllable of the base word has a schwa. In the last syllable, underline **e**.
Re- is a prefix that usually means *again*. If you take a retest, you take the test again.
9. repaid Number 9: repaid. If you've repaid money, you have paid it back to the lender.
Re-paid. ■ Underline **a-i**.
 In *repaid* the prefix *re-* means *back* or *in return*.
10. overgrown Number 10: overgrown. If no one clips or trims the plants in a garden, the garden will become overgrown.
O-ver-grown. ■ Underline **o-w**.
 The prefix *over-* often means *too much* or *excessively*. If you eat too much at Thanksgiving dinner, you have overeaten.
11. disrespect Number 11: disrespect. All people should be shown respect, not disrespect.
Dis-re-spect. ■ Underline the first **e**.
 The prefix *dis-* often means *the opposite of*. To show disrespect is to show the opposite of respect. If you disconnect a cord, you do the opposite of connecting it.
12. intercontinental Number 12: intercontinental. An intercontinental flight between New York and London takes six or seven hours.
In-ter-con-ti-nen-tal. ■ The prefix is *inter-*. In the base word, underline **i**. Underline **t-a-l**.
 The prefix *inter-* means *between* or *among*. An intercity bus runs between cities. Interstate highways go from one state to another.

13. confidence Number 13: confidence. He had confidence in his ability as goalie.
Con-fi-dence. ■ Underline **i**. Underline **e-n-c-e**.
14. transportation Number 14: transportation. She takes public transportation to and from work.
Trans-por-ta-tion. ■ Underline **t-i-o-n**.
Trans- is often a prefix meaning *across*.
 WORD ROOT *Transportation* has the root *port*, meaning *carry*.
15. apartment Number 15: apartment. My family lives in a two-bedroom apartment.
A-part-ment. ■ The first syllable has a schwa. Underline the first **a**. The third syllable has a schwa. Underline **e**.

NUMBERS 16–25 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- | | |
|-----------------|----------------|
| 16. *apart | 21. immigrant |
| 17. *department | 22. effortless |
| 18. *photograph | 23. computer |
| 19. *partly | 24. conference |
| 20. *medicine | 25. layer |

► **Guided Spelling**

► Have your students turn to page 140.

1. forearm Number 1: forearm. Your forearm is the part of your arm from your elbow to your hand. Say *forearm*.
 Prefix? ■ The prefix *fore-* is spelled **f-o-r-e**. Write *fore-*.
 Base word? ■ Finish writing *forearm*. (Check.)
2. semisweet. Number 2: semisweet. We used semisweet chocolate chips in the cookies. Say *semisweet*.
 Prefix? ■ *Semi-* means *partly* or *half*. It's spelled **s-e-m-i**. Write *semi-*.
 Base word? ■ Question? ■ Use the second spelling under the “tree” picture. Finish writing *semisweet*. (Check.)
3. injustice Number 3: injustice. Being sent to prison without a trial is an injustice. Say *injustice*.
 Prefix? ■ The prefix *in-* often means *the opposite of*. Write *in-*.

Base word? ■ Say *justice* by syllables. ■ For spelling say *jus-tice*. ■
First syllable? ■ Write *jus-*.
Next syllable? ■ (Offer help.) Finish writing *injustice*. (Check.)

4. refuel Number 4: refuel. A gas station is a place where people refuel their cars. Say *refuel*.

Prefix? ■ What is the meaning of the prefix *re-* in *refuel*?
(Students: again) Write *re-*.

Base word? ■ Say *fuel* by syllables. ■ The second syllable has a schwa. For spelling say *fu-el*. ■ First syllable? ■ Write *fu-*.

Next syllable? ■ (Offer help.) Finish writing *refuel*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. subzero Number 5: subzero. A subzero temperature is one that is below zero degrees on a thermometer. Say *subzero*.

What is the meaning of the prefix *sub-* in *subzero*? (Students: below)
Write *subzero*. (Check.)

6. supermarket Number 6: supermarket. A supermarket is larger than a small market and sells a wide variety of goods. Say *supermarket*.

What is the meaning of the prefix *super-* in *supermarket*?
(Students: especially large)

Write *supermarket*. (Check.)

7. cooperating Number 7: cooperating. The parents were amazed at the way the small groups were cooperating. Say *cooperating*.

What is the meaning of the prefix *co-* in *cooperating*?
(Students: together)

Write *cooperating*. (Check.)

8. encode Number 8: encode. To encode a message is to make it into a code. Say *encode*.

Write *encode*. (Check.)

Introduce the Homework

Hand out the Week 25 homework.

▶ Record Words Missed

Return the students' spelling tests from Week 24. Have them turn to pages 134 and 135 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The first two application words, numbers 1 and 2 on the test, are not on these pages. If the students missed any of the other three application words, numbers 3, 4, and 5, have them mark the form of the word that appears in their book.

Week 25 Day 2

► Teacher Background

In the pre-spelling activities this week, the students will practice spelling the prefixes *fore-*, *semi-*, and *en-*.

► Pre-spelling: Prefixes

The prefix *fore-* is spelled **f-o-r-e**. It often means *front*. Your forearm is the front part of your arm.

forepaws Forepaws. An animal's forepaws are its two front paws.

Spell *fore-* in *forepaws*. (Students: f-o-r-e)

forehead. Forehead. Your forehead is the part of your head that is in front.

Spell *fore-* in *forehead*. (Students: f-o-r-e)

forefinger Forefinger. Your forefinger is the finger next to your thumb.

Spell *fore-* in *forefinger*. (Students: f-o-r-e)

foresee Foresee. If you foresee an event, you believe it will happen; you see it before it happens.

Spell *fore-* in *foresee*. (Students: f-o-r-e)

forecast Forecast. The weather forecast tells us in advance what the weather will be.

Spell *fore-* in *forecast*. (Students: f-o-r-e)

► Guided Spelling

► Have your students turn to page 141.

I. antifreeze Number I: antifreeze. The antifreeze lowers the freezing temperature of water so that water in an engine won't freeze. Say *antifreeze*.

The word *antifreeze* has the prefix *anti-*, meaning *against*. *Antifreeze* works against freezing. People who were *antislavery* were against slavery. They believed that slavery was an injustice. The prefix *anti-* is spelled **a-n-t-i**. Write *anti-*.

Antifreeze. Base word? ■ Question? ■ Use the second spelling under the “tree” picture. Careful. The end is spelled **z-e**. Finish writing *antifreeze*. (Check.)

2. *repaid*. Number 2: *repaid*. If you’ve repaid money, you have paid it back to the lender. Say *repaid*.

Prefix? ■ The prefix *re-* in *repaid* means *back*. Write *re-*.

Careful. *Paid* is spelled **p-a-i-d**. Finish writing *repaid*. (Check.)

3. *intercontinental* Number 3: *intercontinental*. An intercontinental flight between New York and London takes six or seven hours. Say *intercontinental*.

Prefix? ■ What is the meaning of the prefix *inter-* in *intercontinental*? (Students: *between*)

Intercontinental. Base word? (Students: *continent*) Say *continent* by syllables. ■ For spelling say *con-ti-nent*. ■ First syllable? ■ Write *con-*.

Next syllable? ■ Write *-ti-*.

Next syllable? ■ What word is the clue to the last syllable of *continent*? (Students: *intercontinental*) Write *-nent*.

Intercontinental. Suffix? ■ Finish writing *intercontinental*. (Check.)

4. *invisible*. Number 4: *invisible*. Many gases are invisible and therefore impossible to see. Say *invisible*.

Prefix? ■ What is the meaning of the prefix *in-* in *invisible*? (Students: *not*) Write *in-*.

Base word? ■ Say *visible* by syllables. ■ For spelling say *vis-i-ble*. ■ First syllable? ■ Here is a clue: it’s the same root as in *vision* and *television*. Write *vis-*.

Visible. Ask me, “**a-b-l-e** or **i-b-l-e**?” ■ It’s **i-b-l-e**. Finish writing *invisible*. (Check.)

5. *confidence*. Number 5: *confidence*. He had confidence in his ability as goalie. Say *confidence*.

Say *confidence* by syllables. ■ For spelling say *con-fi-dence*. ■ First syllable? ■ Write *con-*.

Second syllable? ■ Write *-fi-*.

Third syllable? ■ Here is a clue. The word *confidence* is related to *confidential*. Finish writing *confidence*. (Check.)

6. apartment Number 6: apartment. My family lives in a two-bedroom apartment. Say *apartment*.

Say *apartment* by syllables. ■ The first and last syllables have schwas. For spelling say *a-part-ment*. ■ First syllable? ■ (Offer help.) Write *a-*.

Second syllable? ■ Write *-part-*.

Third syllable? ■ (Offer help.) Finish writing *apartment*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. disrespect Number 7: disrespect. All people should be shown respect, not disrespect. Say *disrespect*.

Prefix? ■ What is the meaning of the prefix *dis-* in *disrespect*? (Students: the opposite of) Write *disrespect*. (Check.)

8. overgrown Number 8: overgrown. If no one clips or trims the plants in a garden, the garden will become overgrown. Say *overgrown*.

Prefix? ■ What is the meaning of the prefix *over-* in *overgrown*? (Students: too much) Write *overgrown*. (Check.)

9. underwater Number 9: underwater. A submarine is an underwater vessel. Say *underwater*.

The prefix *under-* often means *beneath*. A tunnel is an underground passage. An underpass is one road running beneath another.

FREQUENTLY MISPELLED WORD The base word *water* is a frequently misspelled word.

Write *underwater*. (Check.)

10. transportation Number 10: transportation. She takes public transportation to and from work. Say *transportation*.

WORD ROOT The root *port* in *transportation* means *carry*.

Write *transportation*.

PARTNER STUDY Turn to your neighbor. Take turns telling each other one word that has the root *port*.

MEMORY STEPS Do the memory steps for *transportation*.

Week 25 Day 3

► Pre-spelling: Prefixes

The prefix *semi-* is spelled **s-e-m-i**. *Semi-* can mean *partly*, as in *semisweet*. It can also mean *half*, as in *semicircle*.

semiweekly Semiweekly. Semiweekly means every half-week.

Spell *semi-* in *semiweekly*. (Students: s-e-m-i)

semiannually Semiannually. Semiannually means every half-year.

Spell *semi-* in *semiannually*. (Students: s-e-m-i)

semidarkness Semidarkness. If you are walking in semidarkness, it's partly dark.

Spell *semi-* in *semidarkness*. (Students: s-e-m-i)

semifinal Semifinal. The semifinal match is the match before the final match. The winners of the semifinals play in the finals.

Spell *semi-* in *semifinal*. (Students: s-e-m-i)

► Guided Spelling

► Have your students turn to page 142.

1. encoded Number 1: encoded. The spy deciphered the encoded message. Say *encoded*.

Prefix? ■ An encoded message is a message that has been made into a code. Write *en-*.

Base word? ■ Question? ■ Use the first spelling under the “bone” picture. Finish writing *encoded*. (Check.)

2. confidence Number 2: confidence. The little girl was scared the first few times she rode a bike, but now rides with confidence. Say *confidence*.

Say *confidence* by syllables. ■ For spelling say *con-fi-dence*. ■ First syllable? ■ Write *con-*.

Second syllable? ■ Write *-fi-*.

Third syllable? ■ Ask me, “**a-n-c-e** or **e-n-c-e**?” It’s **e-n-c-e**. Finish writing *confidence*. (Check.)

3. semisweet. Number 3: semisweet. Chocolate comes in bitter, semisweet, and milk chocolate. Say *semisweet*.

Prefix? ■ What is the meaning of *semi-* in *semisweet*?
(Students: partly) Write *semi-*.

Base word? ■ Question? ■ Use the second spelling under the “tree” picture. Finish writing *semisweet*. (Check.)

4. disrespectful Number 4: disrespectful. The teacher did not want her students to be disrespectful to each other. Say *disrespectful*.

Prefix? ■ What is the meaning of the prefix *dis-* in *disrespect*?
(Students: the opposite of) Write *dis-*.

Base word? ■ Say *respect* by syllables. ■ For spelling say *re-spect*. ■
First syllable? ■ (Offer help.) Write *re-*.

Second syllable? ■ Listen to the sounds: *-spect*. Write *-spect*.
Disrespectful. Suffix? ■ Finish writing *disrespectful*. (Check.)

5. forearms. Number 5: forearms. She forgot to put sunscreen on her forearms and got a sunburn. Say *forearms*.

Prefix? ■ What is the meaning of the prefix *fore-* in *forearms*?
(Students: the part from the elbows to the wrists) Write *fore-*.

Base word? ■ Finish writing *forearms*. (Check.)

6. supermarket Number 6: supermarket. He came home from the supermarket with six bags of groceries. Say *supermarket*.

Prefix? ■ What is the meaning of the prefix *super-* in *supermarket*?
(Students: especially large) Write *super-*.

Base word? ■ Say *market* by syllables. ■ First syllable? ■
Write *mar-*.

Second syllable? ■ (Offer help.) Finish writing *supermarket*.
(Check.)

NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.

7. interstate Number 7: interstate. The United States has a system of interstate highways. Say *interstate*.

Prefix? ■ What is the meaning of the prefix *inter-* in *interstate*?
(Students: between) Write *interstate*. (Check.)

8. apartments Number 8: apartments. The building next door to ours only has three apartments. Say *apartments*.

I’ll say the syllables for spelling: *a-part-ments*. Write *apartments*.
(Check.)

9. microscopic Number 9: microscopic. Some forms of plankton are microscopic and can only be seen through a microscope. Say *microscopic*.

WORD ROOT What is the meaning of the root *micro*?
(Students: small)

WORD ROOT What is the meaning of the root *scope*?
(Students: watch)

Write *microscopic*. (Check.)

10. repaid Number 10: repaid. She repaid the loan with interest. Say *repaid*.

What is the meaning of the prefix *re-* in *repaid*? (Students: back)
Write *repaid*. (Check.)

PARTNER STUDY Turn to your neighbor. Take turns telling each other one definition and one example of the prefix *re-*.

MEMORY STEPS Do the memory steps for *repaid*.

Week 25 Day 4

► Pre-spelling: Prefixes

The prefix *en-* is spelled **e-n**. An encoded message is a message that has been made into a code. If you are entrusted with a message, someone has put their trust in you to carry the message.

- enabled** Enabled. The electric wheelchair enabled him to move on his own. It made him able to move on his own.
Spell *en-* in *enabled*. (Students: e-n)
- enraged** Enraged. Someone who is enraged has been made very angry.
Spell *en-* in *enraged*. (Students: e-n)
- endangered**. Endangered. Endangered animals have been put into danger.
Spell *en-* in *endangered*. (Students: e-n)
- encircled** Encircled. When the pioneers encircled their camp with their wagons, they drove their wagons into a circle around their camp.
Spell *en-* in *encircled*. (Students: e-n)

► Guided Spelling

► Have your students turn to page 143.

1. **cooperating** Number 1: cooperating. The nations were cooperating to establish an international space station. Say *cooperating*.
Prefix? ■ What is the meaning of the prefix *co-* in *cooperating*? (Students: together) Write *co-*.
Base word? ■ Say *operate* by syllables. ■ For spelling say *op-er-ate*. ■ First syllable? ■ Write *op-*.
Second syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Write *-er-*.
Third syllable? ■ Finish writing *operating*. (Check.)
2. **semicircle** Number 2: semicircle. The student choir stood in a semicircle facing the audience. Say *semicircle*.
What is the meaning of the prefix *semi-* in *semicircle*? (Students: half) Write *semi-*.

Base word? ■ Say *circle* by syllables. ■ First syllable? ■ Careful. It begins with **c**. Question? ■ Use the second spelling under the “robot” picture. Write *cir-*.

Next syllable? ■ (Offer help.) Finish writing *semicircle*. (Check.)

3. *injustice* Number 3: *injustice*. He admired those who worked to correct *injustice*. Say *injustice*.

Prefix? ■ What does the prefix *in-* in the word *injustice* mean? (Students: the opposite of) Write *in-*.

Base word? ■ Say *justice* by syllables. ■ For spelling say *jus-tice*. ■ First syllable? ■ Write *jus-*.

Next syllable? ■ (Offer help.) Finish writing *injustice*. (Check.)

4. *transportation* Number 4: *transportation*. My bicycle is my favorite form of *transportation*. Say *transportation*.

Trans- is often a prefix meaning *across*.

WORD ROOT What is the meaning of the root *port*? (Students: carry)

If you’re not sure how to spell the last syllable, ask me. Write *transportation*. (Check.)

5. *subzero* Number 5: *subzero*. The *subzero* temperatures in the Arctic are difficult for humans, but perfect for polar bears. Say *subzero*.

Prefix? ■ What is the meaning of the prefix *sub-* in *subzero*? (Students: below) Write *sub-*.

Base word? ■ Say *zero* by syllables. ■ For spelling say *ze-ro*. ■ First syllable? ■ Write *ze-*.

Next syllable? ■ It’s spelled **r-o**. Finish writing *subzero*. (Check.)

6. *overgrown* Number 6: *overgrown*. The tree had become so *overgrown* that it took my mom all afternoon to trim the branches. Say *overgrown*.

Prefix? ■ What is the meaning of the prefix *over-* in *overgrown*? (Students: too much) Write *over-*.

Overgrown. The end is spelled **o-w-n**. Finish writing *overgrown*. (Check.)

NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.

7. *seventy-three* Number 7: *seventy-three*. He has saved *seventy-three* dollars. Say *seventy-three*.

Numbers like *forty-two*, *fifty-seven*, *eighty-one*, and *twenty-six* have a hyphen.

Write *seventy-three*. (Check.)

8. participation Number 8: participation. The class had 100 percent participation in the recycling drive. Say *participation*.

THINK Think of the related word with the clue for **t-i-o-n** or **s-i-o-n**. Write *participation*. (Check.)

9. refueling Number 9: refueling.

What is the meaning of the prefix *re-* in *refueling*? (Students: again)

I'll say the syllables of the base word for spelling: *fu-el*. Write *refueling*. (Check.)

10. intercontinental Number 10: intercontinental. An intercontinental flight is faster than taking a ship. Say *intercontinental*.

What is the meaning of the prefix *inter-* in *intercontinental*? (Students: between)

I'll say the syllables of the base word for spelling: *con-ti-nent*. Write *intercontinental*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain how *continental* is a clue for *continent*.

MEMORY STEPS Do the memory steps for *intercontinental*.

► Student Study

Have the students turn to pages 128 and 129. If they missed a word on the test in Week 23, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

Week 25 Day 5

TEKS 2.B.xviii
Student/Teacher Activity
Spelling Test
(refueled, repaid)

Weekly Test

For details about the weekly test, see page 93.

ALL STUDENTS

1. medic The medic provided the first care to the injured woman.
(application word)
2. earphones My dad often asks me to wear my earphones. (application word)
3. refueled The airplane landed in Iceland, refueled, and then continued on to Europe. (application word)
4. cooperated The teacher praised our group because we cooperated on the project. (application word)
5. medicines New medicines to fight disease are developed all the time.
(application word)
6. forearm His forearm was sunburned after his long summer drive.
7. subzero The scientists in the Antarctic braved the subzero temperatures to study the penguins.
8. immigrant As an immigrant, he had to find a job and learn a new language.
9. injustice Some lawyers fight in court against injustice.
10. photograph The old photograph was in black and white, not color.
11. semisweet We used semisweet chocolate in our cookies.
12. encode My brother bought a bike lock that allowed him to encode his own combination.
13. supermarket There is a new supermarket in our neighborhood.

AVERAGE AND ADVANCED SPELLERS CONTINUE

14. confidence He has confidence in his ability to work hard and finish the job.
15. apartment They used to live in an apartment, but now they live in a house.
16. repaid I borrowed \$10 from my brother but I repaid every penny.
17. disrespect Their father is proud of them for never showing disrespect.
18. transportation The city has a very convenient transportation system.
19. intercontinental The intercontinental flight went from San Francisco to Tokyo.
20. overgrown My mother spent the morning mowing the overgrown grass.



ADVANCED SPELLERS CONTINUE

Unusual Plurals

► New Content

Some singular nouns that end in **f** or **fe** have a plural form ending in **ves**, as in *halves*, *leaves*, *wives*, and *lives*.

The plural of some nouns is made by a change to the base word, as in *women*, *teeth*, *geese*, and *mice*.

The singular and plural are the same for some nouns, as in *sheep*, *deer*, and *salmon*.

For some words that end with consonant-**o**, we just add **s** to form the plural, for example, *pianos* and *solos*. For other words, we add **es**, as in *potatoes*, *tomatoes*, and *heroes*.

If the singular noun ends with vowel-**o**, we just add **s** to form the plural, as in *zoos* and *studios*.

► Teacher Background

Make a copy of the Week 26 homework (*Blackline Masters* page 35) for each student.

If the base word ends with consonant-**o** and the suffix is /z/, we need to consult a dictionary. In some words, we just add **s**, as in *pianos*, *solos*, and *ratios*. In others we add **es**, as in *tomatoes*, *potatoes*, and *heroes*. In yet others, **es** and **s** are both acceptable, as in *cargoes* and *cargos*.

Advise the students to consult a dictionary for irregular plurals, though various dictionaries and computer spell-checkers do not always agree about which plurals are acceptable. For example, some dictionaries list *roofs*, *deers*, *salmons*, and *echos* as acceptable plurals in addition to *rooves*, *deer*, *salmon*, and *echoes*.

In the pre-spelling activities, which begin on Day 2 of this week, the students will practice building words from the base words *origin*, *produce*, and *memory*.

Words Used This Week

NEW WORDS

*wolves, *oxen, *deer, *radios, *tomatoes, *pianos, *mice,
*leaves, knives, salmon, university, reflector, particular,
interchangeable, source

REVIEW WORDS

*encode, *subzero, *cooperating, *supermarket, *semisweet,
*refuel, overgrown, repaid, apartment, transportation

CHALLENGE WORDS

error, satellite, vacuum, schedule, preserve

APPLICATION WORDS ON THE TEST

inexpensively, forehead, supermarkets, encoded, radio

ADDITIONAL WORDS IN DAILY GUIDED SPELLING

solos, thieves, rodeos, calves', knives', universities, particularly,
reedit, leaves', reflectors, interchangeably, reindeer, February,
dissatisfied

FREQUENTLY MISSPELLED WORDS

February

Week 26 Day 1

► Introduce This Week's Words

► Have your students open their *Student Spelling Books* to page 144 and follow along as you read the words and sentences. Have them mark the syllable boundaries in the polysyllabic words as you read each one by syllables.

Several words this week are unusual plurals.

1. wolves Number 1: wolves. One wolf howled to the other wolves.
Underline **o**. ■ For some words, we make the plural by changing **f** to **v-e-s**, for example, *half* and *halves*. In the sentence, underline *wolf* and *wolves*.
2. oxen Number 2: oxen. Each ox was strong, so the pair of oxen could pull a heavy wagon.
Ox-en. ■ The second syllable has a schwa. Underline **e**. ■ In the sentence, underline *ox* and *oxen*.
MNEMONIC In a few English words, the plural ends with **e-n**, as in *oxen* and *children*.
HISTORY Long ago other English plural words ended with **e-n**, such as *housen* for *houses* and *treen* for *trees*.
3. deer Number 3: deer. The deer ran gracefully to catch up with all the other deer.
HOMOPHONE *Deer* is a homophone. It's not *dear* as in *Dear Mary*. It's the animal *deer*.
Underline **e-e**.
For some words, the plural is the same as the singular, for example, *deer* and *sheep*. In the sentence, underline the singular *deer* and the plural *deer*.
4. radios Number 4: radios. All radios were on sale for a week.
Ra-di-os. ■ Underline **i**. Underline **o**. Underline **s**.
If the singular noun ends with vowel-**o**, such as *radio* or *zoo*, we just add **s** to form the plural.

5. tomatoes Number 5: tomatoes. It was the tastiest tomato of all the tomatoes he'd ever eaten.
To-ma-toes. ■ The first syllable has a schwa. Underline the first **o**.
 ► If your students pronounce the second syllable as /mö/, have them underline **a**.
 In the last syllable, underline **o**. Underline **e-s**. ■ In the sentence, underline *tomato* and *tomatoes*.
6. pianos Number 6: pianos. The music store had many instruments for sale, including two grand pianos.
Pi-a-nos. ■ Underline **i**. Underline **o**. Underline **s**.
7. mice Number 7: mice. Field mice live outdoors and eat seeds.
 Underline **i** and **e**. Underline **c**.
 To make some plurals, we change the base word, for example, *mouse* and *mice*, *goose* and *geese*, and *tooth* and *teeth*.
8. leaves Number 8: leaves. One leaf on the twig had turned orange, while the other leaves were still green.
 Underline **e-a**. Underline **v-e-s**. In the sentence, underline *leaf* and *leaves*.
9. knives Number 9: knives. The long knife is better for slicing bread than the short knives.
 Underline **k-n**. Underline **i**. Underline **v-e-s**.
 For some words, we make the plural by changing **f-e** to **v-e-s**, for example, *life* and *lives* and *wife* and *wives*. In the sentence, underline *knife* and *knives*.
10. salmon Number 10: salmon. First we spotted one salmon, then many salmon, as they swam upstream.
Salm-on. ■ Underline the silent **l**. ■ The second syllable has a schwa. Underline **o**. In the sentence, underline the singular *salmon* and the plural *salmon*.
11. university Number 11: university. In a university, the teachers of many subjects are gathered in one place.
U-ni-ver-si-ty. ■ In the second syllable, underline **i**. ■ Underline **e-r**. ■ In the next syllable, underline **i**.
12. reflector Number 12: reflector. My jacket has a strip of reflector tape so it can be seen in the dark.
Re-flec-tor. ■ The base word is *reflect*. Underline the first **e**. ■ The suffix is **o-r**.

13. particular. Number 13: particular. My mother is very particular about the best way to clean the kitchen.
Par-tic-u-lar. ■ Underline **u**. In the last syllable, underline **a-r**.
14. interchangeable. Number 14: interchangeable. The tires of the car and the truck were not interchangeable.
In-ter-change-a-ble. ■ *Inter-* is a prefix. The suffix is **a-b-l-e**.
 Underline **a-b-l-e**.
15. source. Number 15: source. The source of the Mississippi River is Lake Itasca.
 Underline **o-u**. Underline **c-e**.

NUMBERS 16–25 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- | | |
|------------------|--------------------|
| 16. *encode | 21. *refuel |
| 17. *subzero | 22. overgrown |
| 18. *cooperating | 23. repaid |
| 19. *supermarket | 24. apartment |
| 20. *semisweet | 25. transportation |

► Guided Spelling

► Have your students turn to page 146.

1. wolves Number 1: wolves. One wolf howled to the other wolves.
 Say *wolves*.
 Write *wolves*. (Check.)
2. oxen Number 2: oxen. Each ox was strong, so the pair of oxen could pull a heavy wagon. Say *oxen*.
 Say *oxen* by syllables. ■ The second syllable has a schwa. For spelling say *ox-en*. ■ First syllable? ■ Write *ox-*.
 Second syllable?
 MNEMONIC Here is the mnemonic. In a few English words, the plural ends with **e-n**, as in *oxen* and *children*.
 Finish writing *oxen*. (Check.)

3. tomatoes Number 3: tomatoes. It was the tastiest tomato of all the tomatoes he'd ever eaten. Say *tomatoes*.
Base word? ■ Say *tomato* by syllables. ■ The first syllable has a schwa. For spelling say *to-ma-to*. ■ First syllable? ■ (Offer help.) Write *to-*.
Second syllable?
► If your students pronounce the second syllable as /mō/, offer help.
Write *-ma-*.
Last syllable? ■ It's spelled **t-o**. Finish writing *tomato*.
Tomatoes. To form the plural, add **e-s**. (Check.)

4. pianos. Number 4: pianos. The music store had many instruments for sale, including two grand pianos. Say *pianos*.
Base word? ■ Say *piano* by syllables. ■ For spelling say *pi-a-no*. ■ First syllable? ■ Careful. It's spelled **p-i**. Write *pi-*.
Second syllable? ■ Write *-a-*.
Third syllable? ■ It's spelled **n-o**. Write *-no*.
Pianos. To form the plural of *piano*, just add **s**. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. deer. Number 5: deer. The deer ran gracefully to catch up with all the other deer. Say *deer*.
HOMOPHONE *Deer* is a homophone. It's not *dear* as in *her dear granddaughter*. It's *deer* meaning the animals.
Write the plural word *deer*. (Check.)

6. radios. Number 6: radios. All radios were on sale for a week. Say *radios*.
Write *radios*. (Check.)

7. mice. Number 7: mice. Field mice live outdoors and eat seeds. Say *mice*.
Write *mice*. (Check.)

8. leaves. Number 8: leaves. One leaf on the twig had turned orange while the other leaves were still green. Say *leaves*.
Write *leaves*. (Check.)

▶ **Introduce the Homework**

Hand out the Week 26 homework.

▶ **Record Words Missed**

Return the students' spelling tests from Week 25. Have them turn to pages 138 and 139 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The first two application words, numbers 1 and 2 on the test, are not on these pages. If the students missed any of the other three application words, numbers 3, 4, and 5, have them mark the form of the word that appears in their book.

Week 26 Day 2

▶ Teacher Background

In the pre-spelling activities this week, the students will practice building words from the base words *origin*, *produce*, and *memory*.

▶ Pre-spelling: Word Building

▶ Write *origin* on the board.

Let's build words, starting with the base word *origin*. The origin is the beginning.

original Original. Someone with an original idea had that idea for the first time.

How do we change *origin* to *original*? (Students: add a-l)

▶ Add *al*.

originality Originality. A person with originality has many original ideas.

How do we change *original* to *originality*? (Students: add i-t-y)

▶ Add *ity*.

▶ Guided Spelling

▶ Have your students turn to page 147.

1. source Number 1: source. The source of the Mississippi River is Lake Itasca. Say *source*.

Careful. The beginning is **s-o-u**. The end is **c-e**. Write *source*. (Check.)

2. salmon Number 2: salmon. First we spotted one salmon, then many salmon, as they swam upstream. Say *salmon*.

The singular and the plural are the same. Say *salmon* by syllables. ■ The second syllable has a schwa. For spelling say *sal-m-on*. ■ First syllable? ■ Careful. There is a silent **l** after **a**. Write *sal-m-*.

Second syllable? ■ (Offer help.) Write *-on*. (Check.)

3. particular Number 3: particular. My mother is very particular about the best way to clean the kitchen. Say *particular*.
 Say *particular* by syllables. ■ For spelling say *par-tic-u-lar*. ■ First syllable? ■ Write *par-*.
 Second syllable? ■ Write *-tic-*.
 Third syllable? ■ It's spelled **u**. Write *-u-*.
 Last syllable? ■ It's spelled **l-a-r**. Finish writing *particular*. (Check.)
4. solos Number 4: solos. The musicians were nervous before they performed their solos. Say *solos*.
 Base word? ■ Say *solo* by syllables. ■ First syllable? ■ Write *so-*.
 Second syllable? ■ It's spelled **l-o**. Write *-lo*.
Solos. To form the plural, just add **s**. (Check.)
 The word *solos* is called a *palindrome*. It is spelled the same way forward and backward.
5. university Number 5: university. In a university, the teachers of many subjects are gathered in one place.
 WORD ROOT What is the meaning of the root *uni*? (Students: one)
 Say *university* by syllables. ■ For spelling say *u-ni-ver-si-ty*. ■ First write the root *uni-*.
 Next syllable? ■ Question? ■ Use the first spelling under the "robot" picture. Write *-ver-*.
 Next syllable? ■ Write *-si-*.
 Last syllable? ■ Finish writing *university*. (Check.)
6. thieves Number 6: thieves. The thieves ran away, but one thief was caught. Say *thieves*.
 Careful. The vowel sound is spelled **i-e**. Write *thieves*. (Check.)
- NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.
7. knives Number 7: knives. The long knife is better for slicing bread than the short knives. Say *knives*.
 Write *knives*. (Check.)
8. reflector Number 8: reflector. My jacket has a strip of reflector tape so it can be seen in the dark. Say *reflector*.
 I'll say the syllables for spelling: *re-flec-tor*. Write *reflector*. (Check.)

9. rodeos Number 9: rodeos. Clowns work both in circuses and in rodeos.
Say *rodeos*.

HISTORY A rodeo is a show. It also means *a cattle round-up*. It comes from a Spanish word that means *surround*.

Write *rodeos*. (Check.)

10. interchangeable . . . Number 10: interchangeable. The tires of the car and the truck were not interchangeable. Say *interchangeable*.

What is the meaning of the prefix *inter-*? (Students: *between*)
If parts are interchangeable, you can switch them between two places.

Write *interchangeable*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you did not drop *e* in the base word *change*.

MEMORY STEPS Do the memory steps for *interchangeable*.

Week 26 Day 3

► Pre-spelling: Word Building

► Write *produce* on the board.

Let's build words, starting with the base word *produce*.

product Product. A factory will produce one or more types of product.

How do we change *produce* to *product*? (Students: drop e and add t)

► Erase e. Add t.

productive Productive. A factory that makes products efficiently is productive.

How do we change *product* to *productive*? (Students: add i-v-e)

► Add *ive*.

productivity Productivity. An efficient factory has high productivity.

► Write on the board: + ity

How do we change *productive* to *productivity*? (Students: drop e and add i-t-y)

► Erase e. Add *ity*.

► Guided Spelling

► Have your students turn to page 148.

1. mice. Number 1: mice. While my grandfather was sleeping, we tried to be as quiet as mice. Say *mice*.

Careful. The sound /s/ is spelled **c**. Write *mice*. (Check.)

2. calves' Number 2: calves'. The calves' mothers stood beside them in the pasture. Say *calves'*.

What do we call the word *calves'* in *the calves' mothers*?

(Students: possessive noun) Is there a calf or calves?

(Students: calves) First you'll write *calves*. Careful. There is a silent **l** after **a**. Write *calves*.

The calves' mother. Now make *calves* possessive. There's already an **s**. Just add an apostrophe at the end. (Check.)

3. knives' Number 3: knives'. The knives' blades are dull and need to be sharpened. Say *knives'*.

What do we call the word *knives'* in *the knives' blades*?
(Students: possessive noun) Is there a knife or knives?
(Students: knives) First you'll write *knives*. Careful. The beginning is **k-n**. Write *knives*.

The knives' blades. Now make *knives* possessive. There's already an **s**. Just add an apostrophe at the end. (Check.)

4. tomatoes Number 4: tomatoes. Many people think tomatoes are vegetables, but actually they are fruits. Say *tomatoes*.

Base word? ■ Say *tomato* by syllables. ■ The first syllable has a schwa. For spelling say *to-ma-to*. ■ First syllable? ■ (Offer help.)
Write *to-*.

Second syllable?

► If your students pronounce the second syllable as /mō/, offer help.

Write *-ma-*.

Last syllable? ■ It's spelled **t-o**. Finish writing *tomato*.

Tomatoes. To form the plural, add **e-s**. (Check.)

5. source Number 5: source. A reporter has to get information from more than one source in order for people to believe it is accurate. Say *source*.

Careful. The beginning is **s-o-u**. The end is **c-e**. Write *source*. (Check.)

6. deer Number 6: deer. Deer are herbivores, which tend to eat grasses and seeds. Say *deer*.

HOMOPHONE *Deer* is a homophone. It's not *Dear* at the beginning of a letter. It's the animals *deer*.

The plural is the same as the singular. Question? ■ Use the second spelling under the "tree" picture. Write *deer*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. universities Number 7: universities. The state boasts several famous universities. Say *universities*.

Write *universities*. (Check.)

8. particularly Number 8: particularly. I was particularly tired after staying up late two nights in a row. Say *particularly*.

WORD ROOT What is the meaning of the root *part*? (Students: a small piece of)

I'll say the syllables for spelling: *par-tic-u-lar-ly*. Write *particularly*. (Check.)

9. reedit Number 9: reedit. I added facts to my essay, so I had to reedit it. Say *reedit*.

Prefix? ■ What is the meaning of the prefix *re-* in *reedit*? (Students: again)

Write *reedit*. (Check.)

10. wolves Number 10: wolves. Wolves travel in groups called *packs*. Say *wolves*.

Write *wolves*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain how you formed the plural of *wolf*.

MEMORY STEPS Do the memory steps for *wolves*.

Week 26 Day 4

► Pre-spelling: Word Building

► Write *memory* on the board.

Let's build words, starting with the base word *memory*.

memorial *Memorial*. How do we change *memory* to *memorial*?
(Students: change *y* to *i* and add *a-l*)

► Change *y* to *i*. Add *al*.

memorize. *Memorize*. How do we change *memorial* to *memorize*?
(Students: drop *a-l* and add *z-e*)

► Erase *al*. Add *ze*.

memorization *Memorization*. How do we change *memorize* to *memorization*?
(Students: drop *e* and add *a-t-i-o-n*)

► Erase *e*. Add *ation*.

► Guided Spelling

► Have your students turn to page 149.

1. leaves' Number 1: leaves'. The leaves' colors were simply beautiful in the autumn sunlight. Say *leaves'*.

What do we call the word *leaves'* in *the leaves' colors*? (Students: possessive noun) Is there a leaf or leaves? (Students: leaves) First you'll write *leaves*. Question? ■ Use the third spelling under the "tree" picture. Write *leaves*.

The leaves' colors. Now make *leaves* possessive. There's already an *s*. Just add an apostrophe at the end. (Check.)

2. reflectors Number 2: reflectors. It is a good idea to have reflectors on both wheels of your bike. Say *reflectors*.

Base word? ■ Say *reflect* by syllables. ■ For spelling say *re-flect*. ■ First syllable? ■ (Offer help.) Write *re-*.

Second syllable? ■ Write *-flect*.

Reflectors. First suffix? ■ Ask me, "e-r or o-r?" ■ It's *o-r*. Finish writing *reflectors*. (Check.)

3. radios Number 3: radios. They heard several radios simultaneously. Say *radios*.
 Base word? ■ Say *radio* by syllables. ■ First syllable? ■ Write *ra-*.
 Second syllable? ■ (Offer help.) Write *-di-*.
 Last syllable? ■ It's spelled **o**. Finish writing *radio*.
Radios. Everyone point to **i-o**. If the singular noun ends with vowel-**o**, we just add **s** to form the plural. Finish writing *radios*. (Check.)
4. oxen Number 4: oxen. Oxen are hardworking animals, but they tend to be stubborn. Say *oxen*.
 Say *oxen* by syllables. ■ The second syllable has a schwa. For spelling say *ox-en*. ■ First syllable? ■ Write *ox-*.
 Second syllable?
 MNEMONIC Here is the mnemonic. In a few English words, the plural ends with **e-n**, as in *oxen* and *children*.
 Finish writing *oxen*. (Check.)
5. interchangeably Number 5: interchangeably. The words “little” and “small” can usually be used interchangeably. Say *interchangeably*.
 Prefix? ■ What is the meaning of the prefix *inter-*? (Students: between) Write *inter-*.
 Say *changeably* by syllables. ■ The second syllable has a schwa. For spelling say *change-a-bly*. ■ First syllable? ■ Write *change-*.
 Next syllable? ■ (Offer help.) Before you write **a**, what do you have to decide? (Students: Do we drop e?) When the base word ends with **g-e**, we usually do not drop **e**. Write **a**.
Interchangeably. Last syllable? ■ Finish writing *interchangeably*. (Check.)
6. reindeer Number 6: reindeer. Reindeer are domestic animals in parts of the Arctic. Say *reindeer*.
 HISTORY Reindeer have antlers. The syllable *rein-* in *reindeer* comes from an old word that meant *horn*. It is different from a horse's *rein*, which comes from a Latin word meaning *hold back*.
Reindeer. The first syllable is spelled **r-e-i-n**. Write *reindeer*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. February Number 7: February. February is the shortest month of the year. Say *February*.

FREQUENTLY MISPELLED WORD *February* is a frequently misspelled word.

Write *February*. (Check.)

8. dissatisfied. Number 8: dissatisfied. The dissatisfied customer demanded to speak with the store's manager. Say *dissatisfied*.

What is the meaning of the prefix *dis-* in *dissatisfied*?

(Students: the opposite of)

I'll say the syllable for spelling: *dis-sat-is-fied*. Write *dissatisfied*. (Check.)

9. salmon Number 9: salmon. There are several species of salmon, and they differ in size, color, and habitat. Say *salmon*.

Write *salmon*. (Check.)

10. pianos. Number 10: pianos. Many school auditoriums have pianos for assemblies. Say *pianos*.

Write *pianos*. (Check.)

PARTNER STUDY Turn to your neighbor. Take turns telling each other one hard part of *pianos*.

MEMORY STEPS Do the memory steps for *pianos*.

► **Student Study**

Have the students turn to pages 138 and 139. If they missed a word on the test last week, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

Weekly Test

For details about the weekly test, see page 93.

ALL STUDENTS

1. inexpensively At that store, school supplies can be purchased inexpensively. (application word)
2. forehead Her bangs completely covered her forehead. (application word)
3. supermarkets Our town is not big, but it has three supermarkets. (application word)
4. encoded The message was encoded in numbers. (application word)
5. radio “Turn up the radio—I love this song!” my sister exclaimed. (application word)
6. leaves In the autumn, the leaves change color.
7. wolves The sound of the howling wolves frightened the campers.
8. deer The deer come out in the evening to drink at the pond.
9. pianos The moving company specialized in moving delicate objects such as pianos.
10. oxen The oxen pulled the plow as the farmer planted the spring seeds.
11. refuel The trucker drove through the night, stopping only to refuel.
12. mice The mice crept into the kitchen at night to find some crumbs.
13. tomatoes The tomatoes ripened on the vine in the warm sun.

AVERAGE AND ADVANCED SPELLERS CONTINUE

14. salmon Salmon swim upstream to the same spot every year.
15. interchangeable The team’s black jersey was interchangeable with the orange one.
16. reflector The reflector on my bike wheel is cracked, and I need a new one.
17. knives My mother was very careful to keep her knives sharp.
18. particular My father always arranges his tools in a particular order.
19. source The stream’s source was high in the mountains.
20. university My aunt is a professor at the university.

ADVANCED SPELLERS CONTINUE

21. vacuum

My mother asked me to vacuum the carpet.

22. schedule

Every morning our teacher writes the daily schedule on the board.

More Words with Suffixes

► New Content

Recognizing suffixes helps us spell many words, for example, *wealthy*, *ninetieth*, *awareness*, and *youthful*.

► Teacher Background

Make a copy of the Week 27 homework (*Blackline Masters* page 36) for each student.

Note that *paid*, *laid*, and *daily* are exceptions to the generalization for adding suffixes to base words that end in **ay**.

In the pre-spelling activities, which begin on Day 2 of this week, you will explain accent in polysyllabic words and model doubling in preparation for guided spelling in Week 28.

► Words Used This Week

NEW WORDS	*awareness, *wealthy, *youthful, *magically, *ninetieth, *fortieth, *blindness, *daily, feathery, dreamer, telescope, undated, heroes, experiment, instruments
REVIEW WORDS	*deer, *tomatoes, *pianos, *radios, *oxen, *wolves, university, salmon, particular, reflector
CHALLENGE WORDS	nutritious, remote, criminal, courteous, allergic
APPLICATION WORDS ON THE TEST	shelves, wolf, youthfully, blinding, forties
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	magician, sadden, spoonful, telescopes, floppy, loaves', occasionally, sincerity, dreamers', shelves

Week 27 Day 1

► Introduce This Week's Words

► Have your students open their *Student Spelling Books* to page 150 and follow along as you read the words and sentences. Have them mark the syllable boundaries in the polysyllabic words as you read each one by syllables.

1. awareness Number 1: awareness. Once you gain an awareness of recycling, you can recycle almost everything.
A-ware-ness. ■ The first syllable has a schwa. Underline the first **a**. ■ *-Ness* is a suffix.
2. wealthy Number 2: wealthy. The wealthy couple generously gave money to the local food bank.
Wealth-y. ■ Underline **e-a**. The letter **y** is a suffix.
3. youthful Number 3: youthful. The old man had a youthful appearance.
Youth-ful. ■ Underline **o-u**. *-Ful* is a suffix.
4. magically Number 4: magically. The rabbit seemed to appear magically.
Mag-i-cal-ly. ■ The base word is *magic*. The first suffix is **a-l**. Underline **c-a-l**. The last suffix is **l-y**.
5. ninetieth Number 5: ninetieth. After what seemed like the ninetieth attempt, my dad was finally able to fix the broken engine.
Nine-ti-eth. ■ The base word is the number *ninety*. The **y** was changed to **i** before the suffix **e-t-h**.
6. fortieth Number 6: fortieth. My father gave my mother a surprise party on her fortieth birthday.
For-ti-eth. ■ The base word is the number *forty*. The **y** was changed to **i** before the suffix **e-t-h**.
7. blindness Number 7: blindness. There are more ways to prevent and cure blindness than there were 100 years ago.
Blind-ness. ■ Underline **i**. *-Ness* is a suffix.

MNEMONIC Here is a mnemonic: the end of *blind* sounds the same and is spelled the same as the end of *find*, *mind*, and *kind*.

8. daily Number 8: daily. We do daily brain teaser exercises during math class.
Dai-ly. ■ Underline **a-i**.
9. feathery Number 9: feathery. The horse's mane was so long and sleek, it looked almost feathery in the wind.
Feath-er-y. ■ In the base word, underline **e-a**. Underline **e-r**. ■ -*Y* is a suffix.
10. dreamer Number 10: dreamer. He was called a dreamer but grew up to be an inventor.
Dream-er. ■ Underline **e-a**. -*Er* is a suffix. Underline **e-r**.
11. telescope Number 11: telescope. At the science museum, a giant telescope was set up for people to see the night sky.
Tel-e-scope.
WORD ROOT *Telescope* has the root *tele*, meaning *far away*.
WORD ROOT *Telescope* has the root *scope*, meaning *to watch*.
12. undated. Number 12: undated. I couldn't figure out how old the letter was because it was undated.
Un-dat-ed. ■ *Un-* is a prefix. The base word is *date*. Underline **a** and **e**.
13. heroes Number 13: heroes. He was the hero of heroes.
He-roes. ■ In the last syllable, underline **o**. Underline **e-s**. ■ In the sentence, underline *hero* and *heroes*.
14. experiment Number 14: experiment. The artist liked to experiment with many colors.
Ex-per-i-ment. ■ Underline **e-r**. ■ The last syllable has a schwa. In the last syllable, underline **e**.
15. instruments Number 15: instruments. The pilot checked all the plane's instruments before taking off.
In-stru-ments. ■ The second and third syllables have schwas. Underline **u**. Underline **e**.

NUMBERS 16–25 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- | | |
|---------------|----------------|
| 16. *deer | 21. *wolves |
| 17. *tomatoes | 22. university |
| 18. *pianos | 23. salmon |
| 19. *radios | 24. particular |
| 20. *oxen | 25. reflector |

► Guided Spelling

► Have your students turn to page 152.

1. **wealthy**. Number 1: **wealthy**. The wealthy couple generously gave money to the local food bank. Say *wealthy*.
Base word? ■ Careful. The vowel sound is spelled **e-a**. Write *wealth*.
Wealthy. Suffix? ■ Finish writing *wealthy*. (Check.)
2. **magically**. Number 2: **magically**. The rabbit seemed to appear magically. Say *magically*.
Base word? ■ Say *magic* by syllables. ■ For spelling say *mag-ic*. ■
First syllable? ■ Write *mag-*.
Second syllable? ■ Write *-ic*.
Magically. First suffix? ■ Add *-al*.
Second suffix? ■ Finish writing *magically*. (Check.)
3. **ninetieth**. Number 3: **ninetieth**. After what seemed like the ninetieth attempt, my dad was finally able to fix the broken engine. Say *ninetieth*.
The base word is *ninety*. Say *ninety* by syllables. ■ The first syllable is spelled the same as the number *nine*. Write *ninety*.
Ninetieth. The suffix is *-eth*. What do you have to decide? (Students: Do we change **y** to **i**?) Does *ninety* end with a consonant and then **y**? (Students: yes) Does the suffix begin with a letter that is not **i**? (Students: yes) Will you change **y** to **i**? (Students: yes) Finish writing *ninetieth*. (Check.)
4. **daily**. Number 4: **daily**. We do daily brain teaser exercises during math class. Say *daily*.
Say *daily* by syllables. ■ First syllable? ■ Careful. It's spelled **d-a-i**. Write *dai-*.
Second syllable? ■ Finish writing *daily*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. awareness Number 5: awareness. Once you gain an awareness of recycling, you can recycle almost everything. Say *awareness*.
I'll say the syllables for spelling: *a-ware-ness*. Write *awareness*.
(Check.)
6. youthful Number 6: youthful. The old man had a youthful appearance. Say *youthful*.
Write *youthful*. (Check.)
7. fortieth Number 7: fortieth. My father gave my mother a surprise party on her fortieth birthday. Say *fortieth*.
Write *fortieth*. (Check.)
8. blindness Number 8: blindness. There are more ways to prevent and cure blindness than there were 100 years ago. Say *blindness*.
Write *blindness*. (Check.)

► Introduce the Homework

Hand out the Week 27 homework.

► Record Words Missed

Return the students' spelling tests from Week 26. Have them turn to pages 144 and 145 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The first two application words, numbers 1 and 2 on the test, are not on these pages. If the students missed any of the other three application words, numbers 3, 4, and 5, have them mark the form of the word that appears in their book.

Week 27 Day 2

► Teacher Background

In the pre-spelling activities this week, you will explain accent in polysyllabic words and model doubling in preparation for guided spelling in Week 28. The generalization for doubling polysyllabic words includes identifying the syllable that is accented, or stressed, in the base word. The concept of accent is difficult for some students. The pre-spelling activity in this lesson focuses on accent.

► Pre-spelling: Doubling with Polysyllabic Words

► Write on the board: produce desert

Next week in guided spelling, you will be doubling the final consonant before a suffix in some polysyllabic words. You'll need to know which syllable is accented.

produce ► Point to *produce*.

This word can be produce, as in *The factory will produce cars*. The accent is on the second syllable, *-duce*. This word can also be produce, meaning *fruits and vegetables*. The accent is on the first syllable, *prod-*.

desert ► Point to *desert*.

This word can be desert, a hot, dry, sandy place. The accent is on the first syllable, *des-*. This word can also be desert, meaning *leave someone or something*. The accent is on the second syllable, *-sert*.

► Guided Spelling

► Have your students turn to page 153.

I. dreamer Number I: dreamer. He was called a dreamer but grew up to be an inventor. Say *dreamer*.

Base word? ■ Question? ■ Use the third spelling under the “tree” picture. Write *dream*.

Dreamer. Suffix? ■ Ask me, “e-r or o-r?” ■ It’s e-r. Finish writing *dreamer*. (Check.)

2. experiment Number 2: experiment. The artist liked to experiment with many colors. Say *experiment*.
- Say *experiment* by syllables. ■ The last syllable has a schwa. For spelling say *ex-per-i-ment*. ■ First syllable? ■ Write *ex-*.
- Second syllable? ■ Careful. It's spelled **p-e-r**. Write *-per-*.
- Third syllable? ■ Write *-i-*.
- Last syllable? ■ (Offer help.) Finish writing *experiment*. (Check.)
3. magician Number 3: magician. A magician often has a black top hat and a wand for doing tricks. Say *magician*.
- Base word? ■ Say *magic* by syllables. ■ For spelling say *mag-ic*. ■ First syllable? ■ Write *mag-*.
- Second syllable? ■ Write *-ic*.
- Magician*. Add **i**. ■ Add the suffix **a-n**. (Check.)
4. feathery Number 4: feathery. The horse's mane was so long and sleek, it looked almost feathery in the wind. Say *feathery*.
- Base word? ■ Say *feather* by syllables. ■ For spelling say *feath-er*. ■ First syllable? ■ Careful. The vowel sound is spelled **e-a**. Write *feath-*.
- Second syllable? ■ Question? ■ Use the first spelling under the "robot" picture. Finish writing *feather*.
- Feathery*. Suffix? ■ Finish writing *feathery*. (Check.)
5. sadden Number 5: sadden. A book with an unhappy ending will sadden her. It will make her sad. Say *sadden*.
- HISTORY** Long ago when people said they were sad, they meant they were full and had had enough and were satisfied. Later *sad* came to mean *unhappy*.
- Sadden*. Base word? ■ Write *sad*.
- Sadden*. Suffix? ■ What do you have to decide? (Students: Do we double?) Does *sad* have one vowel? (Students: yes) Does *sad* have one consonant after the vowel? (Students: yes) Does the suffix begin with a vowel? (Students: yes) Will you double the last consonant of *sad*? (Students: yes) Finish writing *sadden*. (Check.)
6. heroes Number 6: heroes. We admired the heroes for their bravery and quick thinking. Say *heroes*.
- Base word? ■ Say *hero* by syllables. ■ For spelling say *he-ro*. ■ First syllable? ■ Write *he-*.
- Second syllable? ■ It's spelled **r-o**. Finish writing *hero*.
- Heroes*. To form the plural of *hero*, add **e-s**. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. spoonful Number 7: spoonful. She followed the spoonful of bitter medicine with a big drink of water. Say *spoonful*.

HISTORY *Spoon* came from an old word that meant *a chip of wood*. People used rounded chips of wood as spoons.

Write *spoonful*. (Check.)

8. instruments Number 8: instruments. The pilot checked all the plane's instruments before taking off. Say *instruments*.

I'll say the syllables for spelling: *in-stru-ments*. Write *instruments*. (Check.)

9. undated Number 9: undated. I couldn't figure out how old the letter was because it was undated. Say *undated*.

Write *undated*. (Check.)

10. telescope Number 10: telescope. At the science museum, a giant telescope was set up for people to see the night sky. Say *telescope*.

WORD ROOT What is the meaning of the root *tele*?
(Students: far away)

WORD ROOT What is the meaning of the root *scope*?
(Students: watch)

Write *telescope*. (Check.)

PARTNER STUDY Turn to your neighbor. Take turns telling each other a word that comes from one of the roots in *telescope*.

MEMORY STEPS Do the memory steps for *telescope*.

► **Pre-spelling: Doubling with Polysyllabic Words**

When we add suffixes to some polysyllabic words, we have to double the last consonant. It's like doubling in single-syllable words, but in polysyllabic words we have to think about accent, too.

admitted I will spell *admitted*. *She admitted that she forgot her lunch.*

Base word?

- Write on the board: admit + ed
- Point to **it**.

Admit ends with one vowel and then one consonant. Here is the new question that we ask about polysyllabic words: is the accent on the last syllable? In *admit* the accent is on the last syllable. The suffix **e-d** begins with a vowel. I will double **t**. *Admitted*.

- Finish writing *admitted*.

forbidding. Forbidding. Their parents were forbidding them to watch television that evening.

Base word?

- Write on the board: forbid + ing
- Point to **id**.

Forbid ends with one vowel and then one consonant. Here is the new question: is the accent on the last syllable? In *forbid* the accent is on the last syllable. The suffix **-ing** begins with a vowel. I will double **d**. *Forbidding*.

- Finish writing *forbidding*.

► **Guided Spelling**

- Have your students turn to page 154.

I. feathery Number I: feathery. She wore a large feathery hat. Say *feathery*.

Base word? ■ Say *feather* by syllables. ■ For spelling say *feath-er*. ■

First syllable? ■ Careful. The vowel sound is spelled **e-a**.

Write *feath-*.

Second syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Finish writing *feather*.

Feathery. Suffix? ■ Finish writing *feathery*. (Check.)

2. youthful Number 2: youthful. The children ran and played with youthful energy. Say *youthful*.
 Base word? ■ Careful. The vowel sound is spelled **o-u**.
 Write *youth*.
Youthful. Suffix? ■ Finish writing *youthful*. (Check.)
3. instruments. Number 3: instruments. The surgeon's instruments were sterilized and neatly organized before the operation. Say *instruments*.
 Base word? ■ Say *instrument* by syllables. ■ The second and third syllables have schwas. For spelling say *in-stru-ment*. ■ First syllable? ■ Write *in-*.
 Second syllable? ■ (Offer help.) Write *-stru-*.
 Third syllable? ■ (Offer help.) Finish writing *instruments*. (Check.)
4. blindness. Number 4: blindness. Although people say that bats are blind, their blindness is a myth. Say *blindness*.
 Base word?
 MNEMONIC Here is the mnemonic: the end of *blind* sounds the same and is spelled the same as the end of *find*, *mind*, and *kind*.
 Write *blind*.
Blindness. Suffix? ■ Add *-ness*. (Check.)
5. awareness. Number 5: awareness. As he grew older, his awareness of current events developed. Say *awareness*.
 Base word? ■ Say *aware* by syllables. ■ The first syllable has a schwa. For spelling say *a-ware*. ■ First syllable? ■ (Offer help.)
 Write *a-*.
 Second syllable? ■ Finish writing *aware*.
Awareness. Suffix? ■ Add *-ness*. (Check.)
6. telescopes. Number 6: telescopes. On the evening of Open House, the science teacher set up telescopes on the playground so families could look at the moon. Say *telescopes*.
 WORD ROOT What is the meaning of the root *tele*?
 (Students: far away)
 WORD ROOT What is the meaning of the root *scope*?
 (Students: watch)
 The base word *telescope* consists of two roots. Write *telescopes*.
 (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. floppy Number 7: floppy. The brown dog had floppy ears. Say *floppy*.
Write *floppy*. (Check.)

8. heroes Number 8: heroes. The heroes received awards from the mayor
and rode with her in the parade. Say *heroes*.
Write *heroes*. (Check.)

9. loaves' Number 9: loaves'. The loaves' crusts were thick and still warm
from the oven. Say *loaves'*.
Write *loaves'* as in *the loaves' crusts*. (Check.)

10. ninetieth Number 10: ninetieth. Both of my grandparents lived past their
ninetieth birthdays. Say *ninetieth*.
Write *ninetieth*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you
changed **y** to **i**.

MEMORY STEPS Do the memory steps for *ninetieth*.

► **Pre-spelling: Doubling with Polysyllabic Words**

When we add suffixes to some polysyllabic words, we have to double the last consonant. It's like doubling in single-syllable words, but in polysyllabic words we have to think about accent, too.

transmitted. I will spell *transmitted*. Several satellites transmitted the information simultaneously.

Base word?

► Write on the board: transmit + ed

► Point to **it**.

Transmit ends with one vowel and then one consonant. Here is the new question that we ask about polysyllabic words: is the accent on the last syllable? In *transmit* the accent is on the last syllable. The suffix **e-d** begins with a vowel. I will double **t**. *Transmitted*.

► Finish writing *transmitted*.

beginner. Beginner. He was a beginner at chess.

Base word?

► Write on the board: begin + er

► Point to **in**.

Begin ends with one vowel and then one consonant. Here is the new question: is the accent on the last syllable? In *begin* the accent is on the last syllable. The suffix **e-r** begins with a vowel. I will double **n**. *Beginner*.

► Finish writing *beginner*.

► **Guided Spelling**

► Have your students turn to page 155.

I. daily. Number I: daily. Our pediatrician recommends that children drink three glasses of milk daily. Say *daily*.

Say *daily* by syllables. ■ First syllable? ■ Careful. It's spelled **d-a-i**. Write *dai*.

Second syllable? ■ Finish writing *daily*. (Check.)

2. occasionally Number 2: occasionally. Deer came into their yard occasionally. Say *occasionally*.
 Base word? (Students: occasion) Say *occasion* by syllables. ■
 The first syllable has a schwa. For spelling say *oc-ca-sion*. ■
 First syllable? ■ (Offer help.) Write *oc-*.
 Second syllable? ■ Write *-ca-*.
 Third syllable?
 THINK Let's think. The syllable /zhən/ is usually spelled **s-i-o-n**.
 Finish writing *occasion*.
Occasionally. First suffix? ■ Add *-al*.
 Second suffix? ■ Finish writing *occasionally*. (Check.)
3. wealthy. Number 3: wealthy. Wealthy countries often provide financial aid to less wealthy countries. Say *wealthy*.
 Base word? ■ Careful. The vowel sound is spelled **e-a**. Write *wealth*.
Wealthy. Suffix? ■ Finish writing *wealthy*. (Check.)
4. undated Number 4: undated. The old manuscript was undated, making it impossible to prove when the author had written it. Say *undated*.
 Prefix? ■ What is the meaning of the prefix *un-* in *undated*? ■
 Write *un-*.
 Base word? ■ Question? ■ Use the first spelling under the “cake” picture. Finish writing *undated*. (Check.)
5. fortieth. Number 5: fortieth. My uncle just celebrated his fortieth birthday. Say *fortieth*.
 The base word is *forty*. Say *forty* by syllables. ■ The first syllable is spelled **f-o-r**. Write *forty*.
Fortieth. The suffix is *-eth*. What do you have to decide?
 (Students: Do we change *y* to *i*?) Does *forty* end with a consonant and then **y**? (Students: yes) Does the suffix begin with a letter that is not **i**? (Students: yes) Will you change **y** to **i**? (Students: yes) Finish writing *fortieth*. (Check.)
6. sincerity Number 6: sincerity. She apologized with sincerity. Say *sincerity*.
 The base word is *sincere*. Say *sincere* by syllables. ■ First syllable? ■
 Write *sin-*.
 Second syllable? ■ Careful. It begins with **c**. Write *-cere*.
Sincerity. The suffix is spelled **i-t-y**. What do you have to decide? (Students: Do we drop *e*?) Does *sincere* end with a consonant and then **e**? (Students: yes) Does the suffix begin with a vowel? (Students: yes) Will you drop the final **e** from *sincere*? (Students: yes) Finish writing *sincerity*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. dreamers' Number 7: dreamers'. The dreamers' stories about their dreams were astonishing. Say *dreamers'*.

Write *dreamers'* as in *the dreamers' stories*. (Check.)

8. magically. Number 8: magically. The rainbow seemed to appear magically. Say *magically*.

Write *magically*. (Check.)

9. shelves Number 9: shelves. Dusting the shelves is not my favorite chore. Say *shelves*.

Write *shelves*. (Check.)

10. experiment Number 10: experiment. The class conducted an experiment on plants' reactions to light. Say *experiment*.

I'll say the syllables for spelling: *ex-per-i-ment*. Write *experiment*. (Check.)

PARTNER STUDY Turn to your neighbor. Take turns telling each other one hard part in *experiment*.

MEMORY STEPS Do the memory steps for *experiment*.

► **Student Study**

Have the students turn to pages 144 and 145. If they missed a word on the test last week, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

Week 27 Day 5

TEKS 2.B.xvi

Student/Teacher Activity

Spelling Test

(awareness, telescope, undated)

Weekly Test

For details about the weekly test, see page 93.

ALL STUDENTS

1. shelves I keep my books on the shelves in the bedroom. (application word)
2. wolf The team's mascot was the wolf. (application word)
3. youthfully The man walked youthfully even though he was old. (application word)
4. blinding The light of the flash was blinding for a moment. (application word)
5. forties She was a healthy woman in her forties. (application word)
6. wealthy After he became wealthy, he traveled around the world.
7. wolves The wolves howled at the moon.
8. tomatoes Tomatoes are an important ingredient in pasta sauce.
9. magically The magician's handkerchief seemed to disappear magically.
10. radios On the boardwalk, many radios blared as groups of people danced.
11. daily They record a pair of homophones daily.
12. awareness She had no awareness that the sun was setting until the room grew dark.
13. ninetieth They celebrated their grandfather's ninetieth birthday.

AVERAGE AND ADVANCED SPELLERS CONTINUE

14. dreamer Many an inventor has been called a dreamer at first.
15. instruments The children carried their instruments into the band room.
16. telescope We used my father's telescope to look at the full moon.
17. experiment The scientists conducted each experiment several times.
18. feathery Her freshly brushed hair had a feathery appearance.
19. heroes In Greek mythology, some heroes challenged the gods.
20. undated Don't leave any journal entries undated.

ADVANCED SPELLERS CONTINUE

21. courteous The clerk in the store was courteous and helpful.
22. allergic Most people are allergic to poison ivy and poison oak.

Doubling with Polysyllabic Words

► New Content

If the base word is polysyllabic *and* if the last syllable has one vowel and ends with one consonant *and* if the accent is on the last syllable, then we double the last consonant before we add a suffix that begins with a vowel, as in *permitting*, *preferred*, and *flattened*.

► Teacher Background

Make a copy of the Week 28 homework (*Blackline Masters* page 37) for each student.

The generalization for doubling polysyllabic words includes identifying the syllable that is accented, or stressed, in the base word. The concept of accent is difficult for some students. You will support them by telling them which syllable in the base word is accented.

Guided spelling this week includes the “no change” generalization that also involves polysyllabic words: if the base word is polysyllabic *and* if the last syllable has one vowel and ends with one consonant *and* if the polysyllabic base word does *not* have the accent on the last syllable, we do not double the last consonant, for example, as in *considering*, *gardener*, and *offered*. Exceptions are *programmed* and *kidnapped*.

To help the students understand this week’s generalization for doubling the last consonant, you will have them write first the base word, then the suffix, and then the whole word for three items each day this week. These items in the *Student Spelling Book* look like this:

_____ + _____ = _____

In the pre-spelling activities, which begin on Day 2 this week, the students will practice adding suffixes to base words.

► Words Used This Week

NEW WORDS	*permitting, *preferred, *upsetting, *gardener, *reconsidering, *offered, *declared, *station, castle, paragraph, overcoat, echoes, practically, examine, pour
REVIEW WORDS	*youthful, *magically, *blindness, *wealthy, *daily, *fortieth, feathery, heroes, experiment, undated
CHALLENGE WORDS	threatened, forbidden, bothering, interrupted, delivered
APPLICATION WORDS ON THE TEST	telescopic, magician, stations, declaring, offering
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	flattened, preferring, quarreling, permitted, poured, endangered, graphics, castles, examining, southeast, committed, paragraphs, readiness

Week 28 Day 1

► Introduce This Week's Words

► Have your students open their *Student Spelling Books* to page 158 and follow along as you read the words and sentences. Have them mark the syllable boundaries in the polysyllabic words as you read each one by syllables.

1. permitting Number 1: permitting. Weather permitting, the wedding will be held outdoors.

Per-mit-ting. ■ Underline **e-r.** ■ The base word is *permit*. It is polysyllabic, ends with **i-t**, and the accent is on the last syllable, so **t** was doubled.

2. preferred Number 2: preferred. The cat preferred to sit by the fire.

Pre-ferred. ■ In the first syllable, underline **e.** ■ In the second syllable, underline **e-r.** ■ The base word is *prefer*. It is polysyllabic, ends with **e-r**, and the accent is on the last syllable, so **r** was doubled.

3. upsetting. Number 3: upsetting. The thunderstorm was upsetting to the younger children.

Up-set-ting. ■ The base word is *upset*. It is polysyllabic, ends with **e-t**, and the accent is on the last syllable, so **t** was doubled.

4. gardener. Number 4: gardener. The gardener knew the Latin name of every plant in the garden.

Gar-den-er. ■ The base word is *garden*. It is polysyllabic and ends with **e-n**, but the accent is *not* on the last syllable, so **n** was not doubled.

5. reconsidering. Number 5: reconsidering. My mom didn't think she wanted a new job, but now she's reconsidering.

Re-con-sid-er-ing. ■ *Re-* is a prefix. The base word is *consider*. The first syllable has a schwa. Underline **o.** Underline **e-r.** *Reconsider* is polysyllabic and ends with **e-r**, but the accent is *not* on the last syllable, so **r** was not doubled.

6. offered Number 6: offered. When my friend fell, I offered her a hand up.
Of-fered. ■ The base word is *offer*. Underline **e-r**. *Offer* is polysyllabic and ends with **e-r**, but the accent is *not* on the last syllable, so **r** was not doubled.
7. declared Number 7: declared. Great Britain declared war on the American colonies when they sought independence.
De-clared. ■ In the first syllable, underline **e**.
8. station Number 8: station. At the train station, we bought our tickets and walked to the platform.
Sta-tion. ■ Underline **t-i-o-n**.
9. castle Number 9: castle. A medieval castle usually had a moat to keep out intruders.
Cas-tle. ■ The **t** is silent. Underline **t-l-e**.
10. paragraph Number 10: paragraph. For homework we had to write the introductory paragraph.
Par-a-graph. ■ Underline **a-r**. ■ The second syllable has a schwa. In the second syllable, underline **a**.
 WORD ROOT *Paragraph* has the root *graph*, meaning *to write*.
11. overcoat Number 11: overcoat. He wore a sweater and an overcoat.
O-ver-coat. ■ *Over-* is a prefix. In the base word, underline **o-a**. The prefix *over-* sometimes means *worn on the outside*. An overcoat is put on over other clothes.
12. echoes Number 12: echoes. They heard many echoes in the cave, but the echo was the loudest when they all shouted together.
Ech-oes. ■ Underline **c-h**. In the last syllable, underline **o**. Underline **e-s**. ■ In the sentence, underline *echo* and *echoes*.
 In some words, the sound /k/ is spelled **c-h**, as in *echoes*, *character*, *stomach*, and *ache*.
13. practically Number 13: practically. My younger brother played with his friend around the corner practically every day.
Prac-ti-cal-ly. ■ Underline **i**. Underline **c-a-l**. The suffix is **l-y**.
14. examine Number 14: examine. We will examine the cells under a microscope.
Ex-am-ine. ■ Underline **i** and **e**.

15. pour Number 15: pour. Would you please pour me some orange juice?
HOMOPHONE *Pour* is a homophone. It's not *poor*, the opposite of *rich*. It's *pour* as in *pour me some juice*.
Underline **o-u**.

NUMBERS 16–25 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- | | |
|----------------|----------------|
| 16. *youthful | 21. *fortieth |
| 17. *magically | 22. feathery |
| 18. *blindness | 23. heroes |
| 19. *wealthy | 24. experiment |
| 20. *daily | 25. undated |

► **Guided Spelling**

► Have your students turn to page 158.

1. preferred Number 1: preferred. The cat preferred to sit by the fire.
Say *preferred*.

Base word? ■ It's spelled **p-r-e...f-e-r**. Write *prefer* in the first space at number 1.

Preferred. Suffix? ■ Write **e-d** in the second space.

Preferred. What do you have to decide? (Students: Do we double?) *Prefer* ends with one vowel and then one consonant: **e-r**. The accent is on the last syllable: *prefer*. Draw a circle around **f-e-r**. The suffix **e-d** begins with a vowel. Will you double the last consonant of *prefer*? (Students: yes) Write *preferred* in the third space. (Check.)

2. permitting. Number 2: permitting. Weather permitting, the wedding will be held outdoors. Say *permitting*.

Base word? ■ It's spelled **p-e-r...m-i-t**. Write *permit* in the first space at number 2.

Permitting. Suffix? ■ Write **-ing** in the second space.

Permitting. What do you have to decide? (Students: Do we double?) *Permit* ends with one vowel and then one consonant: **i-t**. The accent is on the last syllable: *permit*. Draw a circle around **m-i-t**. The suffix **-ing** begins with a vowel. Will you double the last consonant of *permit*? (Students: yes) Write *permitting* in the third space. (Check.)

3. gardener Number 3: gardener. The gardener knew the Latin name of every plant in the garden. Say *gardener*.

Base word? ■ It's spelled **g-a-r...d-e-n**. Write *garden*.

Gardener. What do you have to decide? (Students: Do we double?) *Garden* ends with one vowel and then one consonant: **e-n**. The accent is on the first syllable, not the last syllable: *garden*. Will you double the last consonant of *gardener*? (Students: no)

Suffix? ■ Ask me, “**e-r** or **o-r**?” ■ It's **e-r**. Finish writing *gardener*. (Check.)

4. declared Number 4: declared. Great Britain declared war on the American colonies when they sought independence. Say *declared*.

Base word? ■ Say *declare* by syllables. ■ For spelling say *de-clare*. ■ First syllable? ■ (Offer help.) Write *de-*.

Second syllable? ■ Finish writing *declared*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer on the board.

5. upsetting Number 5: upsetting. The thunderstorm was upsetting to the younger children. Say *upsetting*.

Write the base word, then the suffix, and then the whole word *upsetting*. (Check.)

6. offered Number 6: offered. When my friend fell, I offered her a hand up. Say *offered*.

Write *offered*. (Check.)

7. station Number 7: station. At the train station, we bought our tickets and walked to the platform. Say *station*.

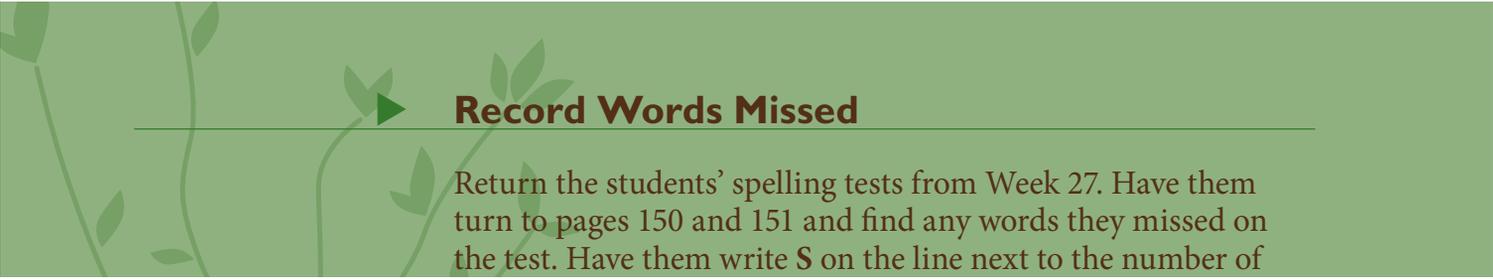
Write *station*. (Check.)

8. reconsidering Number 8: reconsidering. My mom didn't think she wanted a new job, but now she's reconsidering. Say *reconsidering*.

Write *reconsidering*. (Check.)

Introduce the Homework

Hand out the Week 28 homework.



Record Words Missed

Return the students' spelling tests from Week 27. Have them turn to pages 150 and 151 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The first two application words, numbers 1 and 2 on the test, are not on these pages. If the students missed any of the other three application words, numbers 3, 4, and 5, have them mark the form of the word that appears in their book.

Week 28 Day 2

▶ Teacher Background

In the pre-spelling activities this week, the students will practice adding suffixes to base words.

▶ Pre-spelling: Base Words and Suffixes

Help me add suffixes to base words.

▶ Write on the board: space + ous

spacious Spacious. A spacious school has a lot of space. It has large rooms and playgrounds.

English has several words in which the sound /sh/ is spelled **c-i**. You have already spelled *especially*, *musician*, and *magician*. To spell *spacious*, we drop **e** and add **i-o-u-s**.

▶ Write *spacious* on the board.

inferring Inferring. From the facts stated in the first paragraph, we were inferring the setting of the story.

Base word?

▶ Write *infer* on the board. Point to **er**.

Infer is a polysyllabic word. It ends with one vowel and then one consonant. In *infer* the accent is on the last syllable. In *inferring* the suffix begins with a vowel. Will we double **r**? (Students: yes) *Inferring*.

▶ Finish writing *inferring*.

▶ Guided Spelling

▶ Have your students turn to page 159.

l. flattened Number l: flattened. My father flattened the cardboard boxes before putting them in the recycling bin. Say *flattened*.

Base word? ■ Write *flat* in the first space at number l.

Flatten. First suffix? ■ Decide whether to double **t**. Finish writing *flatten* in the first space.

Flattened. Second suffix? ■ Write **e-d** in the second space.

Flattened. What do you have to decide? (Students: Do we double?) *Flatten* ends with one vowel and then one consonant: **e-n**. The accent is on the first syllable, not on the last syllable: *flatten*. Will you double the last consonant of *flatten*? (Students: no) Write *flattened* in the third space. (Check.)

2. preferring Number 2: preferring. "People preferring to go to the 8:00 show should stand in this line," said the theater manager. Say *preferring*. Base word? ■ It's spelled **p-r-e...f-e-r**. Write *prefer* in the first space at number 2.

Preferring. Suffix? ■ Write *-ing* in the second space.

Preferring. What do you have to decide? (Students: Do we double?) *Prefer* ends with one vowel and then one consonant: **e-r**. The accent is on the last syllable: *prefer*. Draw a circle around **f-e-r**. The suffix *-ing* begins with a vowel. Will you double the last consonant of *prefer*? (Students: yes) Write *preferring* in the third space. (Check.)

3. echoes Number 3: echoes. They heard many echoes in the cave, but the echo was the loudest when they all shouted together. Say *echoes*.

Base word? ■ Say *echo* by syllables. ■ For spelling say *ech-o*. ■ First syllable? ■ Careful. The sound /k/ in this syllable is spelled **c-h**. Write *ech-*.

Second syllable? ■ It's spelled **o**. Finish writing *echo*.

Echoes. To form the plural of *echo*, add **e-s**. (Check.)

Dictionaries do not all agree about the plural of *echo*. Some say that only **e-s** is correct. Others say that **e-s** is preferred, but **s** is also acceptable.

4. castle Number 4: castle. A medieval castle usually had a moat to keep out intruders. Say *castle*.

Say *castle* by syllables. ■ For spelling say *cas-tle*. ■ First syllable? ■ Write *cas-*.

Second syllable? ■ Careful. It begins with silent **t**. The syllable is spelled **t-l-e**. Finish writing *castle*. (Check.)

5. examine Number 5: examine. We will examine the cells under a microscope. Say *examine*.

Say *examine* by syllables. ■ For spelling say *ex-am-ine*. ■ First syllable? ■ Write *ex-*.

Second syllable? ■ Write *-am-*.

Third syllable? ■ (Offer help.) Finish writing *examine*. (Check.)

6. paragraph Number 6: paragraph. For homework we had to write the introductory paragraph. Say *paragraph*.

WORD ROOT What is the meaning of the root *graph*?
(Students: write)

Say *paragraph* by syllables. ■ The second syllable has a schwa. For spelling say *par-a-graph*. ■ First syllable? ■ It's spelled **p-a-r**. Write *par-*.

Second syllable? ■ (Offer help.) Write *-a-*.

Third syllable? ■ Write the root *-graph*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. quarreling Number 7: quarreling. My mom was disappointed that my sister and I were quarreling. Say *quarreling*.

I'll say the syllables of the base word for spelling: *quar-rel*. Write the base word, then the suffix, and then the whole word *quarreling*. (Check.)

8. practically Number 8: practically. My younger brother played with his friend around the corner practically every day. Say *practically*.

I'll say the syllables for spelling: *prac-ti-cal-ly*. Write *practically*. (Check.)

9. overcoat Number 9: overcoat. "Put on your overcoat because it's chilly outside," my dad said. Say *overcoat*.

Write *overcoat*. (Check.)

10. pour Number 10: pour. Would you please pour me some orange juice? Say *pour*.

HOMOPHONE *Pour* is a homophone. It's not *poor*, the opposite of *rich*. It's *pour* as in *pour me some juice*.

Write *pour*. (Check.)

PARTNER STUDY Turn to your neighbor. You may know the three homophones *pour*, *poor*, and *pore*. Take turns spelling one of the homophones and using it in a sentence.

MEMORY STEPS Do the memory steps for *pour*.

Week 28 Day 3

► Pre-spelling: Base Words and Suffixes

Help me add suffixes to base words.

registered. Registered. After they became citizens, they registered to vote.

Base word?

► Write *register* on the board. Point to **er**.

Register is a polysyllabic word. It ends with one vowel and then one consonant. In register the accent is *not* on the last syllable. In *registered* the suffix begins with a vowel. Will we double **r**? (Students: no) We just add **e-d**. *Registered*.

► Add *ed*.

artificial Artificial. They made artificial flowers from paper.

► Write *artifi* on the board.

In *artificial* the sound /sh/ is spelled **c-i**.

► Add *cial*.

► Guided Spelling

► Have your students turn to page 160.

1. upsetting. Number 1: upsetting. It was upsetting to him that the snow melted before he'd been sledding. Say *upsetting*.

Base word? ■ Write *upset* in the first space at number 1.

Upsetting. Suffix? ■ Write *-ing* in the second space.

Upsetting. What do you have to decide? (Students: Do we double?) *Upset* ends with one vowel and then one consonant: **e-t**. The accent is on the last syllable: upset. Draw a circle around **s-e-t**. The suffix *-ing* begins with a vowel. Will you double the last consonant of *upset*? (Students: yes) Write *upsetting* in the third space. (Check.)

2. permitted Number 2: permitted. They were permitted to talk quietly after finishing their work. Say *permitted*.

Base word? ■ It's spelled **p-e-r...m-i-t**. Write *permit* in the first space at number 2.

Permitted. Suffix? ■ Write **e-d** in the second space.

Permitted. What do you have to decide? (Students: Do we double?) *Permit* ends with one vowel and then one consonant: **i-t**. The accent is on the last syllable: *permit*. Draw a circle around **m-i-t**. The suffix **e-d** begins with a vowel. Will you double the last consonant of *permit*? (Students: yes) Write *permitted* in the third space. (Check.)

3. overcoat Number 3: overcoat. The overcoat used to be his father's and was much too big for him. Say *overcoat*.

Prefix? ■ What is the meaning of the prefix *over-* in *overcoat*? (Students: worn on the outside) Write *over-*.

Base word? ■ Question? ■ Use the second spelling under the "bone" picture. Finish writing *overcoat*. (Check.)

4. poured Number 4: poured. He poured water into each planter. Say *poured*.

Base word? ■ Careful. The end is spelled **o-u-r**. Write *poured*. (Check.)

5. reconsidering Number 5: reconsidering. He was planning to stay inside, but as the sun came out he was reconsidering. Say *reconsidering*.

HISTORY *Consider* comes from a Latin word that meant "watch the stars carefully." The Romans believed they could tell the future by interpreting the movement of the stars. The word *consider* later came to mean "to think about something carefully."

Prefix? ■ Write *re-*.

Base word? ■ Say *consider* by syllables. ■ The first syllable has a schwa. For spelling say *con-si-der*. ■ First syllable? ■ (Offer help.) Write *con-*.

Second syllable? ■ Write *-si-*.

Third syllable? ■ Question? ■ Use the first spelling under the "robot" picture. Write *-der*.

Reconsidering. What do you have to decide? (Students: Do we double?) *Reconsider* ends with one vowel and then one consonant: **e-r**. The accent is not on the last syllable: *reconsider*. Will you double the last consonant? (Students: no) Finish writing *reconsidering*. (Check.)

6. **practically** Number 6: *practically*. She was *practically* finished when the bell rang. Say *practically*.

Say *practically* by syllables. ■ The third syllable has a schwa.

For spelling say *prac-ti-cal-ly*. ■ First syllable? ■ Write *prac-*.

Second syllable? ■ Write *-ti-*.

Third syllable? ■ (Offer help.) Write *-cal-*.

Last syllable? ■ Finish writing *practically*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. **endangered** Number 7: *endangered*. Pandas are an *endangered* species. Say *endangered*.

HISTORY Long ago the word *danger* meant *power*. If you were “in danger,” you were in someone’s power. Someone had power over you.

Write *endanger* in the first space. Write **e-d** in the second space.

Write the whole word *endangered* in the third space. (Check.)

8. **declared** Number 8: *declared*. “I am no longer four years old!” my sister declared on the morning of her fifth birthday. Say *declared*.

Write *declared*. (Check.)

9. **graphics** Number 9: *graphics*. The *graphics* were bright and colorful. Say *graphics*.

WORD ROOT The root *graph* means *write*, but *graphics* are not always written on paper. Now they are often created on computers.

Write *graphics*. (Check.)

10. **castles**. Number 10: *castles*. The Irish countryside is dotted with ancient castles and rolling green hills. Say *castles*.

Write *castles*. (Check.)

PARTNER STUDY Turn to your neighbor. Take turns telling each other one hard part in *castles*.

MEMORY STEPS Do the memory steps for *castles*.

Week 28 Day 4

► Pre-spelling: Base Words and Suffixes

Help me add suffixes to base words.

prospering Prospering. After several years of good weather for their crops, the farmers were prospering.

Base word?

► Write *prosper* on the board. Point to **er**.

Prosper is a polysyllabic word. It ends with one vowel and then one consonant. In *prosper* the accent is *not* on the last syllable. Will we double **r**? (Students: no) We just add *-ing*. *Prospering*.

► Add *ing*.

recurred. Recurred. The bitter cold temperatures recurred frequently in January.

Base word?

► Write *recur* on the board. Point to **ur**.

Recur is a polysyllabic word. It ends with one vowel and then one consonant. In *recur* the accent is on the last syllable. In *recurred* the suffix begins with a vowel. Will we double **r**? (Students: yes) *Recurred*.

► Finish writing *recurred*.

► Guided Spelling

► Have your students turn to page 161.

l. offered Number l: offered. Our neighbor offered us a ride to school. Say *offered*.

Base word? ■ It's spelled **o-f...f-e-r**. Write *offer* in the first space at number l.

Offered. Suffix? ■ Write **e-d** in the second space.

Offered. What do you have to decide? (Students: Do we double?) *Offer* ends with one vowel and then one consonant: **e-r**. The accent is on the first syllable, not the last syllable: *offer*. Will you double the last consonant? (Students: no) Write *offered* in the third space. (Check.)

2. preferring Number 2: preferring. These days my little sister is preferring to wear pants and not dresses. Say *preferring*.
- Base word? ■ It's spelled **p-r-e...f-e-r**. Write *prefer* in the first space at number 2.
- Preferring*. Suffix? ■ Write *-ing* in the second space.
- Preferring*. What do you have to decide? (Students: Do we double?) *Prefer* ends with one vowel and then one consonant: **e-r**. The accent is on the last syllable: *prefer*. Draw a circle around **f-e-r**. The suffix *-ing* begins with a vowel. Will you double the last consonant of *prefer*? (Students: yes) Write *preferring* in the third space. (Check.)
3. examining Number 3: examining. We were examining the map when someone asked if we needed help. Say *examining*.
- Base word? ■ Say *examine* by syllables. ■ For spelling say *ex-am-ine*. ■ First syllable? ■ Write *ex-*.
- Second syllable? ■ Write *-am-*.
- Third syllable? ■ Careful. It's spelled **i-n-e**. Finish writing *examining*. (Check.)
4. station Number 4: station. I'll meet you outside the subway station at 5:00. Say *station*.
- Say *station* by syllables. ■ First syllable? ■ Write *sta-*.
- Second syllable? ■ The syllable /shən/ is usually spelled **t-i-o-n**. Finish writing *station*. (Check.)
5. echoes Number 5: echoes. The old photos were echoes of the past. Say *echoes*.
- Base word? ■ Say *echo* by syllables. ■ For spelling say *ech-o*. ■ First syllable? ■ Careful. The sound /k/ in this syllable is spelled **c-h**. Write *ech-*.
- Second syllable? ■ It's spelled **o**. Finish writing *echo*.
- Echoes*. To form the plural of *echo*, add **e-s**. (Check.)
- Dictionaries do not all agree about the plural of *echo*. Some say that only **e-s** is correct. Others say that **e-s** is preferred, but **s** is also acceptable.
6. southeast Number 6: southeast. The wind blew in from the southeast. Say *southeast*.
- The four compound words for directions do not have hyphens: *southeast*, *southwest*, *northeast*, and *northwest*.

Southeast. First syllable? ■ Question? ■ Use the first spelling under the “ouch” picture. Write *south-*.

Second syllable? ■ Question? ■ Use the third spelling under the “tree” picture. Finish writing *southeast*. (Check.)

NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.

7. committed. Number 7: committed. I have finally committed the times tables to memory. Say *committed*.

I’ll say the syllables of the base word for spelling: *com-mit*. Write the base word, then the suffix, and then the whole word *committed*. (Check.)

8. paragraphs Number 8: paragraphs. It was easy for him to write several paragraphs about his trip. Say *paragraphs*.

WORD ROOT What is the meaning of the root *graph*? (Students: write)

I’ll say the syllables for spelling: *par-a-graphs*. Write *paragraphs*. (Check.)

9. readiness. Number 9: readiness. Firefighters are known for their readiness to respond quickly. Say *readiness*.

Write *readiness*. (Check.)

10. gardener Number 10: gardener. The gardener gathered her gloves, potting soil, and packets of seeds. Say *gardener*.

Write *gardener*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you did not double **n**.

MEMORY STEPS Do the memory steps for *gardener*.

► Student Study

Have the students turn to pages 150 and 151. If they missed a word on the test last week, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

Weekly Test

For details about the weekly test, see page 93.

ALL STUDENTS

1. telescopic The telescopic umbrella folded into a small package. (application word)
2. magician The magician pulled a rabbit out of a hat. (application word)
3. stations During math time, we'll have activities at several stations. (application word)
4. declaring When the colonists were declaring their independence, they were actually putting their lives in danger. (application word)
5. offering They were offering more food, but I was full. (application word)
6. magically Although the dove seemed to appear magically, I knew it was a trick.
7. permitting We'll take our field trip to the park tomorrow, weather permitting.
8. gardener The gardener picked some flowers and watered the plants.
9. reconsidering My mom originally said no, but now she's reconsidering.
10. preferred Broccoli is the preferred ingredient for that recipe, but cauliflower is a good substitute.
11. fortieth We had a big party to celebrate my mom's fortieth birthday.
12. upsetting Their kitten's sickness was very upsetting.
13. daily Our newspaper is delivered daily.

AVERAGE AND ADVANCED SPELLERS CONTINUE

14. paragraph For homework we have to write one paragraph about the story.
15. echoes My voice echoes when I shout in the tunnel.
16. castle The children played with the toy castle for hours.
17. pour Please pour me a glass of orange juice.
18. examine After we walked in the woods, we had to examine the dog for ticks.
19. overcoat His overcoat felt good in the cold.
20. practically It's practically summer already.

ADVANCED SPELLERS CONTINUE

21. interrupted

The boy accidentally interrupted his mother's conversation.

22. delivered

They were eager for their new sofa to be delivered.

Review of Syllable Constructions and Divisions

► Teacher Background

Make a copy of the Week 29 homework (*Blackline Masters* page 38) for each student.

In this week, the students will review six syllable types:

- A *closed syllable* contains a short vowel and ends with one or more consonants, for example, both syllables in *district*.
- An *open syllable* ends with one long vowel, such as *pi-* in *pilot*.
- A *vowel-consonant-e syllable* includes a single vowel followed by a consonant and *e*; this syllable type appears at the end of a base word, as in *complete*.
- In a *vowel team syllable*, the vowel sound is spelled with two letters, for example, **ee** in *between* and **ea** in *reason*.
- An *r-controlled syllable* includes a single vowel followed by **r**, as in *alarm*, *concern*, *thirteen*, *orbit*, and *urgent*.
- A *consonant-l-e syllable* is the last syllable of a base word and consists of a consonant followed by **le**, as in *sample* and *bundle*.

There are several common types of syllable division patterns.

- In a VC/CV division pattern, the boundary is between a syllable that ends with vowel-consonant and a syllable that begins with consonant-vowel. Examples include *prac-tice*, *en-tire*, and *shel-ter*.
- In a VC/CCV division pattern, the boundary is between a syllable that ends with vowel-consonant and a syllable that begins with consonant-consonant-vowel. Examples include *han-dle*, *ad-dress*, and *re-spect*.
- In a V/CV division pattern, the boundary is between a syllable that ends with a vowel and a syllable that begins with consonant-vowel. Examples include *i-tem*, *be-neath*, *e-vent*, and *ea-ger*.

- In a VC/V division pattern, the boundary is between a syllable that ends with vowel-consonant and a syllable that begins with a vowel. Examples include *lim-it*, *spir-it*, and *lev-el*.
- In a V/V division pattern, the boundary is between a syllable that ends with a vowel and a syllable that begins with a vowel. Examples include *li-on*, *po-et*, and *fu-el*.

To help the students understand the types of syllable boundaries, the boundaries are shown in the *Student Spelling Book* on page 162, numbers 7–11. The letters before and after the syllable boundaries are labeled **v** (for “vowel”) and **c** (for “consonant”).

In the pre-spelling activities, which begin on Day 2 of this week, the students will practice using related words as clues for spelling unaccented syllables. For example, *atomic* is a clue for *atoms*.

► Words Used This Week

NEW WORDS	*service, *item, *practice, *entire, *beneath, *handle, *shelter, *limit, lion, event, address, underestimated, eagerly, forgotten, spirit
REVIEW WORDS	*offered, *station, *declared, *upsetting, *permitting, *gardener, castle, echoes, overcoat, examine
CHALLENGE WORDS	pioneers, alertness, harvested, attitude, defeated
APPLICATION WORDS ON THE TEST	permitted, gardening, items, handling, limited
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	NASA, motel, flu, sheltered, lioness, addressed, level, excelling, 'twas, items, travelers, entirely, good-bye

Week 29 Day 1

► Introduce This Week's Words

TEKS 2.A.x

Student/Teacher Activity
Introduce This Week's Words section
(service, item, practice, entire,
beneath,
handle, shelter, limit, lion, event,
address)

► Have your students open their *Student Spelling Books* to page 162 and follow along as you read the words and sentences. Have them mark the syllable boundaries in the polysyllabic words as you read each one by syllables.

1. service Number 1: service. Guide dogs provide a valuable service to people who are blind or partially sighted.

Serv-ice. ■ Underline **e-r**. Underline **i-c-e**.

The first syllable is an **r**-controlled syllable: *serv-*.

MNEMONIC Here is a mnemonic. Several English words end with the sounds /is/ spelled **i-c-e**, including *service*, *justice*, *practice*, *notice*, and *prejudice*.

2. item Number 2: item. There was one item on the test that I just couldn't figure out.

I-tem. ■ The second syllable has a schwa. Underline **e**.

The first syllable is an open syllable. It ends with one long vowel: *i-*.

3. practice Number 3: practice. My friend has soccer practice every Tuesday and Thursday.

Prac-tice. ■ Underline **i-c-e**.

The first syllable is a closed syllable. It has a short vowel and ends with one consonant: *prac-*.

MNEMONIC Here is a mnemonic. Several English words end with the sounds /is/ spelled **i-c-e**, including *service*, *justice*, *practice*, *notice*, and *prejudice*.

4. entire Number 4: entire. The little girl was so excited that she skipped the entire way home.

En-tire.

The second syllable is a vowel-consonant-**e** syllable. It includes a single vowel followed by a consonant and **e**: *-tire*.

5. beneath Number 5: beneath. He hid the present beneath his jacket so his mom wouldn't see it.
Be-neath. ■ In the first syllable, underline **e**. ■ In the second syllable, underline **e-a**.
 The second syllable is a vowel team syllable. The vowel sound is spelled with two letters: *-neath*.
6. handle Number 6: handle. I loved that mug, but the handle broke off.
Han-dle. ■ Underline **d-l-e**.
 The second syllable is a consonant-**l-e** syllable: *-dle*.
7. shelter Number 7: shelter. After the hurricane, people found shelter in the local school.
Shel-ter. ■ Underline **e-r**.
 The letters before and after the syllable boundary are labeled: **v** for *vowel* and **c** for *consonant*. The syllable boundary is between two consonants. This is one syllable division pattern.
8. limit Number 8: limit. During the toy sale, there was a limit of two games per customer.
Lim-it.
 The syllable boundary is between a syllable that ends with vowel-consonant and a syllable that begins with a vowel. This is another syllable division pattern.
9. lion Number 9: lion. A female lion does not have a mane.
Li-on. ■ The second syllable has a schwa. Underline **o**.
 The syllable boundary is between two vowels. This is another syllable division pattern.
10. event Number 10: event. The final assembly program was a major event in the school year.
E-vent. ■ Underline the first **e**.
 The syllable boundary is between a syllable that ends with a vowel and a syllable that begins with consonant-vowel. This is another syllable division pattern.
11. address Number 11: address. We moved when I was four, but I can still remember my old address.
Ad-dress. ■ The first syllable has a schwa. Underline **a**.
 The syllable boundary is between a syllable that ends with vowel-consonant and a syllable that begins with consonant-consonant-vowel. This is another syllable division pattern.

12. underestimated Number 12: underestimated. I thought we would lose the game, but I had underestimated our team strength.
Un-der-es-ti-mat-ed. ■ The prefix *under-* in *underestimated* means *lower*. To underestimate your strength is to think that your strength is lower or less than it is.
13. eagerly Number 13: eagerly. The boy eagerly helped his teacher erase the board.
Ea-ger-ly. ■ Underline **e-a**. Underline **e-r**. *-ly* is a suffix.
14. forgotten. Number 14: forgotten. Our dog had not forgotten where she buried the bone.
For-got-ten. ■ The base word is *forgot*. It is polysyllabic, it ends with **o-t**, and the accent is on the last syllable, so **t** was doubled before the suffix **e-n** was added.
15. spirit. Number 15: spirit. The new student felt the spirit of friendliness in the classroom.
Spir-it. ■ Underline **i-r**.

NUMBERS 16–25 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- | | |
|-----------------|---------------|
| 16. *offered | 21. *gardener |
| 17. *station | 22. castle |
| 18. *declared | 23. echoes |
| 19. *upsetting | 24. overcoat |
| 20. *permitting | 25. examine |

► Guided Spelling

► Have your students turn to page 164.

1. practice Number 1: practice. My friend has soccer practice every Tuesday and Thursday. Say *practice*.
 Say *practice* by syllables. ■ First syllable? ■ Write *prac*.
 Second syllable?
- MNEMONIC** Here is the mnemonic. Several English words end with the sounds /ɪs/ spelled **i-c-e**, including *service*, *justice*, *notice*, and *prejudice*.
 Finish writing *practice*. (Check.)
 Circle the closed syllable in *practice*. ■ It's *prac*.

2. *item* Number 2: *item*. There was one item on the test that I just couldn't figure out. Say *item*.

Say *item* by syllables. ■ The second syllable has a schwa. For spelling say *i-tem*. ■ First syllable? ■ Write *i-*.

Second syllable? ■ (Offer help.) Write *-tem*. (Check.)

Circle the open syllable in *item*. ■ It's *i-*.

3. *entire* Number 3: *entire*. The little girl was so excited that she skipped the entire way home. Say *entire*.

Say *entire* by syllables. ■ For spelling say *en-tire*. ■ First syllable? ■ Write *en-*.

Second syllable? ■ Write *-tire*. (Check.)

Circle the vowel-consonant-**e** syllable in *entire*. ■ It's *-tire*.

4. *service* Number 4: *service*. Guide dogs provide a valuable service to people who are blind or partially sighted. Say *service*.

Say *service* by syllables. ■ For spelling say *serv-ice*. ■ First syllable? ■ Write *serv-*.

Second syllable?

MNEMONIC Here is the mnemonic. Several English words end with the sounds /ɪs/ spelled **i-c-e**, including *service*, *justice*, *practice*, *notice*, and *prejudice*.

Finish writing *service*. (Check.)

Circle the **r**-controlled syllable in *service*. ■ It's *serv-*.

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. *beneath* Number 5: *beneath*. He hid the present beneath his jacket so his mom wouldn't see it. Say *beneath*.

I'll say the syllables for spelling: *be-neath*. Write *beneath*. (Check.)

6. *handle* Number 6: *handle*. I loved that mug, but the handle broke off. Say *handle*.

Write *handle*. (Check.)

7. *shelter* Number 7: *shelter*. After the hurricane, people found shelter in the local school. Say *shelter*.

Write *shelter*. (Check.)

8. *limit* Number 8: *limit*. During the toy sale, there was a limit of two games per customer. Say *limit*.

Write *limit*. (Check.)

▶ **Introduce the Homework**

Hand out the Week 29 homework.

▶ **Record Words Missed**

Return the students' spelling tests from Week 28. Have them turn to pages 156 and 157 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The first two application words, numbers 1 and 2 on the test, are not on these pages. If the students missed any of the other three application words, numbers 3, 4, and 5, have them mark the form of the word that appears in their book.

Week 29 Day 2

▶ Teacher Background

In the pre-spelling activities this week, the students will practice using related words as clues for spelling unaccented syllables. For example, *atomic* is a clue for *atoms*.

▶ Pre-spelling: Related Words as Spelling Clues

▶ Write on the board: at_ms magn_t electr_cal

atoms Atoms. Atomic energy involves splitting atoms.

What related word is a clue for *atoms*? (Students: atomic)

▶ Point to the blank in *at_ms*.

What letter will finish *atoms*? (Students: o)

magnet. Magnet. One magnet had a stronger magnetic pull.

What related word is a clue for *magnet*? (Students: magnetic)

▶ Point to the blank in *magn_t*.

What letter will finish *magnet*? (Students: e)

electrical Electrical. The electrical wires that delivered the city's electricity were underground.

What related word is a clue for *electrical*? (Students: electricity)

▶ Point to the blank in *electr_cal*.

What letter will finish *electrical*? (Students: i)

▶ Guided Spelling

▶ Have your students turn to page 165.

I. address. Number I: address. We moved when I was four, but I can still remember my old address. Say *address*.

Say *address* by syllables. ■ For spelling say *ad-dress*. ■ First syllable? ■ Write *ad-*.

Second syllable? ■ Write *-dress*. (Check.)

Circle each closed syllable in *address*.

2. underestimated Number 2: underestimated. I thought we would lose the game, but I had underestimated our team strength. Say *underestimated*.
 Prefix? ■ What is the meaning of the prefix *under* in *underestimated*? (Students: lower)
 Base word? ■ Say *estimate* by syllables. ■ For spelling say *es-ti-mate*. ■ First syllable? ■ Write *es-*.
 Second syllable? ■ Write *-ti-*.
 Third syllable? ■ Finish writing *underestimated*. (Check.)
3. lion Number 3: lion. A female lion does not have a mane. Say *lion*.
 Say *lion* by syllables. ■ The second syllable has a schwa. For spelling say *li-on*. ■ First syllable? ■ Write *li-*.
 Second syllable? ■ (Offer help.) Finish writing *lion*. (Check.)
 Circle the open syllable in *lion*. ■ It's *li-*.
4. spirit Number 4: spirit. The new student felt the spirit of friendliness in the classroom. Say *spirit*.
 HISTORY The Latin word *spīrāre*, meaning *breath*, is the root for the words *inspire*, *perspire*, *expire*, and *spirit*.
 Say *spirit* by syllables. ■ For spelling say *spir-it*. ■ First syllable? ■ Careful. It's **s-p-i-r**. Write *spir-*.
 Second syllable? ■ Write *-it*. (Check.)
 Circle the **r**-controlled syllable in *spirit*. ■ It's *spir-*.
5. NASA Number 5: NASA. NASA is an acronym that stands for the National Aeronautics and Space Administration. Say *NASA*.
 An acronym is a word made of the first letters of several words. In some acronyms, as in *NASA*, all the letters are capitalized.
 The word *NASA* consists of the first letters of *National Aeronautics Space Administration*. The first letter of *and* is not included. Write *NASA*. (Check.)
6. eagerly Number 6: eagerly. The boy eagerly helped his teacher erase the board. Say *eagerly*.
 Base word? ■ Say *eager* by syllables. ■ First syllable? ■ Careful. It's spelled **e-a**. Write *ea-*.
 Second syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Finish writing *eagerly*. (Check.)
 Circle the **r**-controlled syllable in *eagerly*. ■ It's *-ger-*.

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. motel Number 7: motel. *Motel* is a *portmanteau* word that was formed from *motor* and *hotel*. Say *motel*.

A *portmanteau* word is a word created from parts of two other words. When Americans first had cars, they called driving *motoring*. When they motored long distances, they needed hotels where they could park their cars. These motor hotels became known as *motels*. Another portmanteau word is *smog*, a blend of *smoke* and *fog*.

Write *motel*. (Check.)

8. event Number 8: event. The final assembly program was a major event in the school year. Say *event*.

I'll say the syllables for spelling: e-vent. Write *event*. (Check.)

9. flu Number 9: flu. The word *flu* is a shortened form of *influenza*. Say *flu*.

HOMOPHONE *Flu* is a homophone. It's not *flew* as in *the bird flew away*. It's not *flue*, *the inside of a chimney*. It's *flu* that is short for *influenza*.

Many English words are shortened forms of other words. For example, *ad* comes from *advertisement*, and *phone* comes from *telephone*.

Write *flu*. (Check.)

10. forgotten. Number 10: forgotten. Our dog had not forgotten where she buried the bone. Say *forgotten*.

Write *forgotten*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you doubled **t**.

MEMORY STEPS Do the memory steps for *forgotten*.

Week 29 Day 3

► Pre-spelling: Related Words as Spelling Clues

► Write on the board: po_t mem_ry phys_cal

poet Poet. If your writing is poetic, it's in the style a poet would use.

What related word is a clue for *poet*? (Students: poetic)

► Point to the blank in *po_t*.

What letter will finish *poet*? (Students: e)

memory Memory. In memory of the heroes, a memorial was built.

What related word is a clue for *memory*? (Students: memorial)

► Point to the blank in *mem_ry*.

What letter will finish *memory*? (Students: o)

physical Physical. His physical exam was given by a physician.

What related word is a clue for *physical*? (Students: physician)

► Point to the blank in *phys_cal*.

What letter will finish *physical*? (Students: i)

► Guided Spelling

► Have your students turn to page 166.

I. sheltered. Number I: sheltered. The little cabin was sheltered by the tall trees. Say *sheltered*.

Base word? ■ Say *shelter* by syllables. ■ First syllable? ■ Write *shel-*.

Second syllable? ■ Question? ■ Use the first spelling under the "robot" picture. Write *-ter*.

Sheltered. What do you have to decide? (Students: Do we double?) *Shelter* ends with one vowel and then one consonant: **e-r**. The accent is on the first syllable, not the last syllable: *shelter*. Will you double the last consonant of *shelter*? (Students: no) Finish writing *sheltered*. (Check.)

Circle the **r**-controlled syllable in the base word *shelter*. ■ It's *-ter*.

2. eagerly Number 2: eagerly. “I want to go, too!” my younger brother said eagerly. Say *eagerly*.
 HISTORY The words *eager* and *vinegar* both come from an old word that meant *sharp*.
Eagerly. Base word? ■ Say *eager* by syllables. ■ First syllable? ■ Careful. It’s spelled **e-a**. Write *ea-*.
 Second syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Finish writing *eagerly*. (Check.)
 Circle the vowel team syllable in *eagerly*. ■ It’s **e-a**.
3. lioness Number 3: lioness. A lioness is a female lion. Say *lioness*.
 The suffix *-ess* means *female*. It’s spelled **e-s-s**. An actress is a woman who acts in plays or in the movies.
Lioness. Base word? ■ Say *lion* by syllables. ■ The second syllable has a schwa. For spelling say *li-on*. ■ First syllable? ■ Write *li-*.
 Second syllable? ■ (Offer help.) Finish writing *lion*. (Check.)
Lioness. Suffix? ■ Add the suffix *-ess*.
 Circle the open syllable in *lion*. ■ It’s *li-*.
4. beneath Number 4: beneath. He found his shoe beneath the bed. Say *beneath*.
 Say *beneath* by syllables. ■ For spelling say *be-neath*. ■ First syllable? ■ (Offer help.) Write *be-*.
 Second syllable? ■ Write *-neath*. (Check.)
 Circle the vowel team syllable in *beneath*. ■ It’s *-neath*.
5. spirit Number 5: spirit. Even though we lost the game, our coach said we still showed team spirit. Say *spirit*.
 Say *spirit* by syllables. ■ For spelling say *spir-it*. ■ First syllable? ■ Careful. It’s **s-p-i-r**. Write *spir-*.
 Second syllable? ■ Write *-it*. (Check.)
 Circle the closed syllable in *spirit*. ■ It’s *-it*.
6. service Number 6: service. The service in this restaurant is prompt and courteous. Say *service*.
 Say *service* by syllables. ■ For spelling say *serv-ice*. ■ First syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Write *serv-*.
 Second syllable?

MNEMONIC Here is the mnemonic. Several English words end with the sounds /is/ spelled **i-c-e**, including *service*, *justice*, *practice*, *notice*, and *prejudice*.

Finish writing *service*. (Check.)

Circle the **r**-controlled syllable in *service*. ■ It's *serv-*.

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. **addressed** Number 7: *addressed*. When I got the mail, I was surprised to see an envelope *addressed* to me. Say *addressed*.

I'll say the syllables for spelling: *ad-dressed*. Write *addressed*. (Check.)

8. **level** Number 8: *level*. The word *level* is a palindrome. It is spelled the same way forward and backward. Say *level*.

Write *level*. (Check.)

9. **excelling** Number 9: *excelling*. This season my team is truly *excelling*. Say *excelling*.

The base word of *excelling* is also the base word of *excellent*. Write *excelling*. (Check.)

10. **practice** Number 10: *practice*. "Don't forget to *practice* over the weekend," our band teacher reminded us. Say *practice*.

Write *practice*. (Check.)

PARTNER STUDY Turn to your neighbor. Take turns telling each other one word that ends with the same sounds and spelling as *practice*.

MEMORY STEPS Do the memory steps for *practice*.

Week 29 Day 4

► Pre-spelling: Related Words as Spelling Clues

► Write on the board: econ_my p_litical nec_ssary

economy Economy. When the economy is poor, people suffer economic hardship.

What related word is a clue for *economy*? (Students: economic)

► Point to the blank in *econ_my*.

What letter will finish *economy*? (Students: o)

political Political. People involved in politics study political issues.

What related word is a clue for *political*? (Students: politics)

► Point to the blank in *p_litical*.

What letter will finish *political*? (Students: o)

necessary Necessary. A necessity is something you believe is necessary.

What related word is a clue for *necessary*? (Students: necessity)

► Point to the blank in *nec_ssary*.

What letter will finish *necessary*? (Students: e)

► Guided Spelling

► Have your students turn to page 167.

1. 'twas Number 1: 'twas. The abbreviation 'twas used to be common at the beginning of stories. Say 'twas.

CONTRACTION 'Twas is a contraction of *it was*. It is unusual because the apostrophe is at the beginning.

Write 'twas. (Check.)

2. items Number 2: items. My mom put two more items in the grocery cart, then hurried to the checkout line. Say *items*.

Base word? ■ Say *item* by syllables. ■ The second syllable has a schwa. For spelling say *i-tem*. ■ First syllable? ■ Write *i-*.

Second syllable? ■ (Offer help.) Finish writing *items*. (Check.)

Circle the open syllable in *items*. ■ It's *i-*.

3. event Number 3: event. I can tell from the traffic that there is a special event at the theater. Say *event*.
Say *event* by syllables. ■ For spelling say *e-vent*. ■ First syllable? ■ (Offer help.) Write *e-*.
Second syllable? ■ Write *-vent*.
Circle the closed syllable in *event*. ■ It's *-vent*.

4. limit Number 4: limit. The library's borrowing limit is 20 books. Say *limit*.
Say *limit* by syllables. ■ For spelling say *lim-it*. ■ First syllable? ■ Write *lim-*.
Second syllable? ■ Write *-it*. (Check.)
Circle the two closed syllables in *limit*.

5. forgotten Number 5: forgotten. I thought I'd forgotten. Say *forgotten*.
Base word? ■ Write *forgot*.
Forgotten. What do you have to decide? (Students: Do we double?) *Forgot* ends with one vowel and then one consonant: **o-t**. The accent is on the last syllable: *forgot*. The suffix **e-n** begins with a vowel. Will you double the last consonant of *forgot*? (Students: yes) Finish writing *forgotten*. (Check.)
Circle the the **r**-controlled syllable in *forgotten*.

6. handle Number 6: handle. Be gentle when you handle the guinea pigs. Say *handle*.
Say *handle* by syllables. ■ First syllable? ■ Write *han-*.
Second syllable? ■ (Offer help.) Write *-dle*. (Check.)
Circle the consonant-**l-e** syllable in *handle*. ■ It's **d-l-e**.

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. underestimated Number 7: underestimated. I had to turn in my project late because I underestimated the amount of time it would take. Say *underestimated*.
What is the meaning of the prefix *under-* in *underestimated*?
I'll say the syllables of the base word for spelling: *es-ti-mate*. Write *underestimated*. (Check.)

8. travelers Number 8: travelers. The travelers were amazed by the snowcapped mountains. Say *travelers*.
I'll say the syllables of the base word for spelling: *trav-el*. Write *travelers*. (Check.)

9. entirely Number 9: entirely. The brothers looked entirely different from one another. Say *entirely*.

Write *entirely*. (Check.)

10. good-bye Number 10: good-bye. Dictionaries do not agree on how to spell *good-bye*. Say *good-bye*.

If you look up this word in several dictionaries, you will find four ways to spell *good-bye* correctly.

Write *good-bye*.

► Write on the board or overhead:

good-by	good-bye
goodby	goodbye

If you spelled *good-bye* in any of these ways, you are correct.

PARTNER STUDY Turn to your neighbor. Take turns telling each other one way to spell *good-bye*.

► Student Study

Have the students turn to pages 156 and 157. If they missed a word on the test last week, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

Weekly Test

For details about the weekly test, see page 93.

ALL STUDENTS

1. permitted Chewing gum in school is not permitted. (application word)
2. gardening Gardening is one of my mom’s favorite outdoor activities. (application word)
3. items We had only two items, so we stood in the express line. (application word)
4. handling When you buy from a catalog, there is usually a charge for shipping and handling. (application word)
5. limited On weekends the bus schedule is limited, so we had to wait a long time. (application word)
6. service My mom called a shuttle service to take us to the airport.
7. permitting Her parents wrote a note permitting her to leave school early.
8. beneath We couldn’t find the cat because he was hiding beneath the couch.
9. upsetting “Please stop yelling—you’re upsetting the baby,” my mom scolded us.
10. entire My brother ate an entire loaf of bread all by himself.
11. offered I forgot my lunch, so my friend offered me half his sandwich.
12. shelter They ran to the doorway to find shelter from the rain.
13. practice My dad makes me practice the piano every afternoon.

AVERAGE AND ADVANCED SPELLERS CONTINUE

14. spirit We have assemblies and sing our class songs to show our school spirit.
15. address She printed her grandparents’ address on the front of the envelope.
16. forgotten The forgotten lunchbox sat in the lost-and-found for a week.
17. lion The lion is sometimes called “the king of the jungle.”
18. underestimated I underestimated the cost of the books and didn’t bring enough money.

19. event

A wedding is an important, happy event in people's lives.

20. eagerly

The dog was waiting eagerly on the porch when we came home.

ADVANCED SPELLERS CONTINUE

21. defeated

Our team defeated our school's rival in the soccer game.

22. alertness

The dog's alertness made her a good watchdog.

Review of Weeks 23, 25, 26, 27, and 28

► Teacher Background

Duplicate the three homework pages for this week (*Blackline Masters* pages 39–41).

The structure of the review weeks is as follows:

Day 1: Pretest

Day 2: Proofreading with a partner

Day 3: Study for the review test with a partner

Day 4: Class discussion on spelling

Day 5: Review week test

See Week 6, page 112, for more details about the structure of the review weeks.

In the pre-spelling activities, which begin on Day 2 of this week, you will model ways for students to memorize the spelling of words.

► Words Used This Week

REVIEW WORDS

*microscope, *department, *medicine, *particles, *telephone, layer, immigrant, universe, conference, quarter, *supermarket, *forearm, *cooperating, *semisweet, *injustice, disrespect, repaid, apartment, intercontinental, confidence, *radios, *mice, *leaves, *tomatoes, university, knives, source, reflector, interchangeable, particular, *daily, *ninetieth, *magically, *fortieth, *awareness, dreamer, heroes, telescope, instruments, experiment, *upsetting, *preferred, *reconsidering, *declared, *gardener, paragraph, pour, echoes, examine, practically

REVIEW CHALLENGE WORDS

saxophone, medication, ghost, participate, telegraph, mold, semicircular, shield, interplanetary, unbelievably, preserve, satellite, schedule, error, vacuum, criminal, nutritious, allergic, courteous, remote, threatened, forbidden, bothering, delivered, interrupted

APPLICATION WORDS ON THE TEST

omitted, bordering, considered, telephoned, ninety

Pretest

► Administer the Pretest

► Have your students turn to page 170 in their *Student Spelling Books*. Explain that this week they will review ten words each from Weeks 23 and 25 through 29. The pretest in this lesson will help them identify words they especially need to study.

- | | |
|----------------|---|
| 1. declared | “You surprised me!” her mother declared. |
| 2. quarter | School is over at a quarter to three. |
| 3. mice | The mice built a cozy nest. |
| 4. paragraph | In my concluding paragraph, I wrote about the president’s accomplishments and failures. |
| 5. cooperating | A local plant nursery is cooperating with our school to create a garden on our campus. |
| 6. medicine | The mother gave the child medicine to reduce her fever. |
| 7. immigrant | An immigrant is someone who moves to another country. |
| 8. forearm | The broken glass left a scar on my left forearm. |
| 9. reflector | Even my bicycle helmet has a reflector to help keep me safe. |
| 10. leaves | We pressed the autumn leaves in a heavy book so they would keep their color. |
| 11. source | The deep well is the farm’s only source of fresh drinking water. |
| 12. gardener | The gardener shared her vegetables and flowers with her neighbors. |
| 13. pour | “When you set the table, please pour the milk,” my mom instructed. |
| 14. heroes | The soldiers were treated like heroes when they returned home. |
| 15. awareness | Political awareness means understanding what is happening in society and in politics. |

► Correct the Pretest

Read and spell the 15 words out loud. For each word, have the students point under each letter in their word as you spell. If they did not spell a word correctly, have them draw a line through the word.

▶ **Record Words Missed on the Pretest**

Have the students turn back to pages 168 and 169. These are the words that will be reviewed this week. If they missed any words on the pretest, have them find the words here and write **S** in front of each one. These are the words that they especially need to study.

▶ **Introduce the Homework**

Hand out the homework for Week 30. There are three pages of homework this week. The students will practice every review word.

▶ **Record Words Missed on Last Week's Test**

Return the students' spelling tests from Week 29. Have them turn to pages 162 and 163 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The first two application words, numbers 1 and 2 on the test, are not on these pages. If the students missed any of the other three application words, numbers 3, 4, and 5, have them mark the form of the word that appears in their book.

Proofreading

► Pre-spelling: Memorizing Words

Let's think about how to memorize the spelling of words.

► Write *medicine* on the board. Point to **ic**.

medicine *Medicine*. The word root helps us spell this word. The root is **m-e-d-i-c**. As you know, it is the root in *medical* and *medication*. It's also the root in *medicine* and *medicinal*.

We need to memorize **i-n-e**.

► Partner Proofreading

Explain that the students will work with the person sitting next to them. Note that some students may have to work in a group of three.

Have your students open their books to page 171. The sentences on this page include many words that the students have studied, but some of them are misspelled. Have the students read the sentences with their partners and look for the misspelled words. Then have the students work individually to draw a line through each misspelled word and write the correct word above it. There may be a sentence with all words correct.

As the students work, monitor and assist those who need extra support in proofreading.

► Correct Sentences Together

► Read each sentence. Have the students tell you each word that is misspelled and how to spell it correctly. Write the correct word on the board. If the students made a mistake, have them draw a line through the incorrect word.

1. *On intercontinental flights, some jets can be refueled while flying.* Misspelled words? (Students: no misspelled words)

2. The astronomy department has a telescope and other astronomical instruments that the university is permitting the public to view. Misspelled words?

► Write *telescope* and *university* on the board as the students read and spell the words.

3. We used knives to cut the semisweet chocolate squares we bought at the supermarket. Misspelled words?

► Write *knives* and *semisweet* on the board as the students read and spell the words.

4. With a microscope, we could examine some practically invisible particles. Misspelled words?

► Write *microscope*, *examine*, and *practically* on the board as the students read and spell the words.

5. The dreamer preferred to think of ordinary life as magical. Misspelled words?

► Write *preferred* and *magical* on the board as the students read and spell the words.

► Record Words Missed in Proofreading

If there are misspelled words that the students did not find in proofreading, have them turn back to pages 168 and 169 and write **S** next to each word missed. If there are any words that they did not write correctly, have them write **S** next to those words on pages 168 and 169. These are words the students especially need to study.

Partner Study

► Pre-spelling: Memorizing Words

Let's think about how to memorize the spelling of words.

► Write on the board: tomatoes potatoes

tomatoes *Tomatoes.* Many people pronounce *tomatoes* to rhyme with *potatoes*. If you do, think of both words at the same time. In both words, the schwa in the first syllable is spelled **o**. The singular of both words ends with **o**. The plural of both words is formed with **e-s**.

The last syllable *-toes* is spelled the same as the word *toes*. You might think of a silly mnemonic, for example, *my toes look like tomatoes*.

► Partner Study

Have your students open their spelling books to pages 168 and 169. Remind them how to study their spelling words with a partner. In partner study, the students take turns telling each other which word they choose to spell aloud and which parts of the word are hard to spell. For example, one student says, "I will spell number 28, *reflector*. The hard part is **o-r**." He covers the word and spells it aloud as his partner checks. If he makes a mistake, both partners cover the word and spell it together. The partner who made the mistake writes **S** in front of the word to remind him to study it.

You may wish to model partner study before your students begin.

Spelling Discussion

▶ Teacher Background

The purpose of today’s discussion is to enhance the students’ metacognitive awareness of the difficulties in English spelling and strategies for becoming better spellers.

▶ Pre-spelling: Memorizing Words

Let’s think about how to memorize the spelling of words.

▶ Write on the board: preferred offered

preferred, offered The hardest part in these words is remembering whether to double the last consonant. In these words, the base words both end with one vowel followed by one consonant. We need to remember that we double when the accent is on the last syllable. Here’s a mnemonic: *I preferred to double*. Say that sentence to yourself a few times.

▶ Spelling Discussion

English spelling is difficult for many reasons. What are some challenges in English spelling and how can we meet these challenges?

Students might say:

“Many words aren’t spelled as they sound. We have to know which words these are, and we have to memorize them.”

“Many English sounds have more than one spelling. We need to memorize or find out which spelling to use.”

“Many words have schwas. Schwas can be spelled many ways.”

“We need to hear schwas in words.”

“We can think whether there is a related word that is a clue to the schwa.”

“I can say the word in a way that helps me spell it.”

“Some schwas just have to be memorized.”

“We can look up the word.”

“The generalizations for adding suffixes are complicated, but it’s important to know them.”

“There are always exceptions to the generalizations, and we need to memorize them.”

“It helps to know the prefixes and suffixes, but some sound alike, such as **a-b-l-e** and **i-b-l-e** and **a-n-c-e** and **e-n-c-e**. We have to think of ways to remember them.”

“English has many homophones. We have to think about the meaning of the sentence to know which one to use.”

“Sometimes it’s hard to look up a word when we don’t know how to spell it. We need to know different ways the beginning might be spelled.”

“Possessives can be hard. We have to think whether we need a singular or plural possessive, and we have to know how to spell them.”

▶ **Partner Study**

If time permits, have the students study the review words on pages 168 and 169 with their partners, as on Day 3 of this week. This is a brief activity of 1 or 2 minutes.

Weekly Test

For details about the weekly test, see page 93.

ALL STUDENTS

- | | |
|----------------|---|
| 1. omitted | I omitted a letter in one of my spelling words. (application word) |
| 2. bordering | My cousins live in the town bordering ours. (application word) |
| 3. considered | He is considered an expert on insects. (application word) |
| 4. telephoned | When my mom's friend telephoned, I forgot to write down the message. (application word) |
| 5. ninety | The final math test had ninety problems! (application word) |
| 6. injustice | Slaves suffered many years of injustice before finally gaining freedom. |
| 7. cooperating | "I appreciate the way table groups are cooperating," said the teacher. |
| 8. fortieth | I was the fortieth person in the long line. |
| 9. daily | Exercising daily will keep you healthy and strong. |
| 10. upsetting | It was upsetting to her that her friend was moving away. |
| 11. medicine | Long ago people made most medicines from plants. |
| 12. radios | The store had many radios to choose from. |
| 13. tomatoes | My mother grows tomatoes in her garden. |

AVERAGE AND ADVANCED SPELLERS CONTINUE

- | | |
|---------------------|--|
| 14. echoes | The train's whistle echoes through the night. |
| 15. confidence | Although she was the youngest, the gymnast performed with confidence. |
| 16. disrespect | Showing disrespect is not allowed. |
| 17. experiment | For my science project, I did an experiment about plants and sunlight. |
| 18. layer | Each layer of dirt shows the Earth's history. |
| 19. conference | My parents arrived for the parent-teacher conference. |
| 20. interchangeable | The building block set had interchangeable parts. |

ADVANCED SPELLERS CONTINUE

21. satellite

My uncle's satellite radio has hundreds of stations.

22. nutritious

My mother insists I eat a nutritious breakfast every day.

Appendices

Routine for Checking Words

During guided spelling, the students receive immediate feedback by checking each word they have written before the teacher begins the next item. For the first two weeks of grade 5, the checking procedure for each word is provided in detail in the *Teacher's Manual*, as shown below:

4. switches Number 4: switches. We flipped the switches to shut off the power. Say *switches*. (Students: switches)

The base word is *switch*. If you're not sure how to spell the short vowel sound /ɪ/, look for the cat in the chair. The sound /ch/ after a short vowel in a one-syllable word is usually spelled **t-c-h**. Write *switch*.

Switches. The suffix is /əz/. It's spelled **e-s**. Add /əz/.

Now you will check your work. Everyone read the word. (Students: switches) *Switches* has two syllables: *switch-es*. Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 4, write *switches* as the students read and spell by syllables. (Students: switch-, s-w-i-t-c-h, -es, e-s)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

Beginning in Week 3, the checking procedure is no longer written out for each word. The notation "(Check.)" reminds you to lead the students through the entire checking process, as shown below:

2. contrast Number 2: contrast. The house painter used a lighter color on the windows to contrast with the darker color of the walls. Say *contrast*.

Say *contrast* by syllables. ■ First syllable? ■ Write *con-*.

Second syllable? ■ Write *-trast*. (Check.)

Memory Steps

The Guided Spelling Memory Steps

Students benefit from using a systematic approach to studying their spelling words. In grade 5 of the *Guided Spelling* program, you will teach your students a three-step method that is particularly useful for polysyllabic words:

- STEP 1 . . . Read the word. Say the syllables to help you spell.
- STEP 2 . . . Underline any hard parts.
- STEP 3 . . . Cover the word. Say and write the word by syllables. Check.

Using the Memory Steps in Daily Guided Spelling

For the first three weeks, you will lead your students through the memory steps for several words each week. The following example shows full guiding for a class that is not yet familiar with the memory steps.

10. thinner Number 10: thinner. The air gets thinner as you climb higher.
Say *thinner*. (Students: thinner)
Write *thinner*. (Check.)

MEMORY STEPS Now we'll practice the memory steps for number 10, *thinner*.

- STEP 1 . . . Step 1 is Read the word. Say the syllables to help you spell. (Students: thinner, thin-ner)
- STEP 2 . . . Step 2 is Underline any hard parts.
- STEP 3 . . . Step 3 is Cover the word. Say and write the word by syllables. Check. Everyone cover the word. Find the line under number 10. Say and write *thinner* by syllables. (Students: thin-, t-h-i-n, -ner, n-e-r) Check your word. If you made a mistake, draw a line through the word and start again at Step 1.

Beginning in Week 4, you will no longer lead the students through each memory step. You will have the students practice the memory steps independently for word number 10 on Days 2, 3, and 4 each week, as shown below:

10. buffalo Number 10: buffalo. Vast herds of buffalo used to graze on the plains. Say *buffalo*.

I'll say the syllables for spelling: *buf-fa-lo*. Write *buffalo*. (Check.)

MEMORY STEPS Do the memory steps for *buffalo*.

Using the Memory Steps in Homework

In the *Guided Spelling* program, the students use the memory steps in their homework to study and memorize the weekly words. They will be familiar with the steps from daily guided spelling. The *Blackline Masters* book provides a homework page for each week that lists the words to be studied and provides space to write the words; the memory steps are printed at the top of each homework page for the students to refer to.

Routines for Offering Help

The development of students' metacognitive abilities is an important goal of the *Guided Spelling* program. Strong spellers anticipate common pitfalls in English words, and they are aware when they do not know part of a word. In *Guided Spelling* you will often alert your students to difficult word parts. You will encourage your students to ask questions and you will frequently offer help.

The *Guided Spelling* program has two routines in grade 5 for offering help during guiding. One is for unusual spellings (such as **s** and **ure** in *sure*) and unaccented vowels (as in the second and third syllables in *opposite*). The second routine is for the common vowel spellings on the spelling-sound chart (such as **o_e**, **oa_**, and **ow** under the “bone” picture).

Offering Help for Unusual Spellings and Unaccented Vowels

When your students are writing a syllable with an unusual spelling or an unaccented vowel, you invite them to ask for help if they need it. You then give help by writing the spelling on the board or projector to the left of the number of the word. You should not say the spelling aloud. The students who aren't sure of the spelling can look at the board or screen, while the students who know the spelling may write it without assistance.

For the first two weeks, this routine is written out in detail in the *Teacher's Manual*, as shown below:

5. sure Number 5: sure. He was sure he dialed the correct telephone number. Say *sure*. (Students: *sure*)

Be careful here. If you know how to spell *sure*, write *sure* now. If you're not sure about any part, raise your hand to ask me and look up here as I write it.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 5.

(Check.)

Beginning in Week 3, the routine for offering help is no longer written out. The notation “(Offer help.)” is the reminder that you should follow this routine, as seen below:

I. opposite Number I: opposite. The opposite of “smooth” is “rough.”
Say *opposite*.
Say *opposite* by syllables. ■ The second syllable has a schwa. Now I’ll say the syllables for spelling: *op-po-site*. Repeat the syllables. ■
First syllable? ■ Write *op-*.
Second syllable? ■ (Offer help.) Write *-po-*.
Third syllable? ■ (Offer help.) Write *-site*. (Check.)

Offering Help for Common Vowel Spellings on the Spelling-Sound Chart

When your students are writing vowels for sounds with more than one common spelling, you assist them during guiding using the “Question?” routine. For example, if the students are writing the word *goal*, some may not know whether to spell it *gole*, *goal* or *gowl*. In the routine, you say, “Question?” meaning, “Ask me a question if you don’t know which spelling of the sound /ō/ to use for *goal*.” The students ask, “Which /ō/?” Then you tell them to use the second spelling under the “bone” picture on the spelling-sound chart. Students who *do* know the correct spelling may write the word without asking “Which /ō/?” and without consulting the chart.

In Week 3 of the *Teacher’s Manual*, you introduce the students to this routine during pre-spelling, as shown below:

sprain Let’s say you are writing the word *sprain*, *I don’t want to sprain my ankle*, but you aren’t sure which spelling of the sound /ā/ to use. I will say, “Question?” That means, “Ask me a question if you aren’t sure how to spell this sound.” You will ask, “Which /ā/?” That means, “Which spelling under the ‘cake’ picture is the right one for *sprain*?”
I will say, “Use the second spelling under the ‘cake’ picture.” Which is the second spelling under the “cake” picture? (Students: a-i-blank) The blank means that there is usually a letter after **a-i**. In *sprain* the letter is **n**. How do you spell the sound /ā/ in *sprain*? (Students: a-i)

The routine is gradually abbreviated as the students become accustomed to it. An example of the abbreviated routine is shown below. The box (■) indicates that you should pause for the students' response, in this case, "Which /ō/?"

3. bowl. Number 3: bowl. She put her cereal in the bowl. Say *bowl*.

Question? ■ Use the third spelling under the "bone" picture.
Write *bowl*. (Check.)

Resources for Students

The word histories that appear in daily guided spelling may make your students curious about language history and word etymologies. If so, they may enjoy some of the resources listed below:

- *Talk About English: How Words Travel and Change* by Janet Klausner (Thomas W. Crowell, 1990)
- *In a Word: 750 Words and Their Fascinating Stories and Origins* by Rosalie Baker (Cobblestone, 2003)
- *Where Words Come From* by Jack Umstatter (Franklin Watts, 2002)
- *Slangalicious: Where We Got That Crazy Lingo* by Gillian O'Reilly (Annick Press, 2004)
- *Cryptomania! Teleporting into Greek and Latin with the Cryptokids* by Edith Hope Fine (Tricycle Press, 2004)

Research Basis for *Guided Spelling*

The *Guided Spelling* program is based on four areas of research: developmental stages, explicit instruction, word frequency, and basal spelling instruction.

Developmental Stages of Spelling

Edmund Henderson and his colleagues at the University of Virginia conducted extensive studies of developing spellers and identified specific stages of increasing proficiency (Henderson 1990; Henderson and Templeton 1986). The following summary of stages is based on Bob Schlagal's (2001) description of these stages.

- **Nonphonetic Stage:** Children write with strings of letters unrelated to the spelling or sounds of the words.
- **Semiphonetic Stage:** Students become aware that letters can represent sounds, and they use what they know of letter sounds (and letter names, if necessary) to spell. For example, one child wrote “WE LKRNHS” for “We like our new house” (p. 154).
- **Phonetic Stage:** Students are learning the spellings of short vowels. They represent most long vowels by the name of the sound, for example, PLEZ for *please* (p. 155). Students continue to master the more difficult consonant combinations, for example, **mp**, **nd**, and **dr**. They tend to spell the inflectional ending **s** as **Z** and **ed** as **T** or **D** (p. 156).
- **Within Word Pattern Stage:** Students gain proficiency with the multiple spellings of vowel sounds, for example, **ee** and **ea** for the sound /ē/. They become more aware of vowel sounds in syllables. They master the spellings for the inflectional endings **s**, **es**, **ed**, and **ing**.
- **Syllable Juncture Stage:** Students gain proficiency in changing the end of certain base words before adding inflectional endings, for example, doubling **p** in *stopped* and dropping **e** for *waving*. Students' understanding of polysyllabic spelling increases to include correct spelling of many open syllables (e.g., *paper*) and closed syllables (e.g., *happy*).

- **Derivational Constancy Stage:** Students become aware that words derived from the same source can provide clues about spelling. For example, the speller can easily spell **e** in *competition* by making a connection with the word *compete*. Students in this stage apply knowledge of prefixes, suffixes, and Greek and Latin roots that appear in thousands of English words.

Henderson's findings have been studied, refined, and promoted by other investigators (for example, Invernizzi and Hayes 2004; Moats 2006), who strongly recommend that spelling instruction facilitate progress through these stages. The *Guided Spelling* program is carefully structured with this in mind.

Explicit Instruction

The *Guided Spelling* program is based on principles of systematic, explicit instruction. Research on teacher effects as summarized and analyzed by Barak Rosenshine (1995) supports the positive impact of presenting new material in small steps and guiding student practice, as well as providing detailed explanations, providing active practice for students, asking for frequent student responses to check student understanding, and providing systematic feedback and correction (p. 264).

In particular, English Language Learners have been shown to benefit from systematic, explicit orthophonemic instruction (Mathes et al. 2007; Vaughn et al. 2005). Students with learning disabilities also benefit from direct spelling instruction (Graham 1999; Wanzek et al. 2006). Explicit, systematic methods of spelling instruction were pioneered by Samuel Orton, Anna Gillingham, and Bessie Stillman. The core of their methods consisted of explicit teaching of sound-symbol correspondences, focus on individual syllables as well as words, extensive practice applying key spelling rules, and a combination of visual, auditory, and kinesthetic learning (Gillingham and Stillman 1997).

Word Frequency

Two major studies of word frequency were used as the basis of word selection for the *Guided Spelling* program. In the first study, John Carroll, Peter Davies, and Barry Richman analyzed five million words of running text in all content areas of school curricular materials in grades 3 through 9 (1971). In the second study, Susan Zeno and others analyzed 17 million words from more than 6,000 textbooks and other materials used in U.S. schools and colleges (1995). The highest-frequency words identi-

fied in these studies are the words most frequently encountered by students and those that the students will need to spell in their school writing.

Basal Spelling Approach

Basal spelling instruction has been a common feature of American education for decades. Research has supported the effectiveness of having weekly lists to study and memorize, practice throughout the week, a weekly test, frequent review, and instruction in study methods (Schlagal 2002). The *Guided Spelling* program includes these basic features while also going beyond straight memorization to support students with strategies and tools for spelling and developing students' metacognitive awareness of their spelling knowledge.

Additional Resources

Additional resources used in the development of the *Guided Spelling* program include the following:

- For pronunciation and syllable boundaries of words: *New Oxford American Dictionary* (2005), *Pocket Oxford American Dictionary of Current English* (2002), *Merriam-Webster OnLine* (www.merriam-webster.com)
- For word history: *Dictionary of Word Origins* (Ayto 1990), *New Oxford American Dictionary* (2005), *American Heritage Dictionary of the English Language* (1971)
- For syllable types: *Speech to Print: Language Essentials for Teachers* (Moats 2000)
- For high-frequency prefixes: “Teaching Prefixes: As Good as It Gets?” in *Vocabulary Instruction: Research to Practice* (Graves 2004)
- For related words as spelling clues: “Theory, Nature, and Pedagogy of Higher-order Orthographic Development in Older Students” in *Development of Orthographic Knowledge and the Foundations of Literacy* (Templeton 1992)
- For frequently misspelled words: *Written Vocabulary of Elementary School Pupils, Ages 6–14* (Smith and Ingersoll 1984)

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GRADE 5 SCOPE AND SEQUENCE

WEEK	TITLE	MAJOR FOCUSES OF THE WEEK	ADDITIONAL GUIDING POINTS
1	Short Vowels; Frequently Misspelled Words	<ul style="list-style-type: none"> ▶ The sound /ă/ is spelled a (<i>catch</i>) ▶ The sound /ĕ/ is spelled e (<i>spend</i>) ▶ The sound /ĭ/ is spelled i (<i>switch</i>) ▶ The sound /ŏ/ is spelled o (<i>knock</i>) ▶ The sound /ŭ/ is spelled u (<i>trunk</i>) 	<ul style="list-style-type: none"> ▶ The sound /n/ at the beginning of a word is sometimes spelled kn (<i>knock</i>) ▶ The sound /k/ directly after a short vowel in a one-syllable word is spelled ck (<i>track</i>) ▶ The sound /l/ at the end of a one-syllable short-vowel word is usually spelled ll (<i>thrill</i>) ▶ The sound /ch/ directly after a short vowel in a single-syllable word is usually spelled tch (<i>switch</i>) ▶ The sound /j/ directly after a short vowel in a single-syllable word is spelled dge (<i>pledge</i>) ▶ The suffix /əz/ is spelled es (<i>hatches</i>) ▶ Writers need to listen carefully to the sounds when a word has a cluster with a preconsonantal nasal (<i>trunk, lamp</i>) ▶ A compound word is made of two words and written with no space between the two (<i>halfway</i>) ▶ Homophones are words that sound the same but are spelled differently (<i>know, no</i>) ▶ In a contraction, the apostrophe shows that letters have been left out (<i>you're, we'd've</i>)
2	Doubling with Single-syllable Words; Frequently Misspelled Words	<ul style="list-style-type: none"> ▶ If a single-syllable base word has one vowel and one consonant after the vowel, then we double the last consonant before a suffix beginning with a vowel (<i>trotting, skidded, swimmer, muddy</i>) 	<ul style="list-style-type: none"> ▶ Exception to doubling: we do not double x (<i>mixing</i>) ▶ A mnemonic helps us remember how to spell a word

continues

GRADE 5 SCOPE AND SEQUENCE (continued)

WEEK	TITLE	MAJOR FOCUSES OF THE WEEK	ADDITIONAL GUIDING POINTS
3	Long Vowels; Frequently Misspelled Words	<ul style="list-style-type: none"> ▶ Long a is often spelled a-consonant-e, ai, or ay (<i>relate, exclaim, day</i>) ▶ The sound /ā/ at the end of a word is usually spelled ay (<i>today</i>) ▶ Long e is often spelled e-consonant-e, ee, or ea (<i>complete, week, season</i>) ▶ The sound /ē/ at the end of a polysyllabic word is usually spelled y (<i>plenty</i>) ▶ Long i is often spelled i-consonant-e, igh, or y (<i>provide, flight, fry</i>) ▶ The sound /ī/ at the end of a word is usually spelled y (<i>sky, deny</i>) ▶ Long o is often spelled o-consonant-e, oa, or ow (<i>alone, coat, below</i>) ▶ Long u is often spelled u-consonant-e (<i>huge, compute</i>) 	<ul style="list-style-type: none"> ▶ The letter y is sometimes a vowel (<i>happy, typical, type, day, key, boy, buy</i>) ▶ The letter w acts as a vowel in aw, ew, and ow (<i>jaw, few, allow</i>) ▶ The sound /j/ after a long vowel is spelled g (<i>cage</i>) ▶ The sound /s/ after a long vowel is spelled s or c (<i>base, twice</i>) ▶ The sound /r/ at the beginning of a word is sometimes spelled wr (<i>write</i>) ▶ The sound /ō/ at the end of a word is usually spelled o or ow (<i>buffalo, shadow</i>) ▶ Word history shows changes in the spelling, meaning, and pronunciation of words
4	Polysyllabic Spelling	<ul style="list-style-type: none"> ▶ Polysyllabic words can be spelled by syllables ▶ The way we say a polysyllabic word does not always correspond to the way it is written, for example, the syllables in <i>puppy</i> sound like /pū-pē/ but they are written as <i>pup</i> and <i>py</i> 	<ul style="list-style-type: none"> ▶ A syllable boundary marks the end of one syllable and the beginning of the next (<i>traffic</i>) ▶ When we hear a long vowel sound at the end of a syllable, it is usually spelled with the long vowel letter itself (<i>paper</i>) ▶ In an open syllable construction, the syllable ends with one long vowel (<i>moment</i>) ▶ In a closed syllable construction, the syllable contains a short vowel and ends with one or more consonants (<i>twenty</i>) ▶ In a vowel-consonant-e syllable construction, the syllable contains a single vowel followed by a consonant and e (<i>extreme</i>) ▶ In a vowel team syllable construction, the vowel sound is spelled with two letters (<i>between, reason</i>)

continues

GRADE 5 SCOPE AND SEQUENCE (continued)

WEEK	TITLE	MAJOR FOCUSES OF THE WEEK	ADDITIONAL GUIDING POINTS
5	Syllables with Schwas	<ul style="list-style-type: none"> ▶ A schwa is the sound of unaccented short u ▶ Schwas are spelled many ways, for example, <i>second</i>, <i>ago</i>, <i>climate</i>, and <i>captain</i> 	<ul style="list-style-type: none"> ▶ The sound /s/ is often spelled c before e, i, and y (<i>cent</i>, <i>city</i>, <i>fancy</i>) ▶ The sound /k/ at the end of a syllable is usually spelled c (<i>succeed</i>) ▶ Vowels in unaccented syllables may have sounds other than schwas, for example, some dictionaries show the pronunciation of <i>climate</i> as /klimit/ and <i>button</i> as /butn/
6	Review of Weeks 1, 2, 3, and 4		
7	Drop e Generalization	<ul style="list-style-type: none"> ▶ If the base word ends with consonant-e, then we drop the final e before a suffix beginning with a vowel (<i>tamed</i>, <i>requiring</i>, <i>trader</i>, <i>sensor</i>, <i>smoky</i>, <i>lovable</i>) 	<ul style="list-style-type: none"> ▶ The sound /z/ after a long vowel is spelled z or s (<i>blaze</i>, <i>wise</i>) ▶ The sound /k/ after a long vowel is spelled k (<i>broke</i>) ▶ When we hear a long vowel followed by a consonant sound in the last syllable of a polysyllabic word, the syllable usually ends with vowel-consonant-e (<i>contribute</i>, <i>suppose</i>)
8	Syllables with r -controlled Vowels	<ul style="list-style-type: none"> ▶ The sound /er/ is often spelled er, ir, or ur (<i>concern</i>, <i>third</i>, <i>surface</i>) ▶ The sound /or/ at the beginning or in the middle of a word is usually spelled or (<i>orbit</i>, <i>border</i>) ▶ The sound /or/ at the end of a word is usually spelled ore or ore (<i>for</i>, <i>explore</i>) ▶ The sound /ar/ is spelled ar (<i>alarm</i>) 	<ul style="list-style-type: none"> ▶ In an r-controlled syllable construction, the syllable includes a single vowel followed by r (<i>return</i>, <i>remark</i>, <i>orbit</i>)
9	Change y to i Generalization	<ul style="list-style-type: none"> ▶ If the base word ends with consonant-y, we change y to i before any suffix except one beginning with i (<i>satisfied</i>, <i>ugliest</i>, <i>mysterious</i>, <i>happiness</i>) ▶ If the base word ends with consonant-y and the suffix is /z/, then we change y to i and add es (<i>centuries</i>, <i>applies</i>) 	

continues

GRADE 5 SCOPE AND SEQUENCE (continued)

WEEK	TITLE	MAJOR FOCUSES OF THE WEEK	ADDITIONAL GUIDING POINTS
10	Other Vowel Digraphs	<ul style="list-style-type: none"> ▶ The sound /ōō/ is often spelled u-consonant-e, ew, or oo (<i>include, flew, smooth</i>) ▶ The sound /ōō/ is usually spelled oo (<i>foot</i>) ▶ The sound /ou/ is often spelled ou or ow (<i>county, flower</i>) ▶ The sound /ou/ at the end of a word is usually spelled ow (<i>allow</i>) ▶ The sound /oi/ is spelled oi or oy (<i>choice, royal</i>) ▶ The sound /oi/ at the end of a word is usually spelled oy (<i>employ</i>) ▶ The sound /aw/ is often spelled au or aw (<i>applause, awful</i>) ▶ The sound /aw/ at the end of a word is usually spelled aw (<i>raw</i>) 	
11	Possessive Nouns and Pronouns	<ul style="list-style-type: none"> ▶ To make a singular noun possessive, we add 's (<i>the boy's hat</i>) ▶ To make a plural noun that ends in s possessive, we add an apostrophe (<i>the girls' team</i>) ▶ To make a plural noun that doesn't end in s possessive, we add 's (<i>the men's team</i>) 	<ul style="list-style-type: none"> ▶ The sound /k/ is sometimes spelled ch (<i>character, ache</i>)
12	Review of Weeks 5, 7, 8, 9, and 10		
13	Syllables <i>-tion</i> and <i>-sion</i>	<ul style="list-style-type: none"> ▶ When a word that ends with /shən/ is related to a word that ends with consonant-t, /shən/ is spelled tion (<i>production, invention</i>) ▶ When a word that ends with /shən/ is related to a word that ends with te, /shən/ is spelled tion (<i>operation</i>) ▶ When a word that ends with /shən/ is related to a word that ends with it, /shən/ is spelled sion (<i>permission</i>) ▶ When a word that ends with /shən/ is related to a word that ends with ss, /shən/ is spelled sion (<i>expression</i>) ▶ When a word that ends with /zhən/ is related to a word that ends with de, /zhən/ is spelled sion (<i>division</i>) ▶ When a word that ends with /chən/ is related to a word that ends with st, /chən/ is spelled tion (<i>suggestion, digestion</i>) 	<ul style="list-style-type: none"> ▶ The syllable /shən/ is usually spelled tion (<i>motion</i>) ▶ The syllable /zhən/ is usually spelled sion (<i>division</i>)

continues

GRADE 5 SCOPE AND SEQUENCE (continued)

WEEK	TITLE	MAJOR FOCUSES OF THE WEEK	ADDITIONAL GUIDING POINTS
14	Syllables Ending in Consonant-l-e and Consonant-a-l	<ul style="list-style-type: none"> ▶ Final syllables that end with /əl/ are usually spelled consonant-l-e or consonant-a-l (<i>gentle, metal</i>) 	<ul style="list-style-type: none"> ▶ In a consonant-l-e syllable construction, the last syllable of a base word consists of a consonant followed by le (<i>table, simple, uncle</i>)
15	Syllables with -ive, -ture, and -age	<ul style="list-style-type: none"> ▶ Final syllables that end with the sounds /ɪv/ usually end with -ive (<i>native, expressive</i>) ▶ When the last syllable of a base word is /chər/, it is usually spelled -ture (<i>future, nature</i>) ▶ Final syllables that end with the sounds /ɪj/ usually end with -age (<i>damage, storage</i>) 	
16	Word Parts -able and -ible	<ul style="list-style-type: none"> ▶ The word parts -able and -ible are common (<i>vegetable, horrible</i>), and are often suffixes (<i>acceptable, collapsible</i>) 	<ul style="list-style-type: none"> ▶ Words that end with ce or ge are exceptions to the drop e generalization when the suffix begins with a or o (<i>rechargeable</i> and <i>courageous</i>)
17	Syllable -ous and Suffix -ly	<ul style="list-style-type: none"> ▶ Final syllables that end with the sounds /əs/ usually end with -ous (<i>tremendous, mysterious</i>) ▶ The suffix -ly is a common suffix (<i>easily</i>) 	
18	Review of Weeks 11, 13, 14, 15, and 16		
19	Syllables with -ant and -ent	<ul style="list-style-type: none"> ▶ Final syllables that end with -ant and -ent are common (<i>abundant, silent</i>), and are often suffixes (<i>defiant, dependent</i>) 	
20	Syllables with -ance and -ence	<ul style="list-style-type: none"> ▶ Final syllables that end with -ance and -ence are common (<i>allegiance, evidence</i>), and are often suffixes (<i>attendance, correspondence</i>) 	
21	Latin Roots port and uni	<ul style="list-style-type: none"> ▶ The Latin roots <i>port</i> and <i>uni</i> appear in several English words (<i>transport, uniform</i>) 	
22	Suffixes That Mean a person who or a thing that	<ul style="list-style-type: none"> ▶ Several suffixes often mean a person who or a thing that (-er, -or, -ant, -eer, -ent, -ist) 	
23	Greek and Latin Roots	<ul style="list-style-type: none"> ▶ Some common Greek and Latin roots are <i>part, medic, micro, scope, tele, phon, photo</i>, and <i>graph</i> 	<ul style="list-style-type: none"> ▶ The sound /f/ is sometimes spelled ph (<i>photograph</i>)

continues

GRADE 5 SCOPE AND SEQUENCE (continued)

WEEK	TITLE	MAJOR FOCUSES OF THE WEEK	ADDITIONAL GUIDING POINTS
24	Review of Weeks 17, 19, 20, 21, and 22		
25	Words with Prefixes	<ul style="list-style-type: none"> ▶ Recognizing prefixes (such as <i>re-</i>, <i>dis-</i>, <i>fore-</i>, <i>semi-</i>, <i>in-</i>, <i>sub-</i>, <i>super-</i>, <i>co-</i>, <i>en-</i>, <i>anti-</i>, <i>inter-</i>, <i>in-</i>, <i>over-</i>, <i>under-</i>) helps us spell many words 	
26	Unusual Plurals	<ul style="list-style-type: none"> ▶ Some singular nouns that end in f or fe have a plural form ending in ves (<i>halves, leaves, wives</i>) ▶ The plural of some nouns is made by a change to the base word (<i>women, teeth, geese, mice</i>) ▶ The singular and plural are the same for some nouns (<i>sheep, deer, salmon</i>) ▶ For some words that end with consonant-o, we just add s to form the plural (<i>pianos, solos</i>); for other words, we add es (<i>potatoes, tomatoes, heroes</i>) ▶ If the singular noun ends with vowel-o, we just add s to form the plural (<i>zoos, studios</i>) 	
27	More Words with Suffixes	<ul style="list-style-type: none"> ▶ Recognizing suffixes (such as <i>-y</i>, <i>-eth</i>, <i>-ness</i>, <i>-ful</i>) helps us spell many words 	
28	Doubling with Polysyllabic Words	<ul style="list-style-type: none"> ▶ If a polysyllabic base word ends with one vowel followed by one consonant <i>and</i> if the accent is on the last syllable, then we double the last consonant before a suffix beginning with a vowel (<i>permitting, preferred, repellent, forgotten</i>) 	
29	Review of Syllable Constructions and Divisions	<ul style="list-style-type: none"> ▶ Recognizing types of syllables can help us spell (<i>paper, entire, complete, between, remark, simple</i>) ▶ Recognizing types of syllable divisions can help us spell (<i>prac.tice, han.dle, i.tem, lim.it, li.on</i>) 	
30	Review of Weeks 23, 25, 26, 27, and 28		

Index to Full Guiding

In the *Guided Spelling* program, when spelling concepts (such as doubling the final consonant before a suffix) and spellings (such as **ir** or **oa**) are first introduced, the *Teacher's Manual* provides maximum support during guided spelling. The support is gradually decreased to reflect the students' increasing proficiency.

As you observe your students daily and analyze their weekly test performance, you may decide they need to continue receiving maximum support for a particular concept for several days or weeks. The purpose of this index is to direct you to the location of maximum guidance for each spelling element.

This index has two sections. The first is a list of spelling concepts such as changing **y** to **i**, contractions, and possessives. The second is a list of specific spellings such as **ee** and **-tion**. To review the fullest level of support for dropping **e**, for example, locate "dropping **e** before a suffix" under "Spelling Concept" below. "Page 129, #1: *requiring*" indicates that the full guidance for dropping **e** can be found beginning on page 129 of the *Teacher's Manual*, in the entry for word number 1, *requiring*.

SPELLING CONCEPT	LOCATION OF FULL GUIDING
changing y to i before a suffix	Page 165, #1: <i>applied</i>
compound words	Page 14, #3: <i>halfway</i>
consonant- l-e syllables	Page 251, #1: <i>gentle</i>
contractions	Page 14, #4: <i>couldn't</i>
doubling exception for x	Page 35, #3: <i>fixing</i>
doubling the final consonant in polysyllabic words before a suffix	Page 476, #1: <i>preferred</i>
doubling the final consonant in single-syllable words before a suffix	Page 34, #1: <i>trotting</i>
dropping e before a suffix	Page 129, #1: <i>requiring</i>
dropping e exception for ce before a	Page 285, #4: <i>noticeable</i>
dropping e exception for ge before a	Page 453, #5: <i>interchangeably</i>

continues

SPELLING CONCEPT (continued)	LOCATION OF FULL GUIDING
homophones	Page 15, #5: <i>know</i>
long vowel sound at the end of a syllable	Page 82, #2: <i>details</i>
long vowel sound followed by a consonant in the last syllable	Pages 129, #1: <i>requiring</i>
plural form same as singular	Page 446, #2: <i>salmon</i>
plural made by changing f or fe to ves	Page 441, #1: <i>wolves</i>
plural made by changing the base word	Page 442, #7: <i>mice</i>
plural of words ending with consonant- o	Page 444, #3: <i>tomatoes</i> and #4: <i>pianos</i>
plural of words ending with vowel- o	Page 453, #3: <i>radios</i>
polysyllabic words	Page 82, #1: <i>conflict</i>
possessive for plural nouns ending in s	Page 204, #2: <i>giants'</i>
possessive for plural nouns not ending in s	Page 204, #3: <i>children's</i>
possessive for singular nouns	Page 203, #1: <i>giant's</i>
possessive pronouns	Page 204, #4: <i>its</i>
preconsonantal nasals	Page 17, #1: <i>trunk</i>
prefixes	Page 9, #3: <i>nonfat</i>
roots	Page 363, #3: <i>uniform</i>
schwas	Page 99, #1: <i>promise</i>
syllable boundaries	Page 79, #1: <i>intend</i>
SPELLING	LOCATION OF FULL GUIDING
a (short)	Page 9, #3: <i>nonfat</i>
<i>-able</i>	Page 285, #1: <i>acceptable</i>
a-consonant-e	Page 62, #2: <i>cage</i>
<i>-age</i>	Page 268, #3: <i>advantage</i>
ai	Page 65, #5: <i>waist</i>
al at the end of the final syllable	Page 251, #2: <i>capital</i>
<i>-ance</i>	Page 346, #2: <i>distance</i>
<i>-ant</i>	Page 329, #2: <i>pleasant</i>
ar	Page 147, #1: <i>alarm</i>
au	Page 188, #1: <i>applause</i>
aw at the end of a word	Page 186, #4: <i>raw</i>

continues

SPELLING (continued)	LOCATION OF FULL GUIDING
ay at the end of a word	Page 62, #1: <i>rays</i>
c at the end of a syllable	Page 100, #3: <i>succeed</i>
c in a vowel-consonant- e spelling	Page 63, #4: <i>twice</i>
ce, ci, cy	Page 100, #3: <i>succeed</i>
ch (/k/)	Page 207, #4: <i>character</i>
-ck	Page 9, #2: <i>knock</i>
-dge	Page 8, #1: <i>pledge</i>
e (short)	Page 8, #1: <i>pledge</i>
ea	Page 71, #3: <i>meatless</i>
e-consonant-e	Page 82, #3: <i>extremely</i>
ee	Page 65, #3: <i>cheese</i>
-ence	Page 346, #1: <i>difference</i>
-ent	Page 329, #1: <i>independent</i>
er	Page 147, #2: <i>concern</i>
-es	Page 10, #4: <i>switches</i>
ew	Page 195, #4: <i>flew</i>
g after a long vowel	Page 62, #2: <i>cage</i>
i (short)	Page 10, #4: <i>switches</i>
-ible	Page 288, #2: <i>collapsible</i>
i-consonant-e	Page 63, #4: <i>twice</i>
igh	Page 68, #2: <i>preflight</i>
ir	Page 156, #1: <i>dirty</i>
-ive	Page 268, #1: <i>expensive</i>
k after a long vowel	Page 129, #2: <i>smoky</i>
kn	Page 9, #2: <i>knock</i>
-ll	Page 22, #3: <i>thrills</i>
o (short)	Page 9, #2: <i>knock</i>
oa	Page 62, #3: <i>goals</i>
o-consonant-e	Page 64, #1: <i>throne</i>
oi	Page 186, #3: <i>choice</i>
oo (/ōō/)	Page 183, #2: <i>football</i>

SPELLING (continued)	LOCATION OF FULL GUIDING
oo (/ōō/)	Page 186, #1: <i>smoother</i>
or	Page 145, #3: <i>border</i>
ore at the end of a word	Page 148, #4: <i>unexplored</i>
ou as in <i>round</i>	Page 186, #2: <i>county</i>
-ous	Page 301, #1: <i>tremendous</i>
ow as in <i>clown</i>	Page 189, #3: <i>clownish</i>
ow at the end of a word, as in <i>blow</i>	Page 71, #1: <i>throwing</i>
ow (/ō/)	Page 103, #3: <i>bowl</i>
oy	Page 271, #5: <i>royal</i>
ph	Page 397, #4: <i>photograph</i>
s (/z/) in a vowel-consonant- e spelling	Page 130, #3: <i>refusing</i>
-sion	Page 233, #2: <i>division</i>
-sion related to a word ending with de	Page 233, #2: <i>division</i>
-sion related to a word ending with it	Page 234, #3: <i>permission</i>
-sion related to a word ending with ss	Page 240, #6: <i>discussion</i>
-tch	Page 10, #4: <i>switches</i>
-tion	Page 239, #1: <i>motionless</i>
-tion (/chən/) related to a word ending with st	Page 234, #4: <i>suggestion</i>
-tion related to a word ending with consonant- t	Page 233, #1: <i>protection</i>
-tion related to a word ending with te	Page 238, #6: <i>congratulations</i>
-ture	Page 268, #2: <i>furniture</i>
u (short)	Page 17, #1: <i>trunk</i>
u-consonant-e (/ōō/)	Page 192, #5: <i>introduced</i>
ur	Page 154, #5: <i>burst</i>
w acting as a vowel	Page 71, #1: <i>throwing</i>
wr	Page 68, #3: <i>unwrapped</i>
y as a vowel in a vowel team	Page 62, #1: <i>rays</i>
y (/ē/) at the end of a polysyllabic word	Page 87 pre-spelling: <i>tidy</i>
y (/ī/) at the end of a word	Page 165, #1: <i>applied</i>
y (/i/) in the middle of a word	Page 185, #15: <i>system</i>

Index of Words Taught at Grade 5

The words listed below are the words that are specifically taught, studied, and tested at grade 5 of the *Guided Spelling* program. The number after each word indicates the week in which the word is introduced. For teachers who are differentiating instruction for students at different levels, asterisks (*) indicate the words that below-grade-level spellers learn; the letters “ch” signify optional challenge words for advanced spellers.

A

absent 21
acceptable 16*
accidentally 19*
acre 4 ch
actually 17*
address 29
advantage 15*
adventure 16
advice 5
airplane 3*
alarm 8*
alertness 29 ch
allegiance 20 ch
allergic 27 ch
amazing 7 ch
ambulance 21
announce 11
apart 23*
apartment 25
applied 9*
applying 9*
appreciate 21 ch
armies 9*
article 14*
artistic 22*
assignment 11 ch
assistants 20
astronaut 10 ch

attach 7
attendance 22
attitude 29 ch
awareness 27*

B

background 13
balance 20*
beard 3 ch
beautiful 9*
belong 8
beneath 29*
blindness 27*
border 8*
bothering 28 ch
bowl 5
breakable 21
broad 4
broken 7*
buffalo 5*
bushes 2 ch
button 5 ch

C

cage 3*
calm 17
camel 14
camera 15
camping 2*

capital 14*
captain's 13
capturing 15*
cargo 10 ch
castle 28
cauliflower 11 ch
centuries 9*
chapter 8
character 11
children's 11*
choice 10*
cleanliness 9 ch
cleverly 17 ch
coiled 10 ch
collect 8
colonial 9*
comfortable 16*
companion 22 ch
computer 23
concern 8*
conference 23
confidence 25
conflict 4*
confusing 7 ch
conquer 8 ch
content 19*
convenience 20 ch
cooperating 25*
cotton 5*

couldn't 1
countryside 4 ch
county 10*
courage 15*
courteous 27 ch
criminal 27 ch
crops 1*
cruelly 17 ch
curious 17*

D

daily 27*
damaged 15*
daughter 13
deal 4*
declared 28*
deer 26*
defeated 29 ch
defining 11
degrees 13
delivered 28 ch
denied 9 ch
department 23*
depth 5
describing 9
destruction 13 ch
details 4*
detective 17
diagram 11 ch
dictionary 14
difference 20*
dirty 8*
discount 14
disposable 19
disrespect 25
distance 20*
division 13*
double 14
dozen 9
dreamer 27

E

eagerly 29
earn 13
easily 17*
echoes 28
effortless 23
elephant 5 ch

elsewhere 20 ch
encode 25*
enemies 10
engineer 22*
enormous 19
entire 29*
equal 15
error 26 ch
evening 10
event 29
examine 28
excellent 19*
excitable 16*
excused 7 ch
expedition 13 ch
expensive 15*
experience 20*
experiment 27
explanation 16
expression 13*
extra 14
extremely 4*

F

faith 3 ch
farther 11
fashion 22*
feathery 27
fence 7
fixing 2*
flatten 2 ch
flew 10*
football 10*
forbidden 28 ch
forearm 25*
forgotten 29
forth 16
fortieth 27*
fortune 8 ch
fought 8
frontier 21 ch
furniture 15*
furry 13

G

garbage 20
gardener 28*
gentle 14*

germs 8 ch
ghost 23 ch
giant's 11*
giants' 11*
glance 7
glow 3 ch
goals 3*
governor 22 ch

H

halfway 1
handle 29*
harvested 29 ch
heroes 27
hers 16
hidden 4
hiring 10
holiday 7 ch
honesty 5 ch
honey 15
horrible 16*
hospital 14*
hungrier 13
husband's 15

I

I'm 2
immediately 5*
immigrant 23
importance 20*
imported 21 ch
improve 19
incredible 16 ch
independent 19*
initials 14 ch
injustice 25*
innocent 22
instructions 13*
instruments 27
intend 4*
interchangeable 26
intercontinental 25
interfered 11 ch
interplanetary 25 ch
interrupted 28 ch
introduce 10*
irresponsible 16 ch
item 29*

it's 11*
its 11*

J

jogging 2 ch
journal 17 ch
journey 17

K

kitchen 5*
knees 8
knives 26
knock 1*
know 1

L

laid 4
lawyer 22 ch
layer 23
leaves 26*
limit 29*
lion 29
literature 15 ch
locomotive 15 ch
low 4*

M

magically 27*
magnet 5*
mammal 14 ch
manager 22*
margin 8 ch
marriage 19
meanwhile 7 ch
meatless 3*
medical 14*
medication 23 ch
medicine 23*
metal 14*
mice 26*
microscope 23*
mildly 17 ch
minerals 14*
mirror 20
miserable 16 ch
misled 2*
misreported 8*
mixture 15 ch

mold 25 ch
motionless 13*
mouse 22
muddy 2*
muscles 14*
museum 4 ch
musician 22*

N

needle 19
ninetieth 27*
nonfat 1*
normal 16
noticeable 16*
nurses' 11*
nutritious 27 ch

O

o'clock 3
offered 28*
operation 13*
opponent 19 ch
opportunity 21*
opposite 5*
orange 17
ought 8
overcoat 28
overgrown 25
oxen 26*

P

paid 3
painlessly 21
palace 7
palm 5 ch
paper 9
paragraph 28
participate 23 ch
particles 23*
particular 26
partly 23*
pattern 21
peacefully 20
pearl 19 ch
performance 20*
perhaps 10
permission 13*
permitting 28*

persistence 20 ch
photograph 23*
physician 22 ch
pianos 26*
piece 3
pioneers 29 ch
pleasant 19*
pledge 1*
pocket 10
poetry 4 ch
port 21*
possessions 13 ch
pour 28
powder 10 ch
practically 28
practice 29*
preferred 28*
preflight 3*
preparing 7*
prerecorded 8*
present 19*
preserve 26 ch
prevention 15
printed 2*
proficient 19 ch
promise 5*
properly 22
protection 13*
protein 13 ch
proudly 17*
pupil 14 ch

Q, R

quarter 23
radios 26*
rather 11
raw 10*
rays 3*
reach 4
reasonable 19
reconsidering 28*
reflector 26
refuel 25*
refusing 7*
relatives 15*
reliable 16*
reluctant 19 ch
relying 9*

remarkable 16 ch
remote 27 ch
remove 19
repaid 25
replying 11
reporter 22
requiring 7*
resident 19 ch
responsibly 16*
reusable 17
review 20
rocket 5 ch
roll 5
route 10
royal 15
ruin 4 ch

S

sailor 22*
salmon 26
satellite 26 ch
satisfied 9*
saxophone 23 ch
schedule 26 ch
seize 11 ch
semicircular 25 ch
semisweet 25*
senator 22 ch
sense 1
sensible 20
sentence 20*
serious 17*
servant 19*
service 29*
sewing 15 ch
shadow 4*
shelter 29*
shield 25 ch
shopping 5
signal 17
silent 19*
silliest 9 ch
sister's 11*
sisters' 11*
situation 17
skidded 2*
skin 1*
sleepiest 14

slept 5
smoky 7*
smoother 10*
something 1
sorry 16
source 26
spirit 29
splendidly 17 ch
squawking 10 ch
squeeze 3 ch
staring 8
startled 14 ch
station 28*
steady 21
steel 4
stomach 11
strength 2 ch
subzero 25*
succeed 5*
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Index of Words in Grades 1–6

This is a complete list of the words that are specifically taught, studied, and tested in grades 1–6 of the *Guided Spelling* program. The grade or grades at which each word is taught is listed next to the word. (Note that this list does not include the optional challenge words.)

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Guided Spelling™

Developing Thoughtful Spellers

The *Guided Spelling* program is a research-based, yearlong curriculum for grades 1–6. Students learn to become thoughtful spellers and master the high-frequency words they will need in their writing. The 15-minute daily lessons are teacher-directed, multisensory, and interactive. In grade 5 of the *Guided Spelling* program, the students extend their knowledge of polysyllabic spelling and the generalizations for adding suffixes. They utilize the strategy of using related words as spelling clues; for example, *operate* is a clue for *operation*. They spell possessives, prefixes, suffixes, Greek and Latin roots, and unusual plurals.

Grade 5 Content	Examples
Phonemic Spelling Knowledge	
Vowels review	kn <u>o</u> ck, tw <u>i</u> ce, g <u>o</u> al, conc <u>o</u> rn, cho <u>i</u> ce
Schwas	buff <u>a</u> lo, centur <u>i</u> es, conc <u>o</u> rn
Syllable boundaries	in.tend, de.tail, shad.ow, li.on
Syllable types (constructions)	tw <u>e</u> nty, pap <u>e</u> r, ext <u>r</u> eme, rec <u>o</u> rd, cou <u>n</u> ty, gent <u>l</u> e
Word parts	-ive, -ture, -age, -able, -ous, -ent, -ance
Morphemic Spelling Knowledge	
Generalizations for adding suffixes (including inflectional endings)	Single-syllable doubling (mudd <u>y</u>) Dropping e (wis <u>e</u> st) Changing y to i (colon <u>i</u> al) Polysyllabic doubling (permitt <u>ing</u>)
Possessive nouns and pronouns	sister's, nurses', children's, its, ours
Prefixes	fore-, sub-, semi-, in-, super-, co-
Suffixes	-er, -or, -eer, -ness, -y, -ful, -eth
Greek and Latin roots	port, uni, part, medic, micro
Other Spelling Knowledge	
Frequently misspelled words	sense, thought, piece
Contractions	who's, o'clock, that'll
Unusual plurals	wolves, oxen, mice, tomatoes
Word history	English <i>cheese</i> and Spanish <i>queso</i> both come from the Latin word <i>caseus</i>
Spelling Strategies	
Polysyllabic spelling	immediately → im-me-di-ate-ly
Using related words	col <u>o</u> ny → col <u>o</u> nial; operat <u>e</u> → operat <u>i</u> on; sil <u>e</u> nt → sil <u>e</u> n <u>c</u> e
Studying and Memorizing High-frequency Words (375 words)	supposed to, stomach, relatives, accidentally, uniform, refuel



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GS-TM5

Grade 5

BLACKLINE MASTERS

Guided Spelling™

Developing Thoughtful Spellers

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Daily Guided Spelling Form

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

*1. trunk

*2. skin

*3. knock

*4. nonfat

*5. pledge

*6. crops

*7. switches

*8. thrill

9. twelve

10. sense

11. know

12. halfway

13. something

14. you're

15. couldn't

1. _____

9. _____

2. _____

10. _____

3. _____

11. _____

4. _____

12. _____

5. _____

13. _____

6. _____

14. _____

7. _____

15. _____

8. _____

Week 2 Homework

Name _____

TEKS 2.A.xvii
TEKS 2.A.xxiv
Student/Teacher Activity
(trotting, skidded, swimmer,
misled, nonfat, something)

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

TEKS 2.A.xxvi
Student/Teacher Activity
(trotting, skidded, swimmer,
muddy)

- *1. trotting
- *2. skidded
- *3. swimmer
- *4. camping
- *5. muddy
- *6. printed
- *7. fixing
- *8. misled
- 9. thought

- 10. I'm
- 11. who's
- 12. they've
- 13. which
- 14. sure
- 15. whole
- *16. pledge
- *17. knock

- *18. crops
- *19. nonfat
- *20. thrill
- *21. switches
- 22. something
- 23. sense
- 24. you're
- 25. halfway

1. _____	14. _____
2. _____	15. _____
3. _____	16. _____
4. _____	17. _____
5. _____	18. _____
6. _____	19. _____
7. _____	20. _____
8. _____	21. _____
9. _____	22. _____
10. _____	23. _____
11. _____	24. _____
12. _____	25. _____
13. _____	

Challenge Words: bushes, strength, flatten, jogging, trimming

Week 3 Homework

Name _____

TEKS 2.A.xxv
Student/Teacher Activity
(preflight, unwrapped)

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

- *1. rays
- *2. goals
- *3. preflight
- *4. twice
- *5. airplane
- *6. meatless
- *7. cage
- *8. throw
- 9. unwrapped

- 10. o'clock
- 11. piece
- 12. paid
- 13. we'd
- 14. that'll
- 15. their
- *16. muddy
- *17. misled

- *18. fixing
- *19. skidded
- *20. camping
- *21. trotting
- 22. I'm
- 23. sure
- 24. who's
- 25. they've

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____
- 13. _____

- 14. _____
- 15. _____
- 16. _____
- 17. _____
- 18. _____
- 19. _____
- 20. _____
- 21. _____
- 22. _____
- 23. _____
- 24. _____
- 25. _____

Challenge Words: faith, beard, glow, throne, squeeze

Week 4 Homework

Name _____

TEKS 2.A.xxiv
Student/Teacher Activity
(intend, conflict, twenty, details,
shadow, extremely, hidden, airplane,
unwrapped)

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

*1. intend

10. laid

*18. goals

*2. conflict

11. tank

*19. twice

*3. twenty

12. hidden

*20. cage

*4. details

13. steel

*21. rays

*5. shadow

14. wide

22. piece

*6. extremely

15. broad

23. unwrapped

*7. deal

*16. airplane

24. we'd

*8. low

*17. throw

25. paid

9. reach

1. _____

14. _____

2. _____

15. _____

3. _____

16. _____

4. _____

17. _____

5. _____

18. _____

6. _____

19. _____

7. _____

20. _____

8. _____

21. _____

9. _____

22. _____

10. _____

23. _____

11. _____

24. _____

12. _____

25. _____

13. _____

Challenge Words: acre, ruin, countryside, museum, poetry

Week 5 Homework

Name _____

TEKS 2.A.xviii
Student/Teacher Activity
(promise, immediately, opposite,
details, shadow)

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

*1. promise

*2. buffalo

*3. kitchen

*4. immediately

*5. magnet

*6. opposite

*7. succeed

*8. cotton

9. depth

10. slept

11. shopping

12. bowl

13. advice

14. roll

15. value

*16. twenty

*17. extremely

*18. details

*19. conflict

*20. low

*21. shadow

22. wide

23. hidden

24. tank

25. steel

1. _____

14. _____

2. _____

15. _____

3. _____

16. _____

4. _____

17. _____

5. _____

18. _____

6. _____

19. _____

7. _____

20. _____

8. _____

21. _____

9. _____

22. _____

10. _____

23. _____

11. _____

24. _____

12. _____

25. _____

13. _____

Challenge Words: button, honesty, rocket, palm, elephant

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

- *1. skin
- *2. pledge
- *3. trunk
- *4. knock
- *5. switches

- 6. couldn't
- 7. twelve
- 8. you're
- 9. know

- 10. sense
- *11. swimmer
- *12. fixing
- *13. muddy

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____

- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____
- 13. _____

Challenge Words: flatten, bushes, strength, trimming, jogging

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

- *1. printed
- *2. skidded
- 3. thought
- 4. whole
- 5. they've

- 6. which
- 7. who's
- *8. preflight
- *9. cage

- *10. goals
- *11. meatless
- *12. twice
- 13. o'clock

1. _____	8. _____
2. _____	9. _____
3. _____	10. _____
4. _____	11. _____
5. _____	12. _____
6. _____	13. _____
7. _____	

Challenge Words: glow, faith, squeeze, throne, beard

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

- 1. that'll
- 2. paid
- 3. their
- 4. unwrapped
- *5. intend

- *6. deal
- *7. details
- *8. extremely
- *9. shadow
- 10. laid

- 11. reach
- 12. steel
- 13. broad
- 14. hidden

1. _____	8. _____
2. _____	9. _____
3. _____	10. _____
4. _____	11. _____
5. _____	12. _____
6. _____	13. _____
7. _____	14. _____

Challenge Words: ruin, museum, countryside, acre, poetry

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

*1. requiring

*2. smoky

*3. preparing

*4. trader

*5. broken

*6. wisest

*7. supposed to

*8. refusing

9. topic

10. swimming

11. upstairs

12. attach

13. palace

14. glance

15. fence

*16. opposite

*17. buffalo

*18. cotton

*19. immediately

*20. promise

21. slept

22. depth

23. bowl

24. shopping

25. value

1. _____

14. _____

2. _____

15. _____

3. _____

16. _____

4. _____

17. _____

5. _____

18. _____

6. _____

19. _____

7. _____

20. _____

8. _____

21. _____

9. _____

22. _____

10. _____

23. _____

11. _____

24. _____

12. _____

25. _____

13. _____

Challenge Words: meanwhile, holiday, excused, amazing, confusing

Week 8 Homework

Name _____

TEKS 2.A.xxii
Student/Teacher Activity
(concern, alarm, border, dirty,
misreported, surprising, prerecorded,
unexplored, chapter)

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

- *1. concern
- *2. alarm
- *3. border
- *4. dirty
- *5. misreported
- *6. surprising
- *7. prerecorded
- *8. unexplored
- 9. chapter

- 10. knees
- 11. belong
- 12. collect
- 13. staring
- 14. ought
- 15. fought
- *16. requiring
- *17. supposed to

- *18. wisest
- *19. preparing
- *20. trader
- 21. palace
- 22. attach
- 23. glance
- 24. swimming
- 25. topic

1. _____	14. _____
2. _____	15. _____
3. _____	16. _____
4. _____	17. _____
5. _____	18. _____
6. _____	19. _____
7. _____	20. _____
8. _____	21. _____
9. _____	22. _____
10. _____	23. _____
11. _____	24. _____
12. _____	25. _____
13. _____	

Challenge Words: conquer, fortune, germs, margin, urge

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

- *1. satisfied
- *2. applied
- *3. applying
- *4. centuries
- *5. colonial
- *6. relying
- *7. armies
- *8. beautiful
- 9. paper

- 10. visit
- 11. wagon
- 12. describing
- 13. wore
- 14. tongue
- 15. dozen
- *16. border
- *17. dirty

- *18. concern
- *19. prerecorded
- *20. misreported
- 21. fought
- 22. chapter
- 23. collect
- 24. belong
- 25. knees

1. _____	14. _____
2. _____	15. _____
3. _____	16. _____
4. _____	17. _____
5. _____	18. _____
6. _____	19. _____
7. _____	20. _____
8. _____	21. _____
9. _____	22. _____
10. _____	23. _____
11. _____	24. _____
12. _____	25. _____
13. _____	

Challenge Words: silliest, warmth, cleanliness, denied, tennis

Week 10 Homework

Name _____

TEKS 2.A.xx
Student/Teacher Activity
(smoother, football, county)

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

*1. smoother

*2. football

*3. county

*4. choice

*5. raw

*6. flew

*7. introduce

*8. uncrowded

9. evening

10. pocket

11. hiring

12. perhaps

13. enemies

14. route

15. system

*16. relying

*17. beautiful

*18. armies

*19. satisfied

*20. centuries

*21. applied

22. paper

23. dozen

24. wore

25. wagon

1. _____

14. _____

2. _____

15. _____

3. _____

16. _____

4. _____

17. _____

5. _____

18. _____

6. _____

19. _____

7. _____

20. _____

8. _____

21. _____

9. _____

22. _____

10. _____

23. _____

11. _____

24. _____

12. _____

25. _____

13. _____

Challenge Words: astronaut, coiled, powder, cargo, squawking

Week 11 Homework

Name _____

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

TEKS 2.A.xxvii
TEKS 2.A.xxviii
Student/Teacher Activity
(announce, stomach)

-
- | | | |
|--|---------------|----------------|
| *1. giant's | *8. nurses' | *17. county |
| *2. giants' | 9. rather | *18. football |
| *3. children's | 10. defining | *19. uncrowded |
| *4. its (<i>wag its tail</i>) | 11. farther | *20. smoother |
| *5. sisters' (<i>two sisters' bedroom</i>) | 12. replying | *21. flew |
| *6. sister's (<i>my sister's backpack</i>) | 13. announce | 22. pocket |
| *7. it's (<i>Now it's cold.</i>) | 14. character | 23. perhaps |
| | 15. stomach | 24. system |
| | *16. raw | 25. route |
-
- | | |
|-----------|-----------|
| 1. _____ | 14. _____ |
| 2. _____ | 15. _____ |
| 3. _____ | 16. _____ |
| 4. _____ | 17. _____ |
| 5. _____ | 18. _____ |
| 6. _____ | 19. _____ |
| 7. _____ | 20. _____ |
| 8. _____ | 21. _____ |
| 9. _____ | 22. _____ |
| 10. _____ | 23. _____ |
| 11. _____ | 24. _____ |
| 12. _____ | 25. _____ |
| 13. _____ | |

Challenge Words: seize, assignment, diagram, interfered, cauliflower

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

*1. magnet

7. value

*13. smoky

*2. succeed

8. roll

*14. supposed to

*3. kitchen

9. depth

*15. preparing

*4. opposite

10. advice

16. attach

*5. immediately

*11. broken

17. topic

*6. promise

*12. refusing

1. _____

10. _____

2. _____

11. _____

3. _____

12. _____

4. _____

13. _____

5. _____

14. _____

6. _____

15. _____

7. _____

16. _____

8. _____

17. _____

9. _____

Challenge Words: button, honesty, rocket, palm, elephant, meanwhile, excused, confusing

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

- 1. fence
- 2. glance
- 3. upstairs
- *4. dirty
- *5. border
- *6. concern

- *7. unexplored
- *8. surprising
- *9. alarm
- 10. staring
- 11. chapter
- 12. collect

- 13. ought
- *14. centuries
- *15. beautiful
- *16. colonial
- *17. applying

1. _____	10. _____
2. _____	11. _____
3. _____	12. _____
4. _____	13. _____
5. _____	14. _____
6. _____	15. _____
7. _____	16. _____
8. _____	17. _____
9. _____	

Challenge Words: amazing, holiday, conquer, germs, margin, urge, fortune, tennis

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

- *1. satisfied
- 2. tongue
- 3. visit
- 4. dozen
- 5. describing
- 6. wore

- *7. choice
- *8. smoother
- *9. introduce
- *10. uncrowded
- *11. flew

- *12. county
- 13. hiring
- 14. evening
- 15. route
- 16. enemies

- | | |
|----------|-----------|
| 1. _____ | 9. _____ |
| 2. _____ | 10. _____ |
| 3. _____ | 11. _____ |
| 4. _____ | 12. _____ |
| 5. _____ | 13. _____ |
| 6. _____ | 14. _____ |
| 7. _____ | 15. _____ |
| 8. _____ | 16. _____ |

Challenge Words: silliest, denied, warmth, cleanliness, powder, coiled, cargo, squawking, astronaut

Week 13 Homework

Name _____

TEKS 2.A.xxi

TEKS 2.B.v

Practice the memory steps for each word.

Student/Teacher Activity

(background, announce)

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

*1. protection

10. furry

*18. its

*2. division

11. hungrier

*19. nurses' (*many nurses' work*)

*3. operation

12. background

*20. giants'

*4. expression

13. captain's

21. stomach

*5. permission

(*the captain's hat*)

22. rather

*6. suggestion

14. earn

23. announce

*7. motionless

15. daughter

24. farther

*8. instructions

*16. children's

25. defining

9. degrees

*17. giant's

1. _____

14. _____

2. _____

15. _____

3. _____

16. _____

4. _____

17. _____

5. _____

18. _____

6. _____

19. _____

7. _____

20. _____

8. _____

21. _____

9. _____

22. _____

10. _____

23. _____

11. _____

24. _____

12. _____

25. _____

13. _____

Challenge Words: possessions, protein, sword, destruction, expedition

Week 14 Homework

Name _____

TEKS 12.A.xv
Student/Teacher Activity
(permission, division)

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

- *1. gentle
- *2. capital
- *3. metal
- *4. article
- *5. hospital
- *6. minerals
- *7. medical
- *8. muscles
- 9. extra

- 10. sleepest
- 11. discount
- 12. yours
- 13. dictionary
- 14. double
- 15. camel
- *16. permission
- *17. instructions

- *18. protection
- *19. division
- *20. suggestion
- *21. expression
- 22. background
- 23. earn
- 24. hungrier
- 25. furry

1. _____	14. _____
2. _____	15. _____
3. _____	16. _____
4. _____	17. _____
5. _____	18. _____
6. _____	19. _____
7. _____	20. _____
8. _____	21. _____
9. _____	22. _____
10. _____	23. _____
11. _____	24. _____
12. _____	25. _____
13. _____	

Challenge Words: mammal, sweaty, startled, initials, pupil

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

- *1. expensive
- *2. furniture
- *3. advantage
- *4. relatives
- *5. capturing
- *6. damaged
- *7. courage
- *8. tomorrow
- 9. camera

- 10. royal
- 11. husband's (*her*
husband's shirt)
- 12. prevention
- 13. equal
- 14. honey
- 15. turkey
- *16. capital
- *17. minerals

- *18. muscles
- *19. medical
- *20. metal
- *21. gentle
- 22. double
- 23. camel
- 24. extra
- 25. sleepest

1. _____	14. _____
2. _____	15. _____
3. _____	16. _____
4. _____	17. _____
5. _____	18. _____
6. _____	19. _____
7. _____	20. _____
8. _____	21. _____
9. _____	22. _____
10. _____	23. _____
11. _____	24. _____
12. _____	25. _____
13. _____	

Challenge Words: literature, sewing, voyage, mixture, locomotive

Week 16 Homework

Name _____

TEKS 2.A.xxiii
Student/Teacher Activity
(acceptable, valuable, excitable,
horrible, reliable, noticeable,
comfortable)

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

*1. acceptable

*2. responsibly

*3. valuable

*4. excitable

*5. horrible

*6. reliable

*7. noticeable

*8. comfortable

9. forth

10. hers

11. explanation

12. normal

13. adventure

14. tough

15. sorry

*16. advantage

*17. courage

*18. furniture

*19. expensive

*20. capturing

21. royal

22. turkey

23. husband's (*her
husband's shirt*)

24. honey

25. prevention

1. _____

14. _____

2. _____

15. _____

3. _____

16. _____

4. _____

17. _____

5. _____

18. _____

6. _____

19. _____

7. _____

20. _____

8. _____

21. _____

9. _____

22. _____

10. _____

23. _____

11. _____

24. _____

12. _____

25. _____

13. _____

Challenge Words: irresponsible, miserable, worms, remarkable, incredible

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

*1. tremendous

*2. proudly

*3. easily

*4. curious

*5. tightly

*6. serious

*7. truly

*8. actually

9. orange

10. situation

11. signal

12. detective

13. reusable

14. calm

15. journey

*16. excitable

*17. responsibly

*18. noticeable

*19. reliable

*20. acceptable

21. normal

22. forth

23. sorry

24. hers

25. adventure

1. _____

14. _____

2. _____

15. _____

3. _____

16. _____

4. _____

17. _____

5. _____

18. _____

6. _____

19. _____

7. _____

20. _____

8. _____

21. _____

9. _____

22. _____

10. _____

23. _____

11. _____

24. _____

12. _____

25. _____

13. _____

Challenge Words: cleverly, journal, mildly, splendidly, cruelly

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

*1. its

*2. sister's (*my sister's
backpack*)

*3. sisters' (*two sisters'
bedroom*)

*4. it's (*Now it's cold.*)

*5. children's

6. replying

7. defining

8. character

9. stomach

10. announce

*11. division

*12. suggestion

*13. motionless

*14. operation

*15. permission

16. captain's (*the
captain's hat*)

17. daughter

1. _____

10. _____

2. _____

11. _____

3. _____

12. _____

4. _____

13. _____

5. _____

14. _____

6. _____

15. _____

7. _____

16. _____

8. _____

17. _____

9. _____

Challenge Words: diagram, seize, assignment, interfered, cauliflower, possessions, sword, protein

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.



- | | | |
|-------------|---------------|----------------|
| 1. earn | *7. hospital | 13. double |
| 2. degrees | *8. article | *14. courage |
| 3. hungrier | 9. dictionary | *15. relatives |
| *4. muscles | 10. sleepest | *16. expensive |
| *5. capital | 11. yours | *17. tomorrow |
| *6. gentle | 12. discount | |

- | | |
|----------|-----------|
| 1. _____ | 10. _____ |
| 2. _____ | 11. _____ |
| 3. _____ | 12. _____ |
| 4. _____ | 13. _____ |
| 5. _____ | 14. _____ |
| 6. _____ | 15. _____ |
| 7. _____ | 16. _____ |
| 8. _____ | 17. _____ |
| 9. _____ | |

Challenge Words: destruction, expedition, startled, sweaty, mammal, pupil, initials, literature

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

- *1. damaged
- *2. furniture
- 3. turkey
- 4. royal
- 5. camera
- 6. equal

- *7. excitable
- *8. responsibly
- *9. noticeable
- *10. comfortable
- *11. horrible

- *12. valuable
- 13. forth
- 14. sorry
- 15. tough
- 16. explanation

- | | |
|----------|-----------|
| 1. _____ | 9. _____ |
| 2. _____ | 10. _____ |
| 3. _____ | 11. _____ |
| 4. _____ | 12. _____ |
| 5. _____ | 13. _____ |
| 6. _____ | 14. _____ |
| 7. _____ | 15. _____ |
| 8. _____ | 16. _____ |

Challenge Words: sewing, mixture, locomotive, voyage, irresponsible, incredible, miserable, worms, remarkable

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

- *1. independent
- *2. servant
- *3. excellent
- *4. pleasant
- *5. silent
- *6. present (2)
- *7. accidentally
- *8. content (2)
- 9. disposable

- 10. needle
- 11. marriage
- 12. reasonable
- 13. enormous
- 14. remove
- 15. improve
- *16. tightly
- *17. easily

- *18. truly
- *19. curious
- *20. tremendous
- 21. reusable
- 22. situation
- 23. signal
- 24. calm
- 25. detective

1. _____	14. _____
2. _____	15. _____
3. _____	16. _____
4. _____	17. _____
5. _____	18. _____
6. _____	19. _____
7. _____	20. _____
8. _____	21. _____
9. _____	22. _____
10. _____	23. _____
11. _____	24. _____
12. _____	25. _____
13. _____	

Challenge Words: proficient, pearl, opponent, reluctant, resident

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

-
- | | | |
|-----------------------|-------------------|------------------|
| *1. difference | 10. garbage | *18. servant |
| *2. distance | 11. sensible | *19. pleasant |
| *3. importance | 12. peacefully | *20. present (2) |
| *4. experience | 13. assistants | 21. disposable |
| *5. sentence | 14. review | 22. improve |
| *6. performance | 15. mirror | 23. needle |
| *7. balance | *16. accidentally | 24. remove |
| *8. table of contents | *17. content (2) | 25. enormous |
| 9. whisper | | |

- | | |
|-----------|-----------|
| 1. _____ | 14. _____ |
| 2. _____ | 15. _____ |
| 3. _____ | 16. _____ |
| 4. _____ | 17. _____ |
| 5. _____ | 18. _____ |
| 6. _____ | 19. _____ |
| 7. _____ | 20. _____ |
| 8. _____ | 21. _____ |
| 9. _____ | 22. _____ |
| 10. _____ | 23. _____ |
| 11. _____ | 24. _____ |
| 12. _____ | 25. _____ |
| 13. _____ | |

Challenge Words: convenience, allegiance, persistence, elsewhere, violence

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

- *1. port
- *2. transport
- *3. support
- *4. opportunity
- *5. uniform
- *6. united
- *7. unit
- *8. union
- 9. welcome

- 10. breakable
- 11. painlessly
- 12. absent
- 13. ambulance
- 14. steady
- 15. pattern
- *16. sentence
- *17. performance

- *18. distance
- *19. table of contents
- *20. experience
- 21. garbage
- 22. whisper
- 23. assistants
- 24. sensible
- 25. peacefully

1. _____	14. _____
2. _____	15. _____
3. _____	16. _____
4. _____	17. _____
5. _____	18. _____
6. _____	19. _____
7. _____	20. _____
8. _____	21. _____
9. _____	22. _____
10. _____	23. _____
11. _____	24. _____
12. _____	25. _____
13. _____	

Challenge Words: imported, thread, unison, frontier, appreciate

Week 22 Homework

Name _____

TEKS 2.A.ii
TEKS 2.A.xvi
TEKS 2.B.ix
Student/Teacher Activity
(musician)

Practice the memory steps for each word.

- Step 1:** Read the word. Say the syllables to help you spell.
- Step 2:** Underline any hard parts.
- Step 3:** Cover the word. Say and write the word by syllables. Check.

*1. manager	10. properly	*18. union
*2. sailor	11. innocent	*19. unit
*3. musician	12. attendance	*20. transport
*4. engineer	13. reporter	21. welcome
*5. superintendent	14. tear (2)	22. painlessly
*6. artistic	15. mouse	23. breakable
*7. trainer	*16. opportunity	24. pattern
*8. fashion	*17. port	25. ambulance
9. surrounded		

1. _____	14. _____
2. _____	15. _____
3. _____	16. _____
4. _____	17. _____
5. _____	18. _____
6. _____	19. _____
7. _____	20. _____
8. _____	21. _____
9. _____	22. _____
10. _____	23. _____
11. _____	24. _____
12. _____	25. _____
13. _____	

Challenge Words: companion, lawyer, physician, governor, senator

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Week 23 Homework

Name _____

TEKS 2.A.xix
Student/Teacher Activity
(medicine, microscope,
telephone)

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

- *1. particles
- *2. apart
- *3. department
- *4. partly
- *5. medicine
- *6. microscope
- *7. telephone
- *8. photograph
- 9. effortless

- 10. immigrant
- 11. conference
- 12. universe
- 13. computer
- 14. layer
- 15. quarter
- *16. sailor
- *17. musician

- *18. trainer
- *19. fashion
- *20. artistic
- *21. manager
- 22. reporter
- 23. properly
- 24. mouse
- 25. attendance

1. _____	14. _____
2. _____	15. _____
3. _____	16. _____
4. _____	17. _____
5. _____	18. _____
6. _____	19. _____
7. _____	20. _____
8. _____	21. _____
9. _____	22. _____
10. _____	23. _____
11. _____	24. _____
12. _____	25. _____
13. _____	

Challenge Words: ghost, saxophone, participate, medication, telegraph

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

- *1. truly
- *2. actually
- *3. curious
- *4. easily
- *5. serious
- *6. proudly

- 7. calm
- 8. orange
- 9. journey
- 10. situation
- *11. accidentally
- *12. silent

- *13. excellent
- *14. pleasant
- *15. independent
- 16. marriage
- 17. disposable

1. _____	10. _____
2. _____	11. _____
3. _____	12. _____
4. _____	13. _____
5. _____	14. _____
6. _____	15. _____
7. _____	16. _____
8. _____	17. _____
9. _____	

Challenge Words: cruelly, journal, cleverly, mildly, splendidly, opponent, resident, pearl

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

- 1. improve
- 2. reasonable
- 3. enormous
- *4. experience
- *5. difference
- *6. balance

- *7. distance
- *8. importance
- *9. performance
- 10. peacefully
- 11. mirror
- 12. sensible

- 13. review
- *14. union
- *15. uniform
- *16. support
- *17. united

1. _____	10. _____
2. _____	11. _____
3. _____	12. _____
4. _____	13. _____
5. _____	14. _____
6. _____	15. _____
7. _____	16. _____
8. _____	17. _____
9. _____	

Challenge Words: reluctant, proficient, allegiance, elsewhere, violence, persistence, convenience, thread

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

- *1. opportunity
- 2. absent
- 3. breakable
- 4. ambulance
- 5. painlessly
- 6. steady

- *7. musician
- *8. manager
- *9. superintendent
- *10. sailor
- *11. fashion

- *12. engineer
- 13. tear (2)
- 14. innocent
- 15. attendance
- 16. surrounded

- | | |
|----------|-----------|
| 1. _____ | 9. _____ |
| 2. _____ | 10. _____ |
| 3. _____ | 11. _____ |
| 4. _____ | 12. _____ |
| 5. _____ | 13. _____ |
| 6. _____ | 14. _____ |
| 7. _____ | 15. _____ |
| 8. _____ | 16. _____ |

Challenge Words: frontier, unison, appreciate, imported, senator, lawyer, physician, companion, governor

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

- *1. forearm
- *2. subzero
- *3. semisweet
- *4. injustice
- *5. supermarket
- *6. cooperating
- *7. encode
- *8. refuel
- 9. repaid

- 10. overgrown
- 11. disrespect
- 12. intercontinental
- 13. confidence
- 14. transportation
- 15. apartment
- *16. apart
- *17. department

- *18. photograph
- *19. partly
- *20. medicine
- 21. immigrant
- 22. effortless
- 23. computer
- 24. conference
- 25. layer

1. _____	14. _____
2. _____	15. _____
3. _____	16. _____
4. _____	17. _____
5. _____	18. _____
6. _____	19. _____
7. _____	20. _____
8. _____	21. _____
9. _____	22. _____
10. _____	23. _____
11. _____	24. _____
12. _____	25. _____
13. _____	

Challenge Words: mold, interplanetary, shield, semicircular, unbelievably

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

*1. wolves

10. salmon

*18. cooperating

*2. oxen

11. university

*19. supermarket

*3. deer

12. reflector

*20. semisweet

*4. radios

13. particular

*21. refuel

*5. tomatoes

14. interchangeable

22. overgrown

*6. pianos

15. source

23. repaid

*7. mice

*16. encode

24. apartment

*8. leaves

*17. subzero

25. transportation

9. knives

1. _____

14. _____

2. _____

15. _____

3. _____

16. _____

4. _____

17. _____

5. _____

18. _____

6. _____

19. _____

7. _____

20. _____

8. _____

21. _____

9. _____

22. _____

10. _____

23. _____

11. _____

24. _____

12. _____

25. _____

13. _____

Challenge Words: error, satellite, vacuum, schedule, preserve

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

- *1. awareness
- *2. wealthy
- *3. youthful
- *4. magically
- *5. ninetieth
- *6. fortieth
- *7. blindness
- *8. daily
- 9. feathery

- 10. dreamer
- 11. telescope
- 12. undated
- 13. heroes
- 14. experiment
- 15. instruments
- *16. deer
- *17. tomatoes

- *18. pianos
- *19. radios
- *20. oxen
- *21. wolves
- 22. university
- 23. salmon
- 24. particular
- 25. reflector

1. _____	14. _____
2. _____	15. _____
3. _____	16. _____
4. _____	17. _____
5. _____	18. _____
6. _____	19. _____
7. _____	20. _____
8. _____	21. _____
9. _____	22. _____
10. _____	23. _____
11. _____	24. _____
12. _____	25. _____
13. _____	

Challenge Words: nutritious, remote, criminal, courteous, allergic

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

*1. permitting

*2. preferred

*3. upsetting

*4. gardener

*5. reconsidering

*6. offered

*7. declared

*8. station

9. castle

10. paragraph

11. overcoat

12. echoes

13. practically

14. examine

15. pour

*16. youthful

*17. magically

*18. blindness

*19. wealthy

*20. daily

*21. fortieth

22. feathery

23. heroes

24. experiment

25. undated

1. _____

14. _____

2. _____

15. _____

3. _____

16. _____

4. _____

17. _____

5. _____

18. _____

6. _____

19. _____

7. _____

20. _____

8. _____

21. _____

9. _____

22. _____

10. _____

23. _____

11. _____

24. _____

12. _____

25. _____

13. _____

Challenge Words: threatened, forbidden, bothering, interrupted, delivered

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

- *1. service
- *2. item
- *3. practice
- *4. entire
- *5. beneath
- *6. handle
- *7. shelter
- *8. limit
- 9. lion

- 10. event
- 11. address
- 12. underestimated
- 13. eagerly
- 14. forgotten
- 15. spirit
- *16. offered
- *17. station

- *18. declared
- *19. upsetting
- *20. permitting
- *21. gardener
- 22. castle
- 23. echoes
- 24. overcoat
- 25. examine

1. _____	14. _____
2. _____	15. _____
3. _____	16. _____
4. _____	17. _____
5. _____	18. _____
6. _____	19. _____
7. _____	20. _____
8. _____	21. _____
9. _____	22. _____
10. _____	23. _____
11. _____	24. _____
12. _____	25. _____
13. _____	

Challenge Words: pioneers, alertness, harvested, attitude, defeated

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

- *1. microscope
- *2. department
- *3. medicine
- *4. particles
- *5. telephone
- 6. layer

- 7. immigrant
- 8. universe
- 9. conference
- 10. quarter
- *11. supermarket
- *12. forearm

- *13. cooperating
- *14. semisweet
- *15. injustice
- 16. disrespect
- 17. repaid

- | | |
|----------|-----------|
| 1. _____ | 10. _____ |
| 2. _____ | 11. _____ |
| 3. _____ | 12. _____ |
| 4. _____ | 13. _____ |
| 5. _____ | 14. _____ |
| 6. _____ | 15. _____ |
| 7. _____ | 16. _____ |
| 8. _____ | 17. _____ |
| 9. _____ | |

Challenge Words: saxophone, medication, ghost, participate, telegraph, mold, semicircular, shield

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

1. apartment

2. intercontinental

3. confidence

*4. radios

*5. mice

*6. leaves

*7. tomatoes

8. university

9. knives

10. source

11. reflector

12. interchangeable

13. particular

*14. daily

*15. ninetieth

*16. magically

*17. fortieth

1. _____

10. _____

2. _____

11. _____

3. _____

12. _____

4. _____

13. _____

5. _____

14. _____

6. _____

15. _____

7. _____

16. _____

8. _____

17. _____

9. _____

Challenge Words: interplanetary, unbelievably, preserve, satellite, schedule, error, vacuum, criminal

Practice the memory steps for each word.

Step 1: Read the word. Say the syllables to help you spell.

Step 2: Underline any hard parts.

Step 3: Cover the word. Say and write the word by syllables. Check.

*1. awareness

2. dreamer

3. heroes

4. telescope

5. instruments

6. experiment

*7. upsetting

*8. preferred

*9. reconsidering

*10. declared

*11. gardener

12. paragraph

13. pour

14. echoes

15. examine

16. practically

1. _____

9. _____

2. _____

10. _____

3. _____

11. _____

4. _____

12. _____

5. _____

13. _____

6. _____

14. _____

7. _____

15. _____

8. _____

16. _____

Challenge Words: nutritious, allergic, courteous, remote, threatened, forbidden, bothering, delivered, interrupted

FREQUENTLY MISSPELLED HOMOPHONES

Work with a partner. Take turns reading each homophone below, using it in a sentence, and spelling it aloud as your partner checks.

TEKS 2.B.iii
 Student/Teacher Activity
 Frequently Misspelled Homophones
 (hole, whole, rode, shone)

- | | |
|---------------|-----------|
| 1. to | 11. hole |
| 2. two | 12. whole |
| 3. too | 13. rode |
| 4. their | 14. road |
| 5. there | 15. blue |
| 6. they're | 16. blew |
| 7. you're | 17. shown |
| 8. your | 18. shone |
| 9. already | 19. piece |
| 10. all ready | 20. peace |

WHETHER TO DOUBLE

The chart below helps you decide whether to double the last consonant. First work by yourself to complete the chart. Then take turns with your partner to read each word in the last column, use it in a sentence, and spell it aloud as your partner checks.

Base word	Suffix	Is the base word one syllable?	Does the base word have one vowel?	Does the base word end with one consonant?	Does the suffix begin with a vowel?	Will you double the last consonant?	Write the word.
1. sad	est						
2. end	less						
3. swim	er						
4. weak	ness						
5. skin	y						
6. trim	ing						
7. spoon	ful						
8. job	less						
9. flip	ed						
10. gold	en						

SUFFIXES

First work by yourself to add a suffix to each base word. You will not have to double the last consonant or drop e.

Then take turns with your partner to read each word you have written, use it in a sentence, and spell it aloud as your partner checks.

- 1. skill + ful = _____
- 2. hand + ful = _____
- 3. hope + less = _____
- 4. harm + less = _____
- 5. polite + ness = _____
- 6. dark + ness = _____
- 7. kind + er = _____
- 8. cheap + est = _____
- 9. build + er = _____
- 10. act + or = _____
- 11. curious + ly = _____
- 12. quiet + ly = _____

WHETHER TO DOUBLE

In this activity, you will decide whether to double the last consonant in each base word before adding the suffix.

First work by yourself to fill in each line below. Then take turns with your partner to read each word you have written, tell why you did or didn't double, and spell the word aloud as your partner checks.

1. thin + er = _____
2. glad + ly = _____
3. boil + ing = _____
4. spin + ing = _____
5. drill + ed = _____
6. clip + ed = _____
7. invent + or = _____
8. hug + ing = _____
9. drain + ed = _____
10. wed + ing = _____

FREQUENTLY MISPELLED CONTRACTIONS

First work by yourself to write as many contractions as you can using just the words below. You may use each word more than once. Example: *he's*

he, she, it, we, you, they, who, what, is, are, will, would, have

Then take turns with your partner to read each contraction you have written, use it in a sentence, and spell it aloud.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

FREQUENTLY MISSPELLED HOMOPHONES

Work with a partner. Take turns reading each homophone below, using it in a sentence, and spelling it aloud as your partner checks.

- | | |
|---------------------|------------|
| 1. sense | 11. bear |
| 2. cents | 12. bare |
| 3. weak | 13. wait |
| 4. week | 14. weight |
| 5. led | 15. ate |
| 6. lead (the metal) | 16. eight |
| 7. meat | 17. break |
| 8. meet | 18. brake |
| 9. whose | 19. flour |
| 10. who's | 20. flower |

WHETHER TO DROP e

The chart below helps you decide whether to drop e before a suffix. First work by yourself to complete the chart. Then take turns with your partner to read each word in the last column, use it in a sentence, and spell it aloud as your partner checks.

Base word	Suffix	Does the base word end with a consonant and then e?	Does the suffix begin with a vowel?	Will you drop e?	Write the word.
1. guide	ance				
2. reuse	able				
3. grace	ful				
4. broke	en				
5. noise	less				
6. elevate	or				
7. suppose	ing				
8. complete	ly				
9. compare	ing				
10. measure	ment				

WHETHER TO DROP e

In this activity, you will decide whether to drop **e** before adding a suffix.

First work by yourself to fill in each line below. Then take turns with your partner to read each word you have written, tell why you did or didn't drop **e**, and spell the word aloud as your partner checks.

1. hope + ful = _____
2. incubate + or = _____
3. shake + en = _____
4. scarce + ly = _____
5. fame + ous = _____
6. amaze + ment = _____
7. confuse + ing = _____
8. forgive + ness = _____
9. include + ing = _____
10. desire + able = _____

WHETHER TO CHANGE Y TO I

The chart below helps you decide whether to change y to i before adding a suffix. First work by yourself to complete the chart. Then take turns with your partner to read each word in the last column, use it in a sentence, and spell it aloud as your partner checks.

Base word	Suffix	Does the base word end with a consonant and then y?	Does the suffix begin with a letter that is not i?	Will you change y to i?	Write the word.
1. city	es				
2. rely	able				
3. happy	ly				
4. stray	ed				
5. memory	al				
6. heavy	est				
7. employ	er				
8. marry	ing				
9. duty	ful				
10. busy	er				

WHETHER TO CHANGE y TO i

In this activity, you will decide whether to change **y** to **i** before adding a suffix.

First work by yourself to fill in each line below. Then take turns with your partner to read each word you have written, tell why you did or didn't change **y** to **i**, and spell the word aloud as your partner checks.

1. juicy + er = _____
2. study + ing = _____
3. colony + al = _____
4. tardy + ness = _____
5. sway + ing = _____
6. tiny + est = _____
7. mercy + ful = _____
8. destroy + ed = _____
9. busy + ly = _____
10. hurry + ing = _____

POSSESSIVES

First work by yourself to write each word in the column that describes the type of possessive.

aunt's, children's, colonists', dancer's, driver's, geese's, men's, mice's, musicians', penguins', scientists', squirrels', winner's, woman's, women's

Then take turns with your partner to read each word you have written, use it in a sentence, and spell it aloud as your partner checks.

singular possessive	plural possessive: plural noun ends with s	plural possessive: plural noun does not end with s
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

CONTRACTIONS

First work by yourself. Write the words each contraction stands for. In the last column, write the letters that were left out of the contraction.

Then take turns with your partner to read each contraction in the first column, use it in a sentence, and spell it aloud as your partner checks.

CONTRACTION	WORDS THAT THE CONTRACTION STANDS FOR	LETTERS LEFT OUT
1. he'd	he would, he had	woul, ha
2. there's	_____	_____
3. they're	_____	_____
4. I've	_____	_____
5. isn't	_____	_____
6. we'd	_____	_____
7. wouldn't	_____	_____
8. let's	_____	_____
9. we're	_____	_____
10. it'll	_____	_____
11. who's	_____	_____
12. you'll	_____	_____
13. they've	_____	_____
14. what's	_____	_____
15. don't	_____	_____
16. who'd	_____	_____
17. I'm	_____	_____
18. where's	_____	_____
19. you're	_____	_____
20. that'll	_____	_____

SYLLABLES *-tion* AND *-sion*

Each word below is a clue for a related *-tion* or *-sion* word.

First work by yourself to underline the letters that are a clue. Write the related *-tion* or *-sion* word.

Then take turns with your partner to read each word you have written, tell why you wrote *-tion* or *-sion*, and spell the word aloud as your partner checks.

1. erupt _____
2. extinct _____
3. digest _____
4. permit _____
5. create _____
6. adopt _____
7. express _____
8. erode _____
9. demonstrate _____
10. conclude _____
11. contribute _____
12. admit _____

POSSESSIVES AND CONTRACTIONS

Sometimes you can only tell whether a word is a possessive noun or a contraction by seeing it in a sentence.

First work by yourself to write two sentences for each word below. In the first sentence, use the word as a possessive noun. In the second sentence, use the word as a contraction. The first two sentences are done for you. Remember that 's in a contraction may stand for *is* or *has*.

Then take turns with your partner to read each sentence you have written and spell the possessive or contraction aloud.

- farmer's

farmer's crops (possessive) The farmer's crops needed more rain.

farmer's driving (contraction) The farmer's driving the tractor down the field.

- sister's

sister's sweater (possessive) _____

sister's left (contraction) _____

- chapter's

chapter's title (possessive) _____

chapter's long (contraction) _____

- Joe's

Joe's desk (possessive) _____

Joe's absent (contraction) _____

- player's

player's knee (possessive) _____

player's run (contraction) _____

- bird's

bird's song (possessive) _____

bird's flying (contraction) _____

SYLLABLES *-tion* AND *-sion*

Each word below is a clue for a related *-tion* or *-sion* word.

First work by yourself to underline the letters that are a clue. Write the related *-tion* or *-sion* word.

Then take turns with your partner to read each word you have written, tell why you wrote *-tion* or *-sion*, and spell the word aloud as your partner checks.

1. react _____
2. pollute _____
3. omit _____
4. reflect _____
5. suggest _____
6. illustrate _____
7. collide _____
8. discuss _____
9. transmit _____
10. except _____
11. imitate _____
12. decide _____

SILENT CONSONANTS

First work by yourself to fill in the silent consonant in each word. Then take turns with your partner to read each word, use it in a sentence, and spell it aloud as your partner checks.

1. shou__d
2. __nife
3. autum__
4. __naw
5. __reath
6. i__land
7. r__yme
8. plum__er
9. colum__
10. __nowledge
11. lis__en
12. forei__n
13. __onor
14. __nee
15. cha__k

BUILDING WORDS

First work by yourself to write as many words as you can using just the base words and suffixes below. You may use each one more than once. Example: *dangers*

Base words: danger, adventure, fame, hazard, mystery, glory

Suffixes: s, ous, ly

Then take turns with your partner to read each word you have written, use it in a sentence, and spell it aloud.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

FREQUENTLY MISSPELLED HOMOPHONES

Work with a partner. Take turns reading each homophone below, using it in a sentence, and spelling it aloud as your partner checks.

- | | |
|------------|-----------|
| 1. sight | 11. oh |
| 2. site | 12. owe |
| 3. theirs | 13. beat |
| 4. there's | 14. beet |
| 5. tale | 15. stare |
| 6. tail | 16. stair |
| 7. find | 17. hall |
| 8. fined | 18. haul |
| 9. loan | 19. sale |
| 10. lone | 20. sail |

ABBREVIATIONS

First work by yourself. Read each abbreviation. Write the word that the abbreviation stands for.

Then take turns with your partner to read each abbreviation and spell it aloud as your partner checks.

- | | |
|----------------|----------------|
| 1. Jan. _____ | 11. Dec. _____ |
| 2. Feb. _____ | 12. USA _____ |
| 3. Mar. _____ | 13. in. _____ |
| 4. Apr. _____ | 14. ft. _____ |
| 5. Jun. _____ | 15. lb. _____ |
| 6. Jul. _____ | 16. qt. _____ |
| 7. Aug. _____ | 17. Jr. _____ |
| 8. Sept. _____ | 18. mph _____ |
| 9. Oct. _____ | 19. etc. _____ |
| 10. Nov. _____ | 20. Rd. _____ |

NUMBERS

Part A

Write each number in words.

1. 100 _____

2. 65 _____

3. 497 _____

4. 46 _____

5. 218 _____

Part B

Write the adjective form of each number. The first one is done for you.

6. 58th fifty-eighth _____

7. 11th _____

8. 83rd _____

9. 34th _____

10. 79th _____

11. 21st _____

12. 42nd _____

Part C

Check your work with your partner. Discuss which parts of each word can be easily misspelled. Underline the easily misspelled parts.

COMPOUND WORDS

Work with a partner. Take turns reading each compound word, using it in a sentence, and spelling it aloud as your partner checks.

TEKS 2.A.iii
 Student/Teacher Activity
 (sunlight, railroad, classroom,
 somehow, bedroom, sidewalk,
 sunshine, notebook)

- | | |
|----------------|---------------|
| 1. without | 11. highway |
| 2. throughout | 12. meanwhile |
| 3. whatever | 13. bedroom |
| 4. newspaper | 14. sidewalk |
| 5. nearby | 15. upstairs |
| 6. sunlight | 16. doorway |
| 7. grandmother | 17. sunshine |
| 8. railroad | 18. bathroom |
| 9. classroom | 19. daylight |
| 10. somehow | 20. notebook |

SUFFIXES THAT MEAN A PERSON WHO

The ending or suffix of each word below means *a person who* or *a thing that*.

Work with a partner. Take turns reading the word, using it in a sentence, and spelling the last syllable aloud as your partner checks. Spell the whole word if you can.

- | | |
|--------------|------------------|
| 1. librarian | 11. pedestrian |
| 2. cyclist | 12. operator |
| 3. inventor | 13. violinist |
| 4. spectator | 14. owner |
| 5. leader | 15. actor |
| 6. tourist | 16. opponent |
| 7. worker | 17. editor |
| 8. sensor | 18. photographer |
| 9. volunteer | 19. officer |
| 10. listener | 20. psychologist |

WORD ROOTS

Work with a partner. Read about the meaning of each root. Then take turns with your partner to read each word, use it in a sentence, and spell the root aloud as your partner checks. Spell the whole word if you can.

The root *rupt* means *break*.

1. interrupt
2. disrupt

The root *aud* means *hear*.

11. audience
12. audio

The root *meter* means *measure*.

3. thermometer
4. centimeter

The root *bio* means *life*.

13. biography
14. biology

The root *pend* means *hang*.

5. pendulum
6. dependent

The root *ped* means *foot*.

15. pedal
16. pedestrian

The root *spect* means *look*.

7. inspect
8. spectacles

The root *form* means *shape*.

17. transform
18. uniform

The root *cycl* means *circle*.

9. bicycle
10. recycle

The root *dict* means *say*.

19. dictate
20. dictionary

BUILDING WORDS

First work by yourself to write as many words as you can using just the prefixes, base words, and suffixes below. You may use each one more than once. Example: *disappear*

Prefixes: dis, re

Base words: appear, agree, place

Suffixes: ing, ance, able, ly

Then take turns with your partner to read each word you have written, use it in a sentence, and spell it aloud.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

OPPOSITES

Part A

First work by yourself. Change the prefix of each word so that the new word means the opposite of the first word. The first one is written for you.

- 1. underpaid overpaid _____
- 2. overcook _____
- 3. overpopulated _____
- 4. underpass _____
- 5. overestimate _____
- 6. underweight _____
- 7. undercharge _____
- 8. overdone _____

Part B

Add one of the following prefixes to each word so that the new word means the opposite of the first word: **dis, mis, non, un, in.**

- 9. justice _____
- 10. respect _____
- 11. fiction _____
- 12. behavior _____
- 13. satisfied _____
- 14. complete _____
- 15. important _____
- 16. correct _____

Part C

Take turns with your partner to read each word you have written, use it in a sentence, and spell it aloud as your partner checks.

FREQUENTLY MISSPELLED HOMOPHONES

Work with a partner. Take turns reading each homophone below, using it in a sentence, and spelling it aloud as your partner checks.

- | | |
|-----------|-------------|
| 1. lets | 11. root |
| 2. let's | 12. route |
| 3. deer | 13. waist |
| 4. dear | 14. waste |
| 5. past | 15. its |
| 6. passed | 16. it's |
| 7. plain | 17. guessed |
| 8. plane | 18. guest |
| 9. role | 19. find |
| 10. roll | 20. fined |

ADDING SUFFIXES

In many of the following words, the base word was changed before the suffix was added:

achievable, active, assistant, bragged, chewable, clownish, contributor, floppy, forgetful, friendship, governor, grinning, hidden, introduced, mover, noisy, promising, robber, shaken, shredded, slimmest, wetter, wiser, wreckage

First work by yourself to decide whether a change was made, and if so, which change was made. Write each word in the column that describes what happened to the base word.

Then take turns with your partner to read each word you have written, use it in a sentence, and spell it aloud as your partner checks.

The **e** was dropped.

The last consonant
was doubled.

The base word
was not changed.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

DOUBLING WITH POLYSYLLABIC WORDS

In this activity, you will decide whether to double the last consonant of a polysyllabic word before adding a suffix.

First work by yourself to fill in each line below. Then take turns with your partner to read each word you have written, tell why you did or didn't double, and spell the word aloud as your partner checks.

- 1. commit + ed = _____
- 2. percent + age = _____
- 3. detour + ed = _____
- 4. forgot + en = _____
- 5. accept + able = _____
- 6. happen + ed = _____
- 7. repel + ent = _____
- 8. poison + ous = _____
- 9. prefer + ed = _____
- 10. motion + less = _____

HOMOGRAPHS

The following pairs of words are spelled the same but are pronounced differently.

First work by yourself to write a sentence using each word. Then take turns with your partner to read each sentence you have written and spell the homograph aloud as your partner checks.

1. wind (rhymes with *find*) _____

2. wind (rhymes with *pinned*) _____

3. content (accent on first syllable) _____

4. content (accent on second syllable) _____

5. bow (rhymes with *cow*) _____

6. bow (rhymes with *go*) _____

7. live (rhymes with *give*) _____

8. live (rhymes with *hive*) _____

9. present (accent on first syllable) _____

10. present (accent on second syllable) _____

11. tear (rhymes with *ear*) _____

12. tear (rhymes with *bear*) _____

13. close (rhymes with *nose*) _____

14. close (rhymes with *dose*) _____

DOUBLING WITH POLYSYLLABIC WORDS

In this activity, you will decide whether to double the last consonant of a polysyllabic word before adding a suffix.

First work by yourself to fill in each line below. Then take turns with your partner to read each word you have written, tell why you did or didn't double, and spell the word aloud as your partner checks.

1. reason + able = _____
2. permit + ed = _____
3. detect + ive = _____
4. begin + ing = _____
5. defend + ant = _____
6. admit + ing = _____
7. applaud + ed = _____
8. propel + er = _____
9. avoid + able = _____
10. prosper + ous = _____

Spelling-Sound Chart



a_



e_



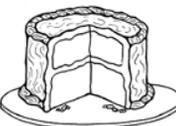
i_



o_



u_



a_e
ai_
_ay
a



e_e
ee
ea
_y
e



i_e
_igh
i_y



o_e
oa_
ow
o



u_e
u



oo
u_e
_ew
u



oo



ou_
ow



oi_
_oy



au_
aw
a(I)
a(II)



er
ir
ur



ar



or
_ore



girl's
hat



cats'
dish



men's
dog



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Guided Spelling Lessons

Name: _____

Week 1

Short Vowels; Frequently Misspelled Words

NEW WORDS

- | | |
|-------------------|--|
| ___ *1. trunk | She keeps a spare tire in the trunk of her car. |
| ___ *2. skin | Protect your skin with sunscreen when you are outside. |
| ___ *3. knock | I will knock on the door when I arrive. |
| ___ *4. nonfat | In nonfat milk, all the fat has been removed. |
| ___ *5. pledge | A pledge is a promise. |
| ___ *6. crops | The farmer's main crops were broccoli and lettuce. |
| ___ *7. switches | We flipped the switches to shut off the power. |
| ___ *8. thrill | What a thrill it was to ride the roller coaster! |
| ___ 9. twelve | We will eat lunch at twelve o'clock today. |
| ___ 10. sense | Owls have a very good sense of sight; they can see prey from far away. |
| ___ 11. know | I practiced my spelling words, and I know them all. |
| ___ 12. halfway | Let's each start from home and meet halfway. |
| ___ 13. something | He knew he had forgotten something. |
| ___ 14. you're | I see that you're finished. |
| ___ 15. couldn't | She couldn't open the jar's lid. |

Week 1, Day 1

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Name: _____

Week 1, Day 2

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Week 1, Day 3

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Name: _____

Week 1, Day 4

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Doubling with Single-syllable Words; Frequently Misspelled Words

TEKS 2.A.xii
Student/Teacher Activity
New Words: trotting, fixing,
camping

NEW WORDS

- | | |
|------------------|--|
| ___ *1. trotting | The horses were trotting around the track. |
| ___ *2. skidded | The player skidded into first base. |
| ___ *3. swimmer | The swimmer made record time in the breaststroke. |
| ___ *4. camping | The hikers are camping in the desert. |
| ___ *5. muddy | The rain boots were muddy; they were covered with mud. |
| ___ *6. printed | School menus are printed on recycled paper. |
| ___ *7. fixing | The plumber was fixing the leaky faucet. |
| ___ *8. misled | We were misled by the wrong directions and got lost. |
| ___ 9. thought | We thought it was a funny movie. |
| ___ 10. I'm | My parents know I'm going to visit my friend. |
| ___ 11. who's | I wonder who's in charge. |
| ___ 12. they've | I am surprised they've finished their work so quickly. |
| ___ 13. which | He considered which fruit to choose: an apricot or a banana. |
| ___ 14. sure | She was sure her answer was right. |
| ___ 15. whole | They ran the whole five-mile race. |

TEKS 2.B.i
Student/Teacher Activity
New Words
(skidded, camping, printed,
misled)

Week 2

REVIEW WORDS

___ *16. pledge

___ *17. knock

___ *18. crops

___ *19. nonfat

___ *20. thrill

___ *21. switches

___ 22. something

___ 23. sense

___ 24. you're

___ 25. halfway

Challenge Words

bushes, strength, flatten, jogging, trimming

Week 2, Day 1

Name: _____

1. _____ + _____ = _____

2. _____ + _____ = _____

3. _____

4. _____

5. _____ + _____ = _____

6. _____

7. _____

8. _____

Name: _____

Week 2, Day 2

1. _____ + _____ = _____

2. _____ + _____ = _____

3. _____

4. _____

5. _____

6. _____

7. _____ + _____ = _____

8. _____

9. _____

10. _____

Week 2, Day 3

Name: _____

1. _____ + _____ = _____

2. _____ + _____ = _____

3. _____

4. _____

5. _____

6. _____

7. _____ + _____ = _____

8. _____

9. _____

10. _____

Name: _____

Week 2, Day 4

1. _____ + _____ = _____

2. _____ + _____ = _____

3. _____

4. _____

5. _____

6. _____

7. _____ + _____ = _____

8. _____

9. _____

10. _____

Long Vowels; Frequently Misspelled Words

NEW WORDS

- | | |
|-------------------|--|
| ___ *1. rays | The sun's rays came through the window. |
| ___ *2. goals | The soccer team scored two goals during the game. |
| ___ *3. preflight | Astronauts have many preflight tasks. |
| ___ *4. twice | I fell twice while I was skating. |
| ___ *5. airplane | The airplane landed on the runway and taxied to the gate. |
| ___ *6. meatless | My cousin doesn't eat meat; all of his meals are meatless. |
| ___ *7. cage | We keep the hamster in its cage. |
| ___ *8. throw | The catcher will throw the ball to the pitcher. |
| ___ 9. unwrapped | He unwrapped his birthday gift. |
| ___ 10. o'clock | School begins at eight o'clock in the morning. |
| ___ 11. piece | She molded the piece of clay into a bowl. |
| ___ 12. paid | We paid for our tickets and went into the movie theater. |
| ___ 13. we'd | She thought we'd be there by noon. |
| ___ 14. that'll | He knows that'll be his last time at bat for the game. |
| ___ 15. their | They carried their camping gear in backpacks. |

TEKS 2.A.xi
Student/Teacher Activity
New Words
(preflight, unwrapped)

TEKS 2.B.x
Student/Teacher Activity
New Words
(meatless)

Week 3

REVIEW WORDS

___ *16. muddy

___ *17. misled

___ *18. fixing

___ *19. skidded

___ *20. camping

___ *21. trotting

___ 22. I'm

___ 23. sure

___ 24. who's

___ 25. they've

Challenge Words

faith, beard, glow, throne, squeeze

Week 3, Day 1

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Name: _____

Week 3, Day 2

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Week 3, Day 3

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Name: _____

Week 3, Day 4

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Polysyllabic Spelling

NEW WORDS

- | | |
|-------------------|---|
| ___ *1. intend | I intend to finish my homework before dinner. |
| ___ *2. conflict | The group considered how to resolve the conflict. |
| ___ *3. twenty | There were twenty books on the bookshelf. |
| ___ *4. details | Pay attention to the details of the directions. |
| ___ *5. shadow | The small mouse was hidden in the shadow of the plant. |
| ___ *6. extremely | It was extremely hot today; it was over 100 degrees. |
| ___ *7. deal | She will deal the cards to each player. |
| ___ *8. low | They ran low on art supplies. |
| ___ 9. reach | Can you reach to the top shelf? |
| ___ 10. laid | She laid her head on the pillow and fell asleep. |
| ___ 11. tank | He fills the gas tank regularly. |
| ___ 12. hidden | We found a baby lizard hidden in the garden. |
| ___ 13. steel | The bridge was made of steel. |
| ___ 14. wide | The door was wide open. |
| ___ 15. broad | The road was flat and broad, with a lot of space to ride. |

Week 4

REVIEW WORDS

___ *16. airplane

___ *17. throw

___ *18. goals

___ *19. twice

___ *20. cage

___ *21. rays

___ 22. piece

___ 23. unwrapped

___ 24. we'd

___ 25. paid

Challenge Words

acre, ruin, countryside, museum, poetry

Week 4, Day 1

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Name: _____

Week 4, Day 2

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Week 4, Day 3

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Name: _____

Week 4, Day 4

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Syllables with Schwas

NEW WORDS

___ *1. promise	If I promise to do something, I will do it.
___ *2. buffalo	The American buffalo is a large, hairy mammal.
___ *3. kitchen	They cooked and ate their meals in the kitchen.
___ *4. immediately	I was so hungry that I ate immediately.
___ *5. magnet	The magnet kept the photo on the refrigerator.
___ *6. opposite	The opposite of “enormous” is “tiny.”
___ *7. succeed	He will try hard to succeed.
___ *8. cotton	Her shirt and pants are made out of cotton.
___ 9. depth	The scientists will measure the depth of the lake.
___ 10. slept	My dog always slept on my bed.
___ 11. shopping	We went shopping for groceries.
___ 12. bowl	She poured her cereal into the bowl.
___ 13. advice	The teacher gave good advice about how to study.
___ 14. roll	He will roll up his sleeping bag.
___ 15. value	I value my pets; they mean a lot to me.

Week 5

REVIEW WORDS

___ *16. twenty

___ *17. extremely

___ *18. details

___ *19. conflict

___ *20. low

___ *21. shadow

___ 22. wide

___ 23. hidden

___ 24. tank

___ 25. steel

Challenge Words

button, honesty, rocket, palm, elephant

Week 5, Day 1

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Name: _____

Week 5, Day 2

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Week 5, Day 3

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Name: _____

Week 5, Day 4

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Review of Weeks 1, 2, 3, and 4

Week 1

- | | |
|------------------|-----------------|
| ___ *1. skin | ___ 6. couldn't |
| ___ *2. pledge | ___ 7. twelve |
| ___ *3. trunk | ___ 8. you're |
| ___ *4. knock | ___ 9. know |
| ___ *5. switches | ___ 10. sense |

Week 2

- | | |
|------------------|-----------------|
| ___ *11. swimmer | ___ 16. thought |
| ___ *12. fixing | ___ 17. whole |
| ___ *13. muddy | ___ 18. they've |
| ___ *14. printed | ___ 19. which |
| ___ *15. skidded | ___ 20. who's |

Week 3

- | | |
|--------------------|-------------------|
| ___ *21. preflight | ___ 26. o'clock |
| ___ *22. cage | ___ 27. that'll |
| ___ *23. goals | ___ 28. paid |
| ___ *24. meatless | ___ 29. their |
| ___ *25. twice | ___ 30. unwrapped |

continues

Week 6

REVIEW WEEK WORDS *(continued)*

Week 4

___ *31. intend

___ 36. laid

___ *32. deal

___ 37. reach

___ *33. details

___ 38. steel

___ *34. extremely

___ 39. broad

___ *35. shadow

___ 40. hidden

Challenge Words

Week 2 flatten, bushes, strength, trimming, jogging

Week 3 glow, faith, squeeze, throne, beard

Week 4 ruin, museum, countryside, acre, poetry

Week 6 Pretest

Name: _____

1. _____

9. _____

2. _____

10. _____

3. _____

11. _____

4. _____

12. _____

5. _____

13. _____

6. _____

14. _____

7. _____

15. _____

8. _____

Name: _____

1. _____
The car skidded twice on Green Road, which was extremely muddy that day.

2. _____
At twelfe oclock sharp there was a loud knock at the door.

3. _____
The swimer intended to reech his training goles by September.

4. _____
Whose unwrapped the present that was hiden so carefully?

5. _____
I know your adding more detales to your paragraph.

Drop e Generalization

NEW WORDS

- | | |
|---------------------|--|
| ___ *1. requiring | The teacher will be requiring us to do daily homework. |
| ___ *2. smoky | The air was smoky after the brush fire. |
| ___ *3. preparing | She is preparing for the test by studying. |
| ___ *4. trader | A North American fur trader would travel great distances by canoe. |
| ___ *5. broken | The leg on the chair is broken. |
| ___ *6. wisest | The owl is sometimes considered the wisest of birds. |
| ___ *7. supposed to | We are supposed to brush our teeth at least twice a day. |
| ___ *8. refusing | My dog was refusing to sit for a treat. |
| ___ 9. topic | The geography topic for this week is the mountain ranges of the western United States. |
| ___ 10. swimming | He will be doing a lot of swimming in this hot weather. |
| ___ 11. upstairs | The bedrooms of this house are upstairs. |
| ___ 12. attach | I will attach this light to my bike. |
| ___ 13. palace | The palace contained a hundred beautiful rooms. |
| ___ 14. glance | A glance is a quick look. |
| ___ 15. fence | The fence keeps our dog in our yard. |

Week 7

REVIEW WORDS

___ *16. opposite

___ *17. buffalo

___ *18. cotton

___ *19. immediately

___ *20. promise

___ 21. slept

___ 22. depth

___ 23. bowl

___ 24. shopping

___ 25. value

Challenge Words

meanwhile, holiday, excused, amazing, confusing

Week 7, Day 1

Name: _____

1. _____ + _____ = _____

2. _____ + _____ = _____

3. _____

4. _____

5. _____ + _____ = _____

6. _____

7. _____

8. _____

Name: _____

Week 7, Day 2

1. _____ + _____ = _____

2. _____ + _____ = _____

3. _____

4. _____

5. _____

6. _____

7. _____ + _____ = _____

8. _____

9. _____

10. _____

Week 7, Day 3

Name: _____

1. _____ + _____ = _____

2. _____ + _____ = _____

3. _____

4. _____

5. _____

6. _____

7. _____ + _____ = _____

8. _____

9. _____

10. _____

Name: _____

Week 7, Day 4

1. _____ + _____ = _____

2. _____ + _____ = _____

3. _____

4. _____

5. _____

6. _____

7. _____ + _____ = _____

8. _____

9. _____

10. _____

Syllables with r-controlled Vowels

TEKS 2.A.viii
TEKS 2.B.vi
Student/Teacher Activity
New Words
(concern, border, prerecorded,
chapter)

NEW WORDS

- | | |
|---------------------|--|
| ___ *1. concern | There is concern about a water shortage because of the drought. |
| ___ *2. alarm | I got up when the alarm clock buzzed. |
| ___ *3. border | I will add a red border to the quilt. |
| ___ *4. dirty | The dirty laundry goes in the washing machine. |
| ___ *5. misreported | The announcer misreported the accident because he did not interview the witnesses. |
| ___ *6. surprising | It was surprising to see a crowd at the mall so early. |
| ___ *7. prerecorded | The television show was prerecorded and shown at a later time. |
| ___ *8. unexplored | Much of Antarctica was unexplored by humans. |
| ___ 9. chapter | I'm on the second chapter of the adventure book. |
| ___ 10. knees | She scraped her knees playing volleyball. |
| ___ 11. belong | Does this pencil belong to you? |
| ___ 12. collect | My sister likes to collect shells at the beach. |
| ___ 13. staring | The owl was staring at the mouse without even blinking. |
| ___ 14. ought | We ought to leave now to arrive at the movie on time. |
| ___ 15. fought | They fought for their right to vote. |

Week 8

REVIEW WORDS

___ *16. requiring

___ *17. supposed to

___ *18. wisest

___ *19. preparing

___ *20. trader

___ 21. palace

___ 22. attach

___ 23. glance

___ 24. swimming

___ 25. topic

Challenge Words

conquer, fortune, germs, margin, urge

Week 8, Day 1

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Name: _____

Week 8, Day 2

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Week 8, Day 3

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Name: _____

Week 8, Day 4

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Change **y** to **i** Generalization

NEW WORDS

- | | |
|--------------------|--|
| ___ *1. satisfied | That was a delicious meal; I am satisfied. |
| ___ *2. applied | My sister has applied for college. |
| ___ *3. applying | He will be applying for an internship at that company this summer. |
| ___ *4. centuries | Many of the redwood trees have been growing for centuries. |
| ___ *5. colonial | In American colonial times, much of the furniture was handmade. |
| ___ *6. relying | I am relying on you to tell the truth. |
| ___ *7. armies | Ant armies swarmed the picnic area. |
| ___ *8. beautiful | The rose bushes are beautiful in full bloom. |
| ___ 9. paper | We used construction paper for the art project. |
| ___ 10. visit | She will visit her cousins this weekend. |
| ___ 11. wagon | The toddlers pulled the red wagon around the yard. |
| ___ 12. describing | He was describing the book to his classmates. |
| ___ 13. wore | He wore a dress shirt to the concert. |
| ___ 14. tongue | We taste different flavors with different parts of our tongue. |
| ___ 15. dozen | She bought a dozen eggs at the market. |

REVIEW WORDS

___ *16. border

___ *17. dirty

___ *18. concern

___ *19. prerecorded

___ *20. misreported

___ 21. fought

___ 22. chapter

___ 23. collect

___ 24. belong

___ 25. knees

Challenge Words

silliest, warmth, cleanliness, denied, tennis

Week 9, Day 1

Name: _____

1. _____ + _____ = _____

2. _____ + _____ = _____

3. _____

4. _____

5. _____ + _____ = _____

6. _____

7. _____

8. _____

Name: _____

Week 9, Day 2

1. _____ + _____ = _____

2. _____ + _____ = _____

3. _____

4. _____

5. _____

6. _____

7. _____ + _____ = _____

8. _____

9. _____

10. _____

Week 9, Day 3

Name: _____

1. _____ + _____ = _____

2. _____ + _____ = _____

3. _____

4. _____

5. _____

6. _____

7. _____ + _____ = _____

8. _____

9. _____

10. _____

Name: _____

Week 9, Day 4

1. _____ + _____ = _____

2. _____ + _____ = _____

3. _____

4. _____

5. _____

6. _____

7. _____ + _____ = _____

8. _____

9. _____

10. _____

Other Vowel Digraphs

NEW WORDS

- | | |
|-------------------|---|
| ___ *1. smoother | They sanded the wood to make it smoother. |
| ___ *2. football | They were playing touch football. |
| ___ *3. county | The largest town in the county is often the county seat. |
| ___ *4. choice | The menu offered a wide choice of dishes. |
| ___ *5. raw | Uncooked meat is raw meat. |
| ___ *6. flew | The blue jay flew into the pine tree. |
| ___ *7. introduce | I'd like to introduce you to my friend. |
| ___ *8. uncrowded | The store was surprisingly uncrowded. |
| ___ 9. evening | The crickets began to chirp in the evening. |
| ___ 10. pocket | He kept his keys in his pocket. |
| ___ 11. hiring | The store is hiring new employees for the summer. |
| ___ 12. perhaps | He hasn't written to me; perhaps he lost my address. |
| ___ 13. enemies | The two teams were opponents, not enemies. |
| ___ 14. route | We will take the route over the mountains. |
| ___ 15. system | There is a large bus system in our community; people can take a bus to many places. |

Week 10

REVIEW WORDS

___ *16. relying

___ *17. beautiful

___ *18. armies

___ *19. satisfied

___ *20. centuries

___ *21. applied

___ 22. paper

___ 23. dozen

___ 24. wore

___ 25. wagon

Challenge Words

astronaut, coiled, powder, cargo, squawking

Week 10, Day 1

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Name: _____

Week 10, Day 2

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Week 10, Day 3

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Name: _____

Week 10, Day 4

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Possessive Nouns and Pronouns

TEKS 2.A.xiii
TEKS 2.A.xiv
Student/Teacher Activity
New Words
(announce, stomach)

NEW WORDS

- | | |
|--------------------|---|
| ___ *1. giant's | Beyond the wall was a fierce giant. The giant's head was huge. |
| ___ *2. giants' | Giants were fighting. The giants' battle was heard throughout the kingdom. |
| ___ *3. children's | The children's section of the library is very popular. |
| ___ *4. its | A monarch butterfly is noticeable because its wings are black and orange. |
| ___ *5. sisters' | The three daughters all had bikes. The sisters' bicycles were lined up in front of the house. |
| ___ *6. sister's | Her oldest sister's backpack was left on the table. |
| ___ *7. it's | Today is beautiful because it's sunny and warm. |
| ___ *8. nurses' | Nurses' uniforms used to be white. |
| ___ 9. rather | I'd rather go swimming than play tennis. |
| ___ 10. defining | We used both context and the dictionary for defining the words. |
| ___ 11. farther | Our classroom is farther from the office than yours. |
| ___ 12. replying | I will be replying to the letter. |
| ___ 13. announce | They will announce the winner tonight. |
| ___ 14. character | Her favorite character in the book was the hero. |
| ___ 15. stomach | The human stomach can digest many types of food. |

Week 11

REVIEW WORDS

___ *16. raw

___ *17. county

___ *18. football

___ *19. uncrowded

___ *20. smoother

___ *21. flew

___ 22. pocket

___ 23. perhaps

___ 24. system

___ 25. route

Challenge Words

seize, assignment, diagram, interfered, cauliflower

Week 11, Day 1

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Name: _____

Week 11, Day 2

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Week 11, Day 3

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Name: _____

Week 11, Day 4

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Review of Weeks 5, 7, 8, 9, and 10

Week 5

- | | |
|---------------------|-----------------|
| ___ *1. magnet | ___ *6. promise |
| ___ *2. succeed | ___ 7. value |
| ___ *3. kitchen | ___ 8. roll |
| ___ *4. opposite | ___ 9. depth |
| ___ *5. immediately | ___ 10. advice |

Week 7

- | | |
|----------------------|------------------|
| ___ *11. broken | ___ 16. attach |
| ___ *12. refusing | ___ 17. topic |
| ___ *13. smoky | ___ 18. fence |
| ___ *14. supposed to | ___ 19. glance |
| ___ *15. preparing | ___ 20. upstairs |

Week 8

- | | |
|---------------------|-----------------|
| ___ *21. dirty | ___ *26. alarm |
| ___ *22. border | ___ 27. staring |
| ___ *23. concern | ___ 28. chapter |
| ___ *24. unexplored | ___ 29. collect |
| ___ *25. surprising | ___ 30. ought |

continues

Week 12

REVIEW WEEK WORDS *(continued)*

Week 9

- | | |
|--------------------|--------------------|
| ___ *31. centuries | ___ 36. tongue |
| ___ *32. beautiful | ___ 37. visit |
| ___ *33. colonial | ___ 38. dozen |
| ___ *34. applying | ___ 39. describing |
| ___ *35. satisfied | ___ 40. wore |

Week 10

- | | |
|--------------------|-----------------|
| ___ *41. choice | ___ *46. county |
| ___ *42. smoother | ___ 47. hiring |
| ___ *43. introduce | ___ 48. evening |
| ___ *44. uncrowded | ___ 49. route |
| ___ *45. flew | ___ 50. enemies |

Challenge Words

Week 5 button, honesty, rocket, palm, elephant

Week 7 meanwhile, excused, confusing, amazing, holiday

Week 8 conquer, germs, margin, urge, fortune

Week 9 tennis, silliest, denied, warmth, cleanliness

Week 10 powder, coiled, cargo, squawking, astronaut

Week 12 Pretest

Name: _____

1. _____

9. _____

2. _____

10. _____

3. _____

11. _____

4. _____

12. _____

5. _____

13. _____

6. _____

14. _____

7. _____

15. _____

8. _____

Name: _____

1. _____
Pioneers in unexplored territory regarded a broken wheel with concern.

2. _____
The county had had its name for centuries.

3. _____
One evening during their visit to the country, they sat on the fence
_____ and gazed at a beautiful sunset.

4. _____
She's describing how a magnet attracts the opposite end of another magnet.

5. _____
The alarm rang in the smoky kitchen when he burned the rolls.

Syllables *-tion* and *-sion*

TEKS 2.A.i
Student/Teacher Activity
New Words
(production, digestion, pollution)

NEW WORDS

- ___ *1. protection Seatbelts protect us, and their protection makes us safer.
- ___ *2. division This math problem requires division, so you will have to divide.
- ___ *3. operation It's an unusually long operation when the doctors have to operate for seven hours.
- ___ *4. expression She likes to express herself with the expression "OK!"
- ___ *5. permission When their parents permit them to go to the park, they give permission.
- ___ *6. suggestion When you suggest a plan, you are making a suggestion.
- ___ *7. motionless While playing hide-and-seek, the girl tried to remain motionless so no one would find her.
- ___ *8. instructions When your teachers give instructions, they instruct you.
- ___ 9. degrees It is only 30 degrees outside!
- ___ 10. furry My mother complains that our furry cat sheds all over the rug.
- ___ 11. hungrier "I'm hungrier than a bear!" my brother exaggerated.
- ___ 12. background In the background of the photo were snow-capped mountains.
- ___ 13. captain's Following the captain's orders, the men lowered the mainsail.

TEKS 2.B.iv
Student/Teacher Activity
New Words
(degrees, background, daughter)

continues

Week 13

NEW WORDS *(continued)*

- ___ 14. earn On Fridays I babysit for my cousin to earn some spending money.
- ___ 15. daughter The woman and her young daughter held hands as they walked to the park.

REVIEW WORDS

- | | |
|---------------------|------------------|
| ___ *16. children's | ___ 21. stomach |
| ___ *17. giant's | ___ 22. rather |
| ___ *18. its | ___ 23. announce |
| ___ *19. nurses' | ___ 24. farther |
| ___ *20. giants' | ___ 25. defining |

Challenge Words

possessions, protein, sword, destruction, expedition

Week 13, Day 1

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Name: _____

Week 13, Day 2

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Week 13, Day 3

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Name: _____

Week 13, Day 4

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Syllables Ending in Consonant-**l**-e and Consonant-**a**-l

NEW WORDS

- | | |
|--------------------|--|
| ___ *1. gentle | He was a gentle dog who never even barked. |
| ___ *2. capital | Begin the name of your capital city with a capital letter. |
| ___ *3. metal | Sterling silver is one type of metal used to make jewelry. |
| ___ *4. article | My sister wrote an article for the school newspaper. |
| ___ *5. hospital | My dad is working as a nurse at the hospital. |
| ___ *6. minerals | She took a daily dose of extra vitamins and minerals. |
| ___ *7. medical | There are many jobs in the medical profession, including doctors, nurses, and technicians, to name just a few. |
| ___ *8. muscles | The athlete soaked in a hot bath to ease her aching muscles. |
| ___ 9. extra | They saved the extra food for the next day. |
| ___ 10. sleepest | Even the sleepest child woke up when their dad came home. |
| ___ 11. discount | The store owner is my uncle's friend, so he gave us a discount. |
| ___ 12. yours | I found my notebook in my backpack, but I don't see yours. |
| ___ 13. dictionary | She likes to look at the illustrations in the dictionary. |
| ___ 14. double | He tied a double knot in his shoelaces. |
| ___ 15. camel | The camel is an important animal for many desert nomads. |

Week 14

REVIEW WORDS

___ *16. permission

___ *17. instructions

___ *18. protection

___ *19. division

___ *20. suggestion

___ *21. expression

___ 22. background

___ 23. earn

___ 24. hungrier

___ 25. furry

Challenge Words

mammal, sweaty, startled, initials, pupil

Week 14, Day 1

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Name: _____

Week 14, Day 2

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Week 14, Day 3

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Name: _____

Week 14, Day 4

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Syllables with *-ive, -ture, and -age*

NEW WORDS

- | | |
|--------------------|--|
| ___ *1. expensive | The boy could not afford the game because it was too expensive. |
| ___ *2. furniture | My grandma's house is full of old furniture. |
| ___ *3. advantage | The other team had an advantage because they had one more player. |
| ___ *4. relatives | I have more relatives on my mom's side than on my dad's. |
| ___ *5. capturing | The juggler was capturing my brother's attention. |
| ___ *6. damaged | My mother sent the new chair back because it was damaged. |
| ___ *7. courage | You have to have a lot of courage to do rock climbing. |
| ___ *8. tomorrow | I'm going to see my friend tomorrow. |
| ___ 9. camera | I forgot to get batteries for my camera! |
| ___ 10. royal | When the royal coach passed by, everyone tried to get a glimpse of the queen. |
| ___ 11. husband's | Her husband's family had lived in the town for three generations. |
| ___ 12. prevention | We hope that fire prevention programs will motivate everyone to prevent fires. |
| ___ 13. equal | The twins are of equal height. |
| ___ 14. honey | Honey and maple syrup are both sweeteners. |
| ___ 15. turkey | A wild turkey can fly a short distance. |

Week 15

REVIEW WORDS

___ *16. capital

___ *17. minerals

___ *18. muscles

___ *19. medical

___ *20. metal

___ *21. gentle

___ 22. double

___ 23. camel

___ 24. extra

___ 25. sleepiest

Challenge Words

literature, sewing, voyage, mixture, locomotive

Week 15, Day 1

Name: _____

1. _____

2. _____

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Name: _____

Week 15, Day 2

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Week 15, Day 3

Name: _____

1. _____

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Name: _____

Week 15, Day 4

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Word Parts *-able* and *-ible*

TEKS 2.A.ix

TEKS 2.B.vii

Student/Teacher Activity

New Words

(acceptable, valuable, excitable, horrible, reliable, noticeable, comfortable)

NEW WORDS

- | | |
|---------------------|--|
| ___ *1. acceptable | It's acceptable to read quietly when you finish your test. |
| ___ *2. responsibly | The teenager was careful to drive responsibly so her parents would allow her to use the car. |
| ___ *3. valuable | Although it seems like an ordinary object, the teapot is very valuable to my mother. |
| ___ *4. excitable | When my little brother plays with his friends, he is the most excitable of all. |
| ___ *5. horrible | He had a horrible cold that kept him in bed for several days. |
| ___ *6. reliable | The reliable old refrigerator finally quit working. |
| ___ *7. noticeable | There was a noticeable smudge on the windowpane. |
| ___ *8. comfortable | I love to lie on that couch because it's so comfortable. |
| ___ 9. forth | The baby swung back and forth and laughed with delight. |
| ___ 10. hers | When I looked closely at the backpack, I saw it was hers. |
| ___ 11. explanation | The book provided an explanation of gravity. |
| ___ 12. normal | After two days, her temperature returned to normal. |
| ___ 13. adventure | When we set off on the hiking trail without a map, my dad said, "This will be an adventure!" |
| ___ 14. tough | He had a tough time his first year away from home. |
| ___ 15. sorry | I am so sorry if I hurt your feelings. |

TEKS 2.B.viii

Student/Teacher Activity

New Words

(explanation, prevention)

Week 16

REVIEW WORDS

___ *16. advantage

___ *17. courage

___ *18. furniture

___ *19. expensive

___ *20. capturing

___ 21. royal

___ 22. turkey

___ 23. husband's

___ 24. honey

___ 25. prevention

Challenge Words

irresponsible, miserable, worms, remarkable, incredible

Week 16, Day 1

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

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8. _____

Name: _____

Week 16, Day 2

1. _____

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Week 16, Day 3

Name: _____

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Name: _____

Week 16, Day 4

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10. _____

Syllable *-ous* and Suffix *-ly*

NEW WORDS

- ___ *1. tremendous A tremendous thunderclap followed the flash of lightning.
- ___ *2. proudly “You played a great game!” her parents said proudly.
- ___ *3. easily She is recovering from her illness, but still tires easily.
- ___ *4. curious I’m curious to see whether the new baby looks like his mom or his dad.
- ___ *5. tightly The child held tightly to his father’s hand.
- ___ *6. serious She is a serious student, but she also likes to have fun with her friends.
- ___ *7. truly The letter was signed, “Very truly yours.”
- ___ *8. actually My uncle thought I was nine, but actually I am ten.
- ___ 9. orange Please pass the orange juice.
- ___ 10. situation Broken glass on the playground created a dangerous situation.
- ___ 11. signal “Don’t forget to use your turn signal,” my dad reminded my brother.
- ___ 12. detective The detective questioned the suspect about the clues he’d found.
- ___ 13. reusable Many people prefer cloth napkins to paper napkins because they are reusable and don’t have to be thrown away.
- ___ 14. calm My teacher is always calm; she never gets angry.
- ___ 15. journey The cross-country journey meant many long days in the car.

Week 17

REVIEW WORDS

___ *16. excitable

___ *17. responsibly

___ *18. noticeable

___ *19. reliable

___ *20. acceptable

___ 21. normal

___ 22. forth

___ 23. sorry

___ 24. hers

___ 25. adventure

Challenge Words

cleverly, journal, mildly, splendidly, cruelly

Week 17, Day 1

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

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8. _____

Name: _____

Week 17, Day 2

1. _____

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9. _____

10. _____

Week 17, Day 3

Name: _____

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 10. _____
- _____

Name: _____

Week 17, Day 4

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10. _____

Week 18

Name: _____

Review of Weeks 11, 13, 14, 15, and 16

Week 11

- | | |
|--|------------------|
| ___ *1. its (<i>Its fur is gray.</i>) | ___ 6. replying |
| ___ *2. sister's (<i>my sister's backpack</i>) | ___ 7. defining |
| ___ *3. sisters' (<i>two sisters' faces</i>) | ___ 8. character |
| ___ *4. it's (<i>It's hot.</i>) | ___ 9. stomach |
| ___ *5. children's | ___ 10. announce |

Week 13

- | | |
|---------------------|---|
| ___ *11. division | ___ 16. captain's (<i>captain's ship</i>) |
| ___ *12. suggestion | ___ 17. daughter |
| ___ *13. motionless | ___ 18. earn |
| ___ *14. operation | ___ 19. degrees |
| ___ *15. permission | ___ 20. hungrier |

Week 14

- | | |
|-------------------|--------------------|
| ___ *21. muscles | ___ 26. dictionary |
| ___ *22. capital | ___ 27. sleepest |
| ___ *23. gentle | ___ 28. yours |
| ___ *24. hospital | ___ 29. discount |
| ___ *25. article | ___ 30. double |

continues

Week 18

REVIEW WEEK WORDS *(continued)*

Week 15

___ *31. courage

___ *32. relatives

___ *33. expensive

___ *34. tomorrow

___ *35. damaged

___ *36. furniture

___ 37. turkey

___ 38. royal

___ 39. camera

___ 40. equal

Week 16

___ *41. excitable

___ *42. responsibly

___ *43. noticeable

___ *44. comfortable

___ *45. horrible

___ *46. valuable

___ 47. forth

___ 48. sorry

___ 49. tough

___ 50. explanation

Challenge Words

Week 11 diagram, seize, assignment, interfered, cauliflower

Week 13 possessions, sword, protein, destruction, expedition

Week 14 startled, sweaty, mammal, pupil, initials

Week 15 literature, sewing, mixture, locomotive, voyage

Week 16 irresponsible, incredible, miserable, worms, remarkable

Week 18

Pretest

Name: _____

1. _____

9. _____

2. _____

10. _____

3. _____

11. _____

4. _____

12. _____

5. _____

13. _____

6. _____

14. _____

7. _____

15. _____

8. _____

Name: _____

1. _____

The two sister's dog was furry and adorable, but also very excitable.

2. _____

Tomorow the childrens' relative's will arrive for a visit.

3. _____

The dictionery is a valueable tool for difining difficult words.

4. _____

My sisters responsibly asked our parents' permission to go to

the discount store.

5. _____

This artical contains the explanation of the knee operasion.

Syllables with *-ant* and *-ent*

NEW WORDS

___ *1. independent

The American colonies declared themselves independent in 1776.

___ *2. servant

When she first arrived in the United States, my grandmother worked as a servant.

___ *3. excellent

His handwriting is excellent.

___ *4. pleasant

A pleasant smell wafted up from the kitchen.

___ *5. silent

“Please take out a book for silent reading time,” our teacher said.

___ *6. present, present

The class will present a farewell present to their teacher.

___ *7. accidentally

I accidentally dropped my pencil, and now I can't find it.

___ *8. content, content

She was content with the content of her new book about oceans.

___ 9. disposable

They used disposable cups on the picnic.

___ 10. needle

To sew on a button, you need a needle and thread.

___ 11. marriage

So far their marriage has lasted more than 50 years.

___ 12. reasonable

The traffic moved along at a reasonable rate, and we arrived on time.

___ 13. enormous

At the zoo, we saw enormous elephants and tiny baby chimpanzees.

___ 14. remove

My mother can remove that splinter for you.

___ 15. improve

I know I need to improve my handwriting.

Week 19

REVIEW WORDS

___ *16. tightly

___ *17. easily

___ *18. truly

___ *19. curious

___ *20. tremendous

___ 21. reusable

___ 22. situation

___ 23. signal

___ 24. calm

___ 25. detective

Challenge Words

proficient, pearl, opponent, reluctant, resident

Week 19, Day 1

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

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8. _____

Name: _____

Week 19, Day 2

1. _____

2. _____

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Week 19, Day 3

Name: _____

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Name: _____

Week 19, Day 4

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10. _____

Syllables with *-ance* and *-ence*

NEW WORDS

- | | |
|---------------------------|--|
| ___ *1. difference | It doesn't make any difference to me whether we leave in the morning or after lunch. |
| ___ *2. distance | The distance between our house and my school is about six blocks. |
| ___ *3. importance | They studied the importance of nutrition to growth. |
| ___ *4. experience | Going to the aquarium with my class was a wonderful experience. |
| ___ *5. sentence | The first sentence of the story was dramatic. |
| ___ *6. performance | During the assembly, we saw a performance by local musicians. |
| ___ *7. balance | The gymnast did a cartwheel on the balance beam. |
| ___ *8. table of contents | After I finished my research report, I had to create a table of contents. |
| ___ 9. whisper | Please don't whisper during the movie. |
| ___ 10. garbage | One of my chores is to put the garbage out every Tuesday night. |
| ___ 11. sensible | Going to bed early the night before the long trip was a sensible decision. |
| ___ 12. peacefully | The cat and her kittens were sleeping peacefully. |
| ___ 13. assistants | The coach's two assistants helped the players run through some drills. |

continues

Week 20

NEW WORDS *(continued)*

___ 14. review

She wanted to review her vocabulary words before the quiz.

___ 15. mirror

The driver checked the rearview mirror before backing up.

REVIEW WORDS

___ *16. accidentally

___ 21. disposable

___ *17. content (2)

___ 22. improve

___ *18. servant

___ 23. needle

___ *19. pleasant

___ 24. remove

___ *20. present (2)

___ 25. enormous

Challenge Words

convenience, allegiance, persistence, elsewhere, violence

Week 20, Day 1

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Name: _____

Week 20, Day 2

1. _____

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Week 20, Day 3

Name: _____

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Name: _____

Week 20, Day 4

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Latin Roots *port* and *uni*

TEKS 2.A.vi
Student/Teacher Activity
New Words
(painlessly, steady)

NEW WORDS

- | | |
|---------------------|--|
| ___ *1. port | At a port, ships unload cargo carried from distant places. |
| ___ *2. transport | Trucks transport large quantities of fruits and vegetables from farms to stores. |
| ___ *3. support | My dad offered his mother his arm as support when they went for a walk. |
| ___ *4. opportunity | Next year we'll have the opportunity to study a foreign language. |
| ___ *5. uniform | When a school has a uniform, all the students wear one style of outfit. |
| ___ *6. united | The colonies united to become one country. They joined together into one nation. |
| ___ *7. unit | An inch is one unit of measure. |
| ___ *8. union | The thirteen colonies joined together to become a union—one country. |
| ___ 9. welcome | Our teacher asked us to help the new student feel welcome. |
| ___ 10. breakable | I need to be careful moving this vase because it's very breakable! |
| ___ 11. painlessly | The nurse wished she could give shots painlessly. |
| ___ 12. absent | The most common reason for being absent is illness. |
| ___ 13. ambulance | Driving an ambulance takes skill and bravery. |

continues

Week 21

NEW WORDS *(continued)*

- ___ 14. steady When I was learning to ride a bike, the hardest part was keeping it steady.
- ___ 15. pattern They used a pattern to cut out intricate snowflakes.

REVIEW WORDS

- ___ *16. sentence ___ 21. garbage
- ___ *17. performance ___ 22. whisper
- ___ *18. distance ___ 23. assistants
- ___ *19. table of contents ___ 24. sensible
- ___ *20. experience ___ 25. peacefully

Challenge Words

imported, thread, unison, frontier, appreciate

Week 21, Day 1

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Name: _____

Week 21, Day 2

1. _____

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Week 21, Day 3

Name: _____

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Name: _____

Week 21, Day 4

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10. _____

Suffixes That Mean *a person who* or *a thing that*

NEW WORDS

- | | |
|------------------------|---|
| ___ *1. manager | The store's manager worked long hours. |
| ___ *2. sailor | Being a sailor on a whaling ship was a dangerous job. |
| ___ *3. musician | My brother plays the guitar and hopes to be a professional musician. |
| ___ *4. engineer | An engineer was called in when the building collapsed. |
| ___ *5. superintendent | The superintendent visited every school monthly. |
| ___ *6. artistic | Painting, drawing, music, and dance are all forms of artistic expression. |
| ___ *7. trainer | The trainer feeds fish to the dolphins when they learn a new trick. |
| ___ *8. fashion | Fashion changes so quickly that it's hard to keep up. |
| ___ 9. surrounded | Beautiful mountains surrounded the small community. |
| ___ 10. properly | His mother told him to dress properly for the occasion. |
| ___ 11. innocent | The lawyer convinced the jury that her client was innocent. |
| ___ 12. attendance | The wedding invitation began, "Your attendance is requested at the wedding." |
| ___ 13. reporter | The job of a reporter is to gather facts and present them in an unbiased way. |

continues

Week 22

NEW WORDS *(continued)*

- ___ 14. tear, tear The tear in her costume brought a tear to her eye.
___ 15. mouse The mouse learned to run a complicated maze.

REVIEW WORDS

- | | |
|----------------------|--------------------|
| ___ *16. opportunity | ___ 21. welcome |
| ___ *17. port | ___ 22. painlessly |
| ___ *18. union | ___ 23. breakable |
| ___ *19. unit | ___ 24. pattern |
| ___ *20. transport | ___ 25. ambulance |

Challenge Words

companion, lawyer, physician, governor, senator

Week 22, Day 1

Name: _____

1. _____

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3. _____

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8. _____

Name: _____

Week 22, Day 2

1. _____

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Week 22, Day 3

Name: _____

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10. _____

Name: _____

Week 22, Day 4

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Greek and Latin Roots

TEKS 2.A.ii
Student/Teacher Activity
New Words
(officer, mechanic)

TEKS 2.A.v
Student/Teacher Activity
New Words
(medicine, microscope, telephone)

NEW WORDS

- | | |
|--------------------|---|
| ___ *1. particles | Particles are very small pieces. |
| ___ *2. apart | The puzzle pieces came apart easily. |
| ___ *3. department | A department is part of a store or office. |
| ___ *4. partly | If you've partly done your job, you've done some pieces or parts of it. |
| ___ *5. medicine | You need a doctor's prescription to get that medicine. |
| ___ *6. microscope | With a microscope, we can see very small objects. |
| ___ *7. telephone | The telephone was invented by Alexander Graham Bell. |
| ___ *8. photograph | The old photograph of my mom's grandparents sits on her dresser. |
| ___ 9. effortless | The professional tennis player made serving the ball look effortless. |
| ___ 10. immigrant | An immigrant is a person who leaves one country to live in another country. |
| ___ 11. conference | The teacher had a writing conference with each student. |
| ___ 12. universe | Scientists send out space probes and satellites to gather information about the universe. |
| ___ 13. computer | She sat down at her computer to finish her assignment. |

continues

Week 23

NEW WORDS *(continued)*

- ___ 14. layer Whales have a layer of fat, called *blubber*, to keep them warm.
- ___ 15. quarter The quarter coin is worth one-fourth of a dollar.

REVIEW WORDS

- | | |
|-------------------|--------------------|
| ___ *16. sailor | ___ *21. manager |
| ___ *17. musician | ___ 22. reporter |
| ___ *18. trainer | ___ 23. properly |
| ___ *19. fashion | ___ 24. mouse |
| ___ *20. artistic | ___ 25. attendance |

Challenge Words

ghost, saxophone, participate, medication, telegraph

Week 23, Day 1

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Name: _____

Week 23, Day 2

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Week 23, Day 3

Name: _____

1. _____

2. _____

3. _____

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5. _____

6. _____

7. _____

8. _____

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10. _____

Name: _____

Week 23, Day 4

1. _____

2. _____

3. _____

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6. _____

7. _____

8. _____

9. _____

10. _____

Review of Weeks 17, 19, 20, 21, and 22

Week 17

- | | |
|------------------|-------------------|
| ___ *1. truly | ___ *6. proudly |
| ___ *2. actually | ___ 7. calm |
| ___ *3. curious | ___ 8. orange |
| ___ *4. easily | ___ 9. journey |
| ___ *5. serious | ___ 10. situation |

Week 19

- | | |
|-----------------------|--------------------|
| ___ *11. accidentally | ___ 16. marriage |
| ___ *12. silent | ___ 17. disposable |
| ___ *13. excellent | ___ 18. improve |
| ___ *14. pleasant | ___ 19. reasonable |
| ___ *15. independent | ___ 20. enormous |

Week 20

- | | |
|---------------------|----------------------|
| ___ *21. experience | ___ *26. performance |
| ___ *22. difference | ___ 27. peacefully |
| ___ *23. balance | ___ 28. mirror |
| ___ *24. distance | ___ 29. sensible |
| ___ *25. importance | ___ 30. review |

continues

Week 24

REVIEW WEEK WORDS *(continued)*

Week 21

- | | |
|----------------------|--------------------|
| ___ *31. union | ___ 36. absent |
| ___ *32. uniform | ___ 37. breakable |
| ___ *33. support | ___ 38. ambulance |
| ___ *34. united | ___ 39. painlessly |
| ___ *35. opportunity | ___ 40. steady |

Week 22

- | | |
|-------------------------|--------------------|
| ___ *41. musician | ___ *46. engineer |
| ___ *42. manager | ___ 47. tear (2) |
| ___ *43. superintendent | ___ 48. innocent |
| ___ *44. sailor | ___ 49. attendance |
| ___ *45. fashion | ___ 50. surrounded |

Challenge Words

Week 17 cruelly, journal, cleverly, mildly, splendidly

Week 19 opponent, resident, pearl, reluctant, proficient

Week 20 allegiance, elsewhere, violence, persistence, convenience

Week 21 thread, frontier, unison, appreciate, imported

Week 22 senator, lawyer, physician, companion, governor

Week 24

Pretest

Name: _____

1. _____

9. _____

2. _____

10. _____

3. _____

11. _____

4. _____

12. _____

5. _____

13. _____

6. _____

14. _____

7. _____

15. _____

8. _____

Name: _____

1. _____

The students proudly displayed their excelent artistic work.

2. _____

The last syllable must often be memorized, as in *independant, silent,*

accident, difference, experiance, balence, and disposable.

3. _____

The musicans were surounded by swirling dancers.

4. _____

His grandmother advised him to be serous, sensible, and curious on his

juorney through life.

Words with Prefixes

TEKS 2.A.vii
TEKS 2.B.v
Student/Teacher Activity
New Words
(refuel, repaid)

NEW WORDS

- | | |
|--------------------------|--|
| ___ *1. forearm | Your forearm is the part of your arm from your elbow to your hand. |
| ___ *2. subzero | A subzero temperature is one that is below zero degrees on a thermometer. |
| ___ *3. semisweet | We used semisweet chocolate chips in the cookies. |
| ___ *4. injustice | Being sent to prison without a trial is an injustice. |
| ___ *5. supermarket | A supermarket is larger than a small market and sells a wide variety of goods. |
| ___ *6. cooperating | The parents were amazed at the way the small groups were cooperating. |
| ___ *7. encode | To encode a message is to make it into a code. |
| ___ *8. refuel | A gas station is a place where people refuel their cars. |
| ___ 9. repaid | If you've repaid money, you have paid it back to the lender. |
| ___ 10. overgrown | If no one clips or trims the plants in a garden, the garden will become overgrown. |
| ___ 11. disrespect | All people should be shown respect, not disrespect. |
| ___ 12. intercontinental | An intercontinental flight between New York and London takes six or seven hours. |
| ___ 13. confidence | He had confidence in his ability as goalie. |
| ___ 14. transportation | She takes public transportation to and from work. |
| ___ 15. apartment | My family lives in a two-bedroom apartment. |

TEKS 2.B.xii
Student/Teacher Activity
New Words
(forearm, subzero, semisweet, refuel, repaid)

Week 25

REVIEW WORDS

___ *16. apart

___ *17. department

___ *18. photograph

___ *19. partly

___ *20. medicine

___ 21. immigrant

___ 22. effortless

___ 23. computer

___ 24. conference

___ 25. layer

Challenge Words

mold, interplanetary, shield, semicircular, unbelievably

Week 25, Day 1

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

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8. _____

Name: _____

Week 25, Day 2

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Week 25, Day 3

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Name: _____

Week 25, Day 4

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Unusual Plurals

NEW WORDS

___ *1. wolves

One wolf howled to the other wolves.

___ *2. oxen

Each ox was strong, so the pair of oxen could pull a heavy wagon.

___ *3. deer

The deer ran gracefully to catch up with all the other deer.

___ *4. radios

All radios were on sale for a week.

___ *5. tomatoes

It was the tastiest tomato of all the tomatoes he'd ever eaten.

___ *6. pianos

The music store had many instruments for sale, including two grand pianos.

___ *7. mice

Field mice live outdoors and eat seeds.

___ *8. leaves

One leaf on the twig had turned orange, while the other leaves were still green.

___ 9. knives

The long knife is better for slicing bread than the short knives.

___ 10. salmon

First we spotted one salmon, then many salmon, as they swam upstream.

___ 11. university

In a university, the teachers of many subjects are gathered in one place.

___ 12. reflector

My jacket has a strip of reflector tape so it can be seen in the dark.

___ 13. particular

My mother is very particular about the best way to clean the kitchen.

continues

Week 26, Day 1

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Name: _____

Week 26, Day 2

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Week 26, Day 3

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Name: _____

Week 26, Day 4

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

More Words with Suffixes

NEW WORDS

- ___ *1. awareness Once you gain an awareness of recycling, you can recycle almost everything.
- ___ *2. wealthy The wealthy couple generously gave money to the local food bank.
- ___ *3. youthful The old man had a youthful appearance.
- ___ *4. magically The rabbit seemed to appear magically.
- ___ *5. ninetieth After what seemed like the ninetieth attempt, my dad was finally able to fix the broken engine.
- ___ *6. fortieth My father gave my mother a surprise party on her fortieth birthday.
- ___ *7. blindness There are more ways to prevent and cure blindness than there were 100 years ago.
- ___ *8. daily We do daily brain teaser exercises during math class.
- ___ 9. feathery The horse's mane was so long and sleek, it looked almost feathery in the wind.
- ___ 10. dreamer He was called a dreamer but grew up to be an inventor.
- ___ 11. telescope At the science museum, a giant telescope was set up for people to see the night sky.
- ___ 12. undated I couldn't figure out how old the letter was because it was undated.
- ___ 13. heroes He was the hero of heroes.

continues

Week 27, Day 1

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Name: _____

Week 27, Day 2

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Week 27, Day 3

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Name: _____

Week 27, Day 4

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Doubling with Polysyllabic Words

NEW WORDS

- ___ *1. permitting Weather permitting, the wedding will be held outdoors.
- ___ *2. preferred The cat preferred to sit by the fire.
- ___ *3. upsetting The thunderstorm was upsetting to the younger children.
- ___ *4. gardener The gardener knew the Latin name of every plant in the garden.
- ___ *5. reconsidering My mom didn't think she wanted a new job, but now she's reconsidering.
- ___ *6. offered When my friend fell, I offered her a hand up.
- ___ *7. declared Great Britain declared war on the American colonies when they sought independence.
- ___ *8. station At the train station, we bought our tickets and walked to the platform.
- ___ 9. castle A medieval castle usually had a moat to keep out intruders.
- ___ 10. paragraph For homework we had to write the introductory paragraph.
- ___ 11. overcoat He wore a sweater and an overcoat.
- ___ 12. echoes They heard many echoes in the cave, but the echo was the loudest when they all shouted together.
- ___ 13. practically My younger brother played with his friend around the corner practically every day.

continues

Week 28

NEW WORDS *(continued)*

- ___ 14. examine We will examine the cells under a microscope.
___ 15. pour Would you please pour me some orange juice?

REVIEW WORDS

- | | |
|--------------------|--------------------|
| ___ *16. youthful | ___ *21. fortieth |
| ___ *17. magically | ___ 22. feathery |
| ___ *18. blindness | ___ 23. heroes |
| ___ *19. wealthy | ___ 24. experiment |
| ___ *20. daily | ___ 25. undated |

Challenge Words

threatened, forbidden, bothering, interrupted, delivered

Week 28, Day 1

Name: _____

1. _____ + _____ = _____

2. _____ + _____ = _____

3. _____

4. _____

5. _____ + _____ = _____

6. _____

7. _____

8. _____

Name: _____

Week 28, Day 2

1. _____ + _____ = _____

2. _____ + _____ = _____

3. _____

4. _____

5. _____

6. _____

7. _____ + _____ = _____

8. _____

9. _____

10. _____

Week 28, Day 3

Name: _____

1. _____ + _____ = _____

2. _____ + _____ = _____

3. _____

4. _____

5. _____

6. _____

7. _____ + _____ = _____

8. _____

9. _____

10. _____

Name: _____

Week 28, Day 4

1. _____ + _____ = _____

2. _____ + _____ = _____

3. _____

4. _____

5. _____

6. _____

7. _____ + _____ = _____

8. _____

9. _____

10. _____

Review of Syllable Constructions and Divisions

TEKS 2.A.x

Student/Teacher Activity

New Words (shelter, limit, lion, event, address)

NEW WORDS

___ *1. service

Guide dogs provide a valuable service to people who are blind or partially sighted.

___ *2. item

There was one item on the test that I just couldn't figure out.

___ *3. practice

My friend has soccer practice every Tuesday and Thursday.

___ *4. entire

The little girl was so excited that she skipped the entire way home.

___ *5. beneath

He hid the present beneath his jacket so his mom wouldn't see it.

___ *6. handle

I loved that mug, but the handle broke off.

___ *7. shelter (shel.ter)^{VC.CV}

After the hurricane, people found shelter in the local school.

___ *8. limit (lim.it)^{VC.V}

During the toy sale, there was a limit of two games per customer.

___ 9. lion (li.on)^{V.V}

A female lion does not have a mane.

___ 10. event (e.vent)^{V.CV}

The final assembly program was a major event in the school year.

___ 11. address (ad.dress)^{VC.CCV}

We moved when I was four, but I can still remember my old address.

___ 12. underestimated

I thought we would lose the game, but I had underestimated our team strength.

continues

Week 29

NEW WORDS *(continued)*

___ 13. eagerly

The boy eagerly helped his teacher erase the board.

___ 14. forgotten

Our dog had not forgotten where she buried the bone.

___ 15. spirit

The new student felt the spirit of friendliness in the classroom.

REVIEW WORDS

___ *16. offered

___ *21. gardener

___ *17. station

___ 22. castle

___ *18. declared

___ 23. echoes

___ *19. upsetting

___ 24. overcoat

___ *20. permitting

___ 25. examine

Challenge Words

pioneers, alertness, harvested, attitude, defeated

Week 29, Day 1

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Name: _____

Week 29, Day 2

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Week 29, Day 3

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Name: _____

Week 29, Day 4

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Week 30

Name: _____

Review of Weeks 23, 25, 26, 27, and 28

Week 23

- | | |
|--------------------|-------------------|
| ___ *1. microscope | ___ 6. layer |
| ___ *2. department | ___ 7. immigrant |
| ___ *3. medicine | ___ 8. universe |
| ___ *4. particles | ___ 9. conference |
| ___ *5. telephone | ___ 10. quarter |

Week 25

- | | |
|----------------------|--------------------------|
| ___ *11. supermarket | ___ 16. disrespect |
| ___ *12. forearm | ___ 17. repaid |
| ___ *13. cooperating | ___ 18. apartment |
| ___ *14. semisweet | ___ 19. intercontinental |
| ___ *15. injustice | ___ 20. confidence |

Week 26

- | | |
|--------------------|-------------------------|
| ___ *21. radios | ___ 26. knives |
| ___ *22. mice | ___ 27. source |
| ___ *23. leaves | ___ 28. reflector |
| ___ *24. tomatoes | ___ 29. interchangeable |
| ___ 25. university | ___ 30. particular |

continues

Week 30

REVIEW WEEK WORDS *(continued)*

Week 27

- | | |
|--------------------|---------------------|
| ___ *31. daily | ___ 36. dreamer |
| ___ *32. ninetieth | ___ 37. heroes |
| ___ *33. magically | ___ 38. telescope |
| ___ *34. fortieth | ___ 39. instruments |
| ___ *35. awareness | ___ 40. experiment |

Week 28

- | | |
|------------------------|---------------------|
| ___ *41. upsetting | ___ 46. paragraph |
| ___ *42. preferred | ___ 47. pour |
| ___ *43. reconsidering | ___ 48. echoes |
| ___ *44. declared | ___ 49. examine |
| ___ *45. gardener | ___ 50. practically |

Challenge Words

Week 23 saxophone, medication, ghost, participate, telegraph

Week 25 mold, semicircular, shield, interplanetary, unbelievably

Week 26 preserve, satellite, schedule, error, vacuum

Week 27 criminal, nutritious, allergic, courteous, remote

Week 28 threatened, forbidden, bothering, delivered, interrupted

Week 30 Pretest

Name: _____

1. _____

9. _____

2. _____

10. _____

3. _____

11. _____

4. _____

12. _____

5. _____

13. _____

6. _____

14. _____

7. _____

15. _____

8. _____

Name: _____

1. _____
On intercontinental flights, some jets can be refueled while flying.

2. _____
The astronomy department has a telescope and other astronomical

instruments that the university is permitting the public to view.

3. _____
We used knives to cut the semesweet chocolate squares we bought

at the supermarket.

4. _____
With a micrascope, we could examin some practicly invisible particles.

5. _____
The dreamer prefered to think of ordinary life as magical.

Dictionary and Personal Word List

Dictionary and Personal Word List

Name: _____

A

___ absent
___ acceptable
___ accidentally
___ actually
___ address
___ advantage
___ adventure
___ advice
___ airplane
___ alarm
___ ambulance
___ announce
___ apart
___ apartment
___ applied
___ applying
___ armies
___ article
___ artistic
___ assistants
___ attach
___ attendance
___ awareness

B

___ background
___ balance
___ beautiful
___ belong
___ beneath
___ blindness
___ border
___ bowl
___ breakable
___ broad
___ broken
___ buffalo

C

___ cage
___ calm
___ camel
___ camera
___ camping
___ capital
___ captain's
___ capturing
___ castle
___ centuries
___ chapter
___ character
___ children's
___ choice
___ collect
___ colonial
___ comfortable
___ computer
___ concern
___ conference
___ confidence
___ conflict
___ content
___ cooperating

Name: _____

Dictionary and Personal Word List

___ cotton
___ couldn't
___ county
___ courage
___ crops
___ curious

D

___ daily
___ damaged
___ daughter
___ deal
___ declared
___ deer
___ defining

___ degrees
___ department
___ depth
___ describing
___ details
___ detective
___ dictionary
___ difference
___ dirty
___ discount
___ disposable
___ disrespect
___ distance
___ division
___ double
___ dozen
___ dreamer

E

___ eagerly
___ earn
___ easily
___ echoes
___ effortless
___ encode
___ enemies
___ engineer
___ enormous
___ entire
___ equal
___ evening
___ event
___ examine
___ excellent
___ excitable
___ expensive
___ experience
___ experiment
___ explanation
___ expression

Dictionary and Personal Word List

Name: _____

— extra

— extremely

F

— farther

— fashion

— feathery

— fence

— fixing

— flew

— football

— forearm

— forgotten

— forth

— fortieth

— fought

— furniture

— furry

G

— garbage

— gardener

— gentle

— giant's

— giants'

— glance

— goals

H

— halfway

— handle

— heroes

— hers

— hidden

— hiring

— honey

— horrible

— hospital

— hungrier

— husband's

I, J

— I'm

— immediately

— immigrant

— importance

— improve

— independent

— injustice

— innocent

— instructions

— instruments

— intend

— interchangeable

Name: _____

Dictionary and Personal Word List

___ intercontinental

___ introduce

___ item

___ it's

___ its

___ journey

K

___ kitchen

___ knees

___ knives

___ knock

___ know

L

___ laid

___ layer

___ leaves

___ limit

___ lion

___ low

M

___ magically

___ magnet

___ manager

___ marriage

___ meatless

___ medical

___ medicine

___ metal

___ mice

___ microscope

___ minerals

___ mirror

___ misled

___ misreported

___ motionless

___ mouse

___ muddy

___ muscles

___ musician

N

___ needle

___ ninetieth

___ nonfat

___ normal

___ noticeable

___ nurses'

O

___ o'clock

___ offered

___ operation

___ opportunity

Dictionary and Personal Word List

Name: _____

— opposite

— orange

— ought

— overcoat

— overgrown

— oxen

P

— paid

— painlessly

— palace

— paper

— paragraph

— particles

— particular

— partly

— pattern

— peacefully

— performance

— perhaps

— permission

— permitting

— photograph

— pianos

— piece

— pleasant

— pledge

— pocket

— port

— pour

— practically

— practice

— preferred

— preflight

— preparing

— prerecorded

— present

— prevention

— printed

— promise

— properly

— protection

— proudly

Q, R

— quarter

— radios

— rather

— raw

— rays

— reach

— reasonable

— reconsidering

— reflector

— refuel

— refusing

— relatives

— reliable

— relying

— remove

Name: _____

Dictionary and Personal Word List

— repaid
— replying
— reporter
— requiring
— responsibly
— reusable
— review
— roll
— route
— royal

S

— sailor
— salmon
— satisfied
— semisweet
— sense

— sensible
— sentence
— serious
— servant
— service
— shadow
— shelter
— shopping
— signal
— silent
— sister's
— sisters'
— situation
— skidded
— skin
— sleepest
— slept
— smoky
— smoother
— something
— sorry
— source
— spirit
— staring
— station

— steady
— steel
— stomach
— subzero
— succeed
— suggestion
— superintendent
— supermarket
— support
— supposed to
— sure
— surprising
— surrounded
— swimmer
— swimming
— switches
— system

Dictionary and Personal Word List

Name: _____

T

- table of contents
- tank
- tear
- telephone
- telescope
- that'll
- their
- they've
- thought
- thrill
- throw
- tightly
- tomatoes

- tomorrow
- tongue
- topic
- tough
- trader
- trainer
- transport
- transportation
- tremendous
- trotting
- truly
- trunk
- turkey
- twelve
- twenty
- twice

U

- uncrowded
- undated
- underestimated
- unexplored
- uniform
- union
- unit
- united
- universe
- university
- unwrapped
- upsetting
- upstairs

Name: _____

Dictionary and Personal Word List

V

— valuable

— value

— visit

W

— wagon

— wealthy

— we'd

— welcome

— which

— whisper

— whole

— who's

— wide

— wisest

— wolves

— wore

X, Y, Z

— you're

— yours

— youthful

Spelling References

Generalizations for Adding Suffixes

Name: _____

Single-syllable Doubling Generalization

IF the base word has

- one syllable,
- one vowel,
- and one consonant after the vowel

AND the suffix begins with a vowel,

THEN double the last consonant.

Examples

stop + ing = stopping

sun + y = sunny

big + est = biggest

hid + en = hidden

Drop e Generalization

IF the base word ends with consonant-**e**

AND the suffix begins with a vowel,

THEN drop **e**.

Examples

ride + ing = riding

brave + est = bravest

write + er = writer

shine + y = shiny

Name: _____

Generalizations for Adding Suffixes

Change y to i Generalization

IF the base word ends with consonant-y
AND the suffix begins with any letter except i,
THEN change y to i.

Examples

puppy + es = puppies happy + ness = happiness
carry + ed = carried beauty + ful = beautiful

TEKS 2.B.xiii
Student/Teacher Activity
Change y to i Generalization
(puppies, carried, happiness, beautiful)

Polysyllabic Doubling Generalization

IF the base word is polysyllabic
– and ends with one vowel and one consonant
– and has the accent on the last syllable
AND the suffix begins with a vowel,
THEN double the last consonant.

Examples

begin + ing = beginning begin + er = beginner
admit + ed = admitted forgot + en = forgotten

Frequently Misspelled Words

Name: _____

The phrases in parentheses will help you choose the correct word. Contractions and compound word families are shown on page 188.

A

all ready (*They are all ready.*)
all right
a lot
already (*They've already left.*)

B

because
before
believe
buy (*She will buy a pen.*)

C

cannot
classroom
clothes (*She picked up her clothes.*)
coming
couldn't

D, E, F

Dr.
eight
eighteen
eighteenth
eighty
February
field
first

forth (*back and forth*)

forty
fourteen
fourth (*third and fourth*)
friend

G, H

great-grandmother
guess
halfway
hear (*I can hear you.*)
heard (*He heard a sound.*)

I, J, K

I'm
January
Jr.
know

L, M, N

loose (*The knot came loose.*)
lose (*Don't lose your pen.*)
men's
Miss
Mon.
Mr.
Mrs.
Ms.
ninety

O, P

off
one (*There's one page left.*)
ourselves
paid
people
piece (*piece of pie*)

Q, R, S

quite (*quite beautiful*)
Saturday
school
sense (*common sense*)
something
St. (*Main St.; St. Louis*)
sure

T, U, V

their (*Join their group.*)
there (*There it is.*)
thirty
thought
threw (*She threw the ball.*)
through (*Wind blew through the window.*)
too (*I ran too fast. I like that book, too.*)
touch
truth

Name: _____

Frequently Misspelled Words

Tuesday

twice

two (*We ate two oranges.*)

used to

W, X, Y, Z

wanted

water

weather (*sunny weather*)

were

what

where

whether (*He asked whether
he could go.*)

which

while

whole (*the whole book*)

who's (*Who's absent?*)

whose (*Whose book is this?*)

wind (*The wind blew. Wind
up the string.*)

women

would (*Yes, I would.*)

Frequently Misspelled Words

Name: _____

CONTRACTIONS

n't (not)	's (is, has)	'll (will, shall)	'd (would, had)	've (have)	're (are)	'm (am) 's (us)
aren't	here's	he'll	he'd	I've	they're	I'm
can't	he's	I'll	I'd	you've	we're	let's
couldn't	how's	it'll	she'd	we've	you're	
didn't	it's	she'll	they'd	they've		
doesn't	she's	that'll	we'd			
don't	that's	they'll	who'd			
hadn't	there's	we'll	you'd			
hasn't	what's	you'll				
haven't	where's					
isn't	who's					
mustn't						
shouldn't						
wasn't						
weren't						
won't						
wouldn't						

COMPOUND WORD FAMILIES

no-	any-	some-	every-	-ever
nobody	anybody	somebody	everybody	forever
nowhere	anyone	somehow	everyone	however
	anything	someone	everything	whatever
	anyway	something	everywhere	whenever
	anywhere	sometime		
		sometimes		
		somewhat		
		somewhere		



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